

School Performance Plan

School Name
Vassiliadis, Billy and Rosemary ES

Address (City, State, Zip Code, Telephone):
215 Antelope Ridge Dr
Las Vegas, NV 89138, 7027991420

Superintendent/Region Superintendent: Jesus Jara / Dr. Scavella

For Implementation During The Following Years: 2019-2020

The Following MUST Be Completed:

Title I Status: Not_Served

Designation: NA

Grade Level Served: Elementary

Classification: 5 Star

NCCAT-S: Initial

***1 and 2 Star Schools Only:** Please ensure that the following documents will be available upon request Use of Core Instructional Materials Scheduling Model School Visits

Members of Planning Team * ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Karen Wisan	Parent	Sophie Ladd	Parent
Stephanie Valdez	Parent	Paul Catania	Principal
Christina Fitch	Assistant Principal	Rachel Levandusky	Teacher
Alexis Kamp-Berger	Teacher	Aimee Levy	Teacher
Juliet Siqueiros	Teacher	Michelle Kirk	Specialist
Brooke Stratton	Teacher	Dawn Mae	SPTA

Melanie Dansizen	Teacher	Beth Prior	Teacher
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COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)**DATA REVIEWED & ANALYZED:**

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Statewide Assessments	ELL Program Policies and Procedures	Special Ed Policies and Procedures
Formative Assessments Practice	NA	NA
Nevada School Performance Framework (NSPF)	NA	NA
Interim Assessments	NA	NA
Teacher/Administrator Observation Data	NA	NA
Other:	Other: WIDA Data	Other:
Other:	Other:	Other:

Summary Statement: Please provide a brief description for how the analyzed data will impact your Inquiry and Action Planning process.

Vassiliadis Elementary has begun its 3rd year. The data reported for SBAC is based on the current roster of students that took the assessment Spring 2019. Students in grades 3, 4, and 5 were tested for the SBAC in both English Language Arts and Math. SBAC ELA: 85.04% of students that took the SBAC last year were Advanced/Proficient and 14.96% of students showed Partial/Minimal understanding. Overall students scored the highest percentage in ELA Claim 3: Speaking and Listening (96.85%) with ELA Claim 1: Reading (93.44%) and Claim 2: Writing (92.92%) being the area for growth. SBAC Math: 82.41% of students that took the SBAC last year were Advanced/Proficient and 17.59% of students showed Partial/Minimal understanding. Overall students scored the highest percentage in Math Claim 2 & 4: Problem Solving and Modeling & Data Analysis (97.91%) with Math Claim 1: Concepts & Procedures (87.67%) being the area for growth.

Kindergarten through 5th Grade Teachers utilized MAP as our interim assessment tool. Below are the percentage of students proficient on the MAP assessment from Fall 2019.

Reading MAP: Kinder - (Fall) 48% Proficient; 1st Grade - (Fall) 73% Proficient; 2nd Grade - (Fall) 77% Proficient; 3rd Grade - (Fall) 77% Proficient; 4th Grade - (Fall) 79% Proficient, 5th Grade - (Fall) 75% Proficient

Math MAP: Kinder - (Fall) 62% Proficient; 1st Grade - (Fall) 71% Proficient; 2nd Grade - (Fall) 74% Proficient; 3rd Grade - (Fall) 68% Proficient; 4th Grade - (Fall) 73% Proficient, 5th Grade - (Fall) 64% Proficient

Teachers collaborated consistently to design grade level instruction and met every six weeks to discuss student data to modify instructional practices. Based on classroom observations teachers consistently used the components of an effective lesson, the gradual release of responsibility model (I do, We do, You do), strong academic focus and academic language, strong evidence of high level questioning strategies, productive discourse between students, and students generating evidence to support their learning. Areas for continued focus will include designing curriculum, instruction, and assessments including differentiated hands on tasks to enrich and remediate for all learners with the rigor of the NVACS.

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 1:

Increase growth and proficiency rates in reading and math for Kindergarten - 3rd Grade students.

Root Causes:

Grade level teams are in the process of developing and designing a rigorous instructional curriculum required by the NVACS. Teachers are collaborating consistently to develop a pyramid of interventions to support Tier 2 and Tier 3 instruction and the students needs.

Measurable Objective 1:

Increase Kinder performance: MAP Reading from Fall 48% to Spring 80% and MAP Math from Fall 62% to Spring 80%

Measurable Objective 2:

Increase 1st Grade performance: MAP Reading from Fall 73% to Spring 85% and MAP Math from Fall 71% to Spring 85%

Measurable Objective 3:

Increase 2nd Grade performance: MAP Reading from Fall 77% to Spring 85% and MAP Math from Fall 74% to Spring 85%

Measurable Objective 4:

Increase 3rd Grade performance: MAP Reading from Fall 77% to Spring 85% and MAP Math from Fall 68% to Spring 80%

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.1	

<p>Provide professional development in the following areas: Professional Learning Community (PLC): Teachers will collaborate to design rigorous instruction and common assessments aligned to NVACS/SBAC. Additionally, teachers will share strategies to deliver high quality instruction for all students. Differentiation: Teachers will increase their understanding of how to integrate leveled/tiered assignments into classroom instruction. Teachers will provide differentiated tasks to students in small group and whole group instruction to ensure students have the opportunities to be challenged and enriched. (NEPF Standard 2)</p>	<p>1.) Professional Development days and common planning days will be utilized to train and support teachers with the implementation of Professional Learning Communities. 2.) Utilize CTT's and strategists to provide ongoing instructional support to the grade levels. 3.) Provide training for Differentiated Instructional Strategies (Depth & Complexity, Multi-Level Tasks, and Flexible small group instruction)</p>	<p>Grade Level PLC Notes, Vertical Planning Time, Grade Level Long Range Plans, Common Assessments aligned to rigor of the NVACS/SBAC, Classroom Observations, Multi-Level Tasks, Flexible Small group instruction, Growth on Formative Assessments</p>	<p>Administration, Strategists, Teachers</p>	<p>N/A</p>
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<p>1.2 Family Engagement (Required)</p>		<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators:</p>	
<p>Vassiliadis parents and families will be able to engage in hands-on activities during our annual Academic Family Nights. During Parent/Teacher conferences, our Vassiliadis strategists will provide parents and students an opportunity to explore technology-related activities to do at home. Additionally, teachers will send home supplemental software components for reading/math programs for extra enrichment and/or practice. Teachers will communicate with families via an electronic communication tool such as Class Dojo, Bloomz, or Remind.</p>	<p>Academic Night Flyers and Materials, Software programs</p>	<p>Website, Parent Night Event Flyers, Software program usage and student performance reports</p>	<p>Administration, Strategists, Teachers</p>	<p>N/A</p>

Comments:

<p>1.3 Curriculum/Instruction/Assessment (Required)</p>		<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators:</p>	
<p>Response to Intervention: Provide professional development to teachers and school interventionists on high quality/research based intervention instruction and supplemental program support to sustain a solid Response to Intervention program for all students.</p>	<p>1.) Purchase a research based supplemental intervention software program for Reading & Math. 2.) Provide training, follow up support for implementation of an intervention/enrichment software program, and then train teachers on how to analyze the student performance data to make instructional decisions. 3.) Utilize CTT's and strategists to provide ongoing intervention and instructional support.</p>	<p>Teacher PD Agendas, Classroom Observations, Intervention software usage reports, Implementation of research based instructional strategies, and lesson plans.</p>	<p>Administration, Strategists, Counselor, RTI committee, Grade Level Chairs, All teachers</p>	<p>N/A</p>

Comments:

<p>1.4 Other (Optional)</p>	<p>Continuation From Last Year:</p>	<p>NCCAT-S Indicators:</p>
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				N/A
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Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 2:

Increase growth and proficiency rates in reading and math for 4th and 5th Grade students.

Root Causes:

Grade level teams are in the process of developing and designing a rigorous instructional curriculum required by the NVACS. Teachers are collaborating consistently to develop a pyramid of interventions to support Tier 2 and Tier 3 instruction and the students needs.

Measurable Objective 1:

Increase the percent of current 4th grade students proficient (Level 3 & 4) in reading from 89% to 91% and in math (Level 3 & 4) from 85% to 89% by 2020 as measured by the SBAC.

Measurable Objective 2:

Increase the percent of current 5th grade students proficient (Level 3 & 4) in reading from 79% to 82% and in math (Level 3 & 4) from 70% to 80% by 2020 as measured by the SBAC.

Measurable Objective 3:

Increase 3-5th Grade Median Growth Percentile: SBAC Reading from (2019) 61% to (2020) 70% and SBAC Math from (2019) 51% to (2020) 70%.

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
2.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	

<p>Provide professional development in the following areas: Professional Learning Community (PLC): Teachers will collaborate to design rigorous instruction and common assessments aligned to NVACS/SBAC. Additionally, teachers will share strategies to deliver high quality instruction for all students. Differentiation: Teachers will increase their understanding of how to integrate leveled/tiered assignments into classroom instruction. Teachers will provide differentiated tasks to students in small group and whole group instruction to ensure students have the opportunities to be challenged and enriched. (NEPF Standard 2)</p>	<p>1.) Professional Development days and common planning days will be utilized to train and support teachers with the implementation of Professional Learning Communities. 2.) Utilize CTT's and strategists to provide ongoing instructional support to the grade levels. 3.) Provide training for Differentiated Instructional Strategies (Depth & Complexity, Multi-Level Tasks, and Flexible small group instruction)</p>	<p>Grade Level PLC Notes, Vertical Planning Time, Grade Level Long Range Plans, Common Assessments aligned to rigor of the NVACS/SBAC, Classroom Observations, Multi-Level Tasks, Flexible Small group instruction, Growth on Formative Assessments</p>	<p>Administration, Strategists, Teachers</p>	<p>N/A</p>
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<p>2.2 Family Engagement (Required)</p>		<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators:</p>	
<p>Vassiliadis parents and families will be able to engage in hands-on activities during our annual Academic Family Nights. During Parent/Teacher conferences, our Vassiliadis strategists will provide parents and students an opportunity to explore technology-related activities to do at home. Additionally, teachers will send home supplemental software components for reading/math programs for extra enrichment and/or practice. Teachers will communicate with families via an electronic communication tool such as Class Dojo, Bloomz, or Remind.</p>	<p>Academic Night Flyers and Materials, Purchased software programs</p>	<p>Parent Night Event Flyers, Software program usage and student performance reports</p>	<p>Administration, Strategies, Teachers</p>	<p>N/A</p>

Comments:

<p>2.3 Curriculum/Instruction/Assessment (Required)</p>		<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators:</p>	
<p>Response to Intervention: Provide professional development to teachers and school interventionists on high quality/research based intervention instruction and supplemental program support to sustain a solid Response to Intervention program for all students.</p>	<p>1.) Purchase a research based supplemental intervention software program for Reading & Math. 2.) Provide training, follow up support for implementation of an intervention/enrichment software program, and then train teachers on how to analyze the student performance data to make instructional decisions. 3.) Utilize CTT's and strategists to provide ongoing intervention and instructional support.</p>	<p>Teacher PD Agendas, Classroom Observations, Intervention software usage reports, Implementation of research based instructional strategies, and lesson plans.</p>	<p>Administration, Counselor, Strategists, RTI Committee, All teachers</p>	<p>N/A</p>

Comments:

<p>2.4 Other (Optional)</p>	<p>Continuation From Last Year:</p>	<p>NCCAT-S Indicators:</p>
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				N/A
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Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input type="checkbox"/> FRL	<input type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 3:

Increase the percentage of school-based personnel engaged in providing diverse opportunities and experiences for all students.

Root Causes:

Staff and students are coming from multiple schools, therefore it is important to unite our community together with consistent school wide expectations and opportunities to sustain a positive culture and climate for our diverse population.

Measurable Objective 1:

Teachers will increase awareness/understanding of student diversity and how to develop and celebrate students as leaders through our school-wide programs monthly.

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Vassiliadis will continue to promote awareness/understanding of student diversity and how to develop and celebrate students as leaders through the following school-wide programs: Be Kind Campaign - Encouraging students to treat each other with respect and courtesy in all interactions with one another. Kelso's Choices - Encouraging student to monitor their own choices and actions. Week of Respect - Highlighting a zero-tolerance for unkind acts. The Leader in Me - Students will learn the Seven Habits of highly effective leaders and utilize these traits in their everyday life.	School wide Be Kind and School Expectations Assemblies, Week of Respect Activities, Monthly Leadership Lessons, Lessons from the counselor, Growth Mindset resources, Daily Morning Ceremonies	School wide Be Kind and School Expectations Assemblies, Week of Respect Activities, Monthly Leadership Lessons, Lessons from the counselor, Growth Mindset resources, Daily Morning Ceremonies	Administration, Counselor, GATE Teacher, All teachers	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement (Optional)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Provide parent information on positive behavior strategies to support student growth and leadership skills. Additionally, provide various after school programs that promote educational and leadership opportunities to include a diverse range of students interests.	After School Program flyers and Website	After School Program flyers and registration, Website	Administration, Counselor, Teachers	N/A

Comments:

3.3 Curriculum/Instruction/Assessment (Optional)	Continuation From Last Year:		NCCAT-S Indicators:	
				N/A

Comments:

3.4 Other (Optional)	Continuation From Last Year:		NCCAT-S Indicators:	
				N/A

Comments:

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
General Fund	\$5,199,243.07	Administrators, Teachers, Support Staff, CTT's, Supplies	Goals 1, 2 and 3
Title III	\$2,574.00	Intervention Program (i-station) & tutoring for ELL Students	Goals 1 and 2

Plan for improving the school climate

Goal:

Based on the district wide survey results, we will increase the number of students that feel they are prepared for taking tests.

Action Plan: How will this plan improve the school climate?

Teachers will track student progress and set goals with students for mastery/growth on formative/summative assessments.

Monitoring Plan: How will you track the implementation of this plan?

Teachers will engage in professional development aligned to student goal setting practices.

Evaluation Plan: What data will you use to determine if the climate of the school has been improved through the implementation of this plan?

Based on the district wide survey results, we will determine if the number of students increased that felt they were prepared for taking tests.

APPENDIX A - Professional Development Plan

1.1

Provide professional development in the following areas: Professional Learning Community (PLC): Teachers will collaborate to design rigorous instruction and common assessments aligned to NVACS/SBAC. Additionally, teachers will share strategies to deliver high quality instruction for all students. Differentiation: Teachers will increase their understanding of how to integrate leveled/tiered assignments into classroom instruction. Teachers will provide differentiated tasks to students in small group and whole group instruction to ensure students have the opportunities to be challenged and enriched. (NEPF Standard 2)

Goal 1 Additional PD Action Step (Optional)

2.1

Provide professional development in the following areas: Professional Learning Community (PLC): Teachers will collaborate to design rigorous instruction and common assessments aligned to NVACS/SBAC. Additionally, teachers will share strategies to deliver high quality instruction for all students. Differentiation: Teachers will increase their understanding of how to integrate leveled/tiered assignments into classroom instruction. Teachers will provide differentiated tasks to students in small group and whole group instruction to ensure students have the opportunities to be challenged and enriched. (NEPF Standard 2)

Goal 2 Additional PD Action Step (Optional)

3.1

Vassiliadis will continue to promote awareness/understanding of student diversity and how to develop and celebrate students as leaders through the following school-wide programs: Be Kind Campaign - Encouraging students to treat each other with respect and courtesy in all interactions with one another. Kelso's Choices - Encouraging student to monitor their own choices and actions. Week of Respect - Highlighting a zero-tolerance for unkind acts. The Leader in Me - Students will learn the Seven Habits of highly effective leaders and utilize these traits in their everyday life.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Vassiliadis parents and families will be able to engage in hands-on activities during our annual Academic Family Nights. During Parent/Teacher conferences, our Vassiliadis strategists will provide parents and students an opportunity to explore technology-related activities to do at home. Additionally, teachers will send home supplemental software components for reading/math programs for extra enrichment and/or practice. Teachers will communicate with families via an electronic communication tool such as Class Dojo, Bloomz, or Remind.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Vassiliadis parents and families will be able to engage in hands-on activities during our annual Academic Family Nights. During Parent/Teacher conferences, our Vassiliadis strategists will provide parents and students an opportunity to explore technology-related activities to do at home. Additionally, teachers will send home supplemental software components for reading/math programs for extra enrichment and/or practice. Teachers will communicate with families via an electronic communication tool such as Class Dojo, Bloomz, or Remind.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Provide parent information on positive behavior strategies to support student growth and leadership skills. Additionally, provide various after school programs that promote educational and leadership opportunities to include a diverse range of students interests.

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

Increase growth and proficiency rates in reading and math for Kindergarten - 3rd Grade students.

Measurable Objective(s):

- Increase Kinder performance: MAP Reading from Fall 48% to Spring 80% and MAP Math from Fall 62% to Spring 80%
- Increase 1st Grade performance: MAP Reading from Fall 73% to Spring 85% and MAP Math from Fall 71% to Spring 85%
- Increase 2nd Grade performance: MAP Reading from Fall 77% to Spring 85% and MAP Math from Fall 74% to Spring 85%
- Increase 3rd Grade performance: MAP Reading from Fall 77% to Spring 85% and MAP Math from Fall 68% to Spring 80%

Status
N/A

Comments:

1.1 Professional Development:

1.2 Family Engagement:

1.3 Curriculum/Instruction/Assessment:

1.4 Other:

	Mid-Year	End-of-Year
1.1	Provide professional development in the following areas: Professional Learning Community (PLC): Teachers will collaborate to design rigorous instruction and common assessments aligned to NVACS/SBAC. Additionally, teachers will share strategies to deliver high quality instruction for all students. Differentiation: Teachers will increase their understanding of how to integrate leveled/tiered assignments into classroom instruction. Teachers will provide differentiated tasks to students in small group and whole group instruction to ensure students have the opportunities to be challenged and enriched. (NEPF Standard 2)	In Progress
Progress		
Barriers		
Next Steps		

1.2	Vassiliadis parents and families will be able to engage in hands-on activities during our annual Academic Family Nights. During Parent/Teacher conferences, our Vassiliadis strategists will provide parents and students an opportunity to explore technology-related activities to do at home. Additionally, teachers will send home supplemental software components for reading/math programs for extra enrichment and/or practice. Teachers will communicate with families via an electronic communication tool such as Class Dojo, Bloomz, or Remind.	In Progress
Progress		
Barriers		
Next Steps		
1.3	Response to Intervention: Provide professional development to teachers and school interventionists on high quality/research based intervention instruction and supplemental program support to sustain a solid Response to Intervention program for all students.	In Progress
Progress		
Barriers		
Next Steps		
1.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

Increase growth and proficiency rates in reading and math for 4th and 5th Grade students.

Measurable Objective(s):

- Increase the percent of current 4th grade students proficient (Level 3 & 4) in reading from 89% to 91% and in math (Level 3 & 4) from 85% to 89% by 2020 as measured by the SBAC.
- Increase the percent of current 5th grade students proficient (Level 3 & 4) in reading from 79% to 82% and in math (Level 3 & 4) from 70% to 80% by 2020 as measured by the SBAC.
- Increase 3-5th Grade Median Growth Percentile: SBAC Reading from (2019) 61% to (2020) 70% and SBAC Math from (2019) 51% to (2020) 70%.

Status
N/A

Comments:

2.1 Professional Development:

2.2 Family Engagement:

2.3 Curriculum/Instruction/Assessment:

2.4 Other:

	Mid-Year	End-of-Year
2.1	Provide professional development in the following areas: Professional Learning Community (PLC): Teachers will collaborate to design rigorous instruction and common assessments aligned to NVACS/SBAC. Additionally, teachers will share strategies to deliver high quality instruction for all students. Differentiation: Teachers will increase their understanding of how to integrate leveled/tiered assignments into classroom instruction. Teachers will provide differentiated tasks to students in small group and whole group instruction to ensure students have the opportunities to be challenged and enriched. (NEPE Standard 2)	In Progress
Progress		
Barriers		
Next Steps		
2.2	Vassiliadis parents and families will be able to engage in hands-on activities during our annual Academic Family Nights. During Parent/Teacher conferences, our Vassiliadis strategists will provide parents and students an opportunity to explore technology-related activities to do at home. Additionally, teachers will send home supplemental software components for reading/math programs for extra enrichment and/or practice. Teachers will communicate with families via an electronic communication tool such as Class Dojo, Bloomz, or Remind.	In Progress

Progress		
Barriers		
Next Steps		
2.3	Response to Intervention: Provide professional development to teachers and school interventionists on high quality/research based intervention instruction and supplemental program support to sustain a solid Response to Intervention program for all students.	In Progress
Progress		
Barriers		
Next Steps		
2.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Increase the percentage of school-based personnel engaged in providing diverse opportunities and experiences for all students.

Measurable Objective(s):

- Teachers will increase awareness/understanding of student diversity and how to develop and celebrate students as leaders through our school-wide programs monthly.

Status
N/A

Comments:

3.1 Professional Development:

3.2 Family Engagement:

3.3 Curriculum/Instruction/Assessment:

3.4 Other:

	Mid-Year	End-of-Year
3.1	Vassiliadis will continue to promote awareness/understanding of student diversity and how to develop and celebrate students as leaders through the following school-wide programs: Be Kind Campaign - Encouraging students to treat each other with respect and courtesy in all interactions with one another. Kelso's Choices - Encouraging student to monitor their own choices and actions. Week of Respect - Highlighting a zero-tolerance for unkind acts. The Leader in Me - Students will learn the Seven Habits of highly effective leaders and utilize these traits in their everyday life.	
Progress		
Barriers		
Next Steps		
3.2	Provide parent information on positive behavior strategies to support student growth and leadership skills. Additionally, provide various after school programs that promote educational and leadership opportunities to include a diverse range of students interests.	
Progress		

Barriers		
Next Steps		
3.3		
Progress		
Barriers		
Next Steps		
3.4		
Progress		
Barriers		
Next Steps		