

School Name: Vassiliadis Elementary School

Inquiry Area 1 - Student Success

MAP Data Goals (Percentage shown reflects percentage of students meeting/exceeding goal)
 Increase Kinder Growth: MAP Math from 22-23 Spring 87% to 23-24 Spring 91% and MAP Reading from 22-23 Spring 82% to 23-24 Spring 86%
 Increase 1st Grade Growth: MAP Math from 22-23 Spring 85% to 23-24 Spring 88% and MAP Reading from 22-23 Spring 85% to 23-24 Spring 88%
 Increase 2nd Grade Growth: MAP Math from 22-23 Spring 82% to 23-24 Spring 86% and MAP Reading from 22-23 Spring 86% to 23-24 Spring 90%
 Increase 3rd Grade Growth: MAP Math from 22-23 Spring 78% to 23-24 Spring 81% and MAP Reading from 22-23 Spring 75% to 23-24 Spring 78%
 Increase 4th Grade Growth: MAP Math from 22-23 Spring 75% to 23-24 Spring 78% and MAP Reading from 22-23 Spring 88% to 23-24 Spring 90%
 Increase 5th Grade Growth: MAP Math from 22-23 Spring 77% to 23-24 Spring 80% and MAP Reading from 22-23 Spring 75% to 23-24 Spring 78%

Improvement Strategies	Intended Outcomes/Formative Measures	Status <i>Are we implementing the improvement strategy as planned?</i>	Now (Lessons Learned) <i>What does our progress monitoring data reveal about progress toward our goal? What are we learning as we implement our improvement strategies? What challenges with implementation and gaps in</i>	Next (Next Steps) <i>What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?</i>	Need <i>What do we need to be successful in taking action?</i>
Use differentiation during Tier I and provide Tier II instruction to target individual student academic deficits.	As a result of receiving strategic intervention, support, and Tier 1 differentiation, students will demonstrate academic growth as evidenced on 2024 Spring SBAC and MAP assessments.	Strong	76% of students met their MAP targets in math and 74% of students met their MAP targets in reading. Challenges include staff still learning how to effectively implement new Tier 1 and Tier 2 programs.	Our strategists will continue to support teachers in the implementation of the PLC process. Teachers will continue to focus on the analyze and respond components of the Teaching and Learning Cycle during grade level PLCs, in order to differentiate instruction to meet the needs of all learners.	Continued PD on how to effectively implement the HMH Into Reading and 95 Phonics programs, as well as consistent PLC.

Inquiry Area 2 - Adult Learning Culture

On a monthly basis, teachers will be provided professional development opportunities focusing on the implementation of PLC and the Teaching and Learning Cycle with an emphasis on the analyze and respond steps.
 On a monthly basis, 100% of teachers will attend professional development opportunities focusing on tier 1 supports based on needs assessments completed by staff as measured by agendas and sign-in-sheets.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Implementing professional development on a monthly basis.	Teachers will develop sound knowledge of best practices in instruction, addressing student needs and improving overall achievement as evidenced in classroom observations, pre/post conferences, and various assessment data (MAP, SBAC, classroom assessments) as analyzed during PLC meetings.	Strong	Teachers provided positive feedback regarding training in HMH, 95 Phonics, and PLC implementation.	Strategists will continue supporting teachers on implementing the analyze and respond components of the Teaching and Learning Cycle during grade level PLCs, in order to differentiate instruction to meet the needs of all learners.	Continued PD on how to effectively implement the HMH Into Reading and 95 Phonics programs. Consistent follow-up with staff through observations, conferences, monthly training feedback forms, and PLC's.

Inquiry Area 3 - Connectedness

Panorama Data Goals
 Increase favorable responses on the Panorama Survey of 3rd-5th grade students from 59% to 65% in the area of Challenging Feelings from Spring 2023 to Spring 2024.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Utilize the MTSS Team to target individual students who responded unfavorably to Challenging Feelings on the Panorama Data Survey.	As a result of receiving strategic intervention and support, students will demonstrate positive social emotional gains as evaluated in the Panorama survey.	Strong	Data from the Winter Panorama reflects a 3% increase in the area of Challenging feelings from the Fall.	The MTSS Team met to analyze Panorama data and will structure regular check-ins with identified students.	MTSS team will create check-in schedule/log and Spring Panorama data will inform our needs/next steps.