

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 / Samuel Scavella

For Implementation During The Following Years: 2020-2021

The Following MUST Be Completed:

Title I Status: NA

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	Stephanie Valdez	Parent
Melanie Danzeisen	Kindergarten	Aimee Levy	Second Grade
Alexis Kamp-Berger	Third Grade	Rachel Levandusky	Fourth Grade
Juliet Siqueiros	Fifth Grade	Kristina Lutke	Special Education
Rosie Salazar	Support Staff	Paul Catania	Principal
Michelle Kirk	Specialist	Shalynn Tinkel	Assistant Principal

Kristin Lilley	Learning Strategist	Jeanine Gusmerotti	First Grade
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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
Nevada School Performance Framework (NSPF)	AMAOs/ELPA Analysis	Nevada School Performance Framework (NSPF)
Interim Assessments	Nevada School Performance Framework (NSPF)	Achievement Gap Data
Teacher/Administrator Observation Data	Teacher/Administrator Observation Data	Service Delivery Models
Summative Assessments	NA	NA
Nevada Comprehensive Audit Tool for Schools (NCCAT-S)	NA	NA
Other:	Other:	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 fourth year. Based on 2019-2020 school closure, the data reported for SBAC is based on the 2018-2019 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 taken Fall 2020.

READING MAP ASSESSMENT: Kinder - (Winter 2019) 64% Proficient (Fall 2020) 92% Proficient; 1st Grade - (Winter 2019) 70% Proficient (Fall 2020) 85% Proficient; 2nd Grade - (Winter 2019) 83% Proficient (Fall 2020) 87% Proficient; 3rd Grade - (Winter 2019) 72% Proficient (Fall 2020) 83% Proficient; 4th Grade - (Winter 2019) 72% Proficient (Fall 2020) 80% Proficient; 5th Grade - (Winter 2019) 73% Proficient (Fall 2020) 73% Proficient.

MATH MAP ASSESSMENT: Kinder - (Winter 2019) 73% Proficient (Fall 2020) 95% Proficient; 1st Grade -(Winter 2019) 84% Proficient (Fall 2020) 86% Proficient; 2nd Grade -(Winter 2019) 76% Proficient (Fall 2020) 71% Proficient; 3rd Grade - (Winter 2019) 74% Proficient (Fall 2020) 69% Proficient; 4th Grade - (Winter 2019) 66% Proficient (Fall 2020) 73% Proficient; 5th Grade - (Winter 2019) 65% Proficient (Fall 2020) 65% 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 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 from Fall 86% to Spring 88% and math from Fall 80% to Spring 83% for Kindergarten - 3rd Grade.

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 student's needs.

Measurable Objective 1:

Increase Kinder performance: MAP Math from 20-21 Fall 95% to 20-21 Spring 96% and MAP Reading from 20-21 Fall 92% to 20-21 Spring 93%

Measurable Objective 2:

Increase 1st Grade performance: MAP Math from 20-21 Fall 86% to 20-21 Spring 90% and MAP Reading from 20-21 Fall 85% to 20-21 Spring 90%

Measurable Objective 3:

Increase 2nd Grade performance: MAP Math from 20-21 Fall 71% to 20-21 Spring 76% and MAP Reading from 20-21 Fall 87% to 20-21 Spring 90

Measurable Objective 4:

Increase 3rd Grade performance: MAP Math from 20-21 Fall 69% to 20-21 Spring 75%

Measurable Objective 5:

70% of K-5th Grade students will meet their projected growth on the Spring 2021 Math MAP Assessment.

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: 1.4	

<p>PLC: Teachers will collaborate to design rigorous instruction and common assessments aligned to NVACS/SBAC. 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 based on student performance data. 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 in all subject areas. Professional Development will focus on data analysis, Depth and Complexity, and aligning standards with instruction.</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 and data analysis. 2.) Utilize CTT's and strategists to provide ongoing instructional and behavioral support to the grade levels. 3.) Provide training for Differentiated Instructional Strategies (Depth & Complexity, Multi-Level Tasks, and Standards Aligned Instruction)</p>	<p>Grade Level PLC Notes, Grade Level Long Range Plans, Common Assessments aligned to rigor of the NVACS/SBAC, Classroom Observations, Multi-Level Tasks, 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 virtual activities through the Vassiliadis Website. Through PTO newsletters, our Vassiliadis Learning Strategist and School Counselor will provide parents and students an opportunity to explore technology-related and social emotions activities and do at home. Additionally, teachers will send home supplemental software components for reading/math programs for extra enrichment and/or practice.</p>	<p>PTO, Learning strategist, monthly newsletters, Purchased software programs</p>	<p>Website, PTO Newsletters, 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: 1.6 & 1.7</p>	
<p>Teachers will use high quality, research-based interventions/instruction and supplemental programs to sustain a solid Response to Intervention program for all students. Teachers will receive training and follow up support for the implementation of the intervention/enrichment software programs for math and reading. Teachers will analyze the student performance data to drive instructional decisions. Additionally, provide teachers and students consistent support and strategies for behavior interventions and social emotional learning needs.</p>	<p>1.) Provide training and follow up support for the implementation of the intervention/enrichment software programs for math, reading, and social emotional supports. 2.) Train teachers on how to analyze the student performance data to drive instructional decisions. 3.) Utilize CTT's and strategists to provide ongoing intervention and instructional support. 4.) Utilize counselor and learning/behavior strategists to develop and implement social emotional processes and small groups.</p>	<p>Teacher PD Agendas, Classroom Observations, Intervention software usage reports, Implementation of research based instructional strategies, and lesson plans.</p>	<p>Administration, Strategists, Teachers</p>	<p>N/A</p>

Comments:

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

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 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 from Fall 76% to Spring 78% and math for Fall 69% to Spring 72% 4th and 5th Grade.

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 4th Grade performance: SBAC Reading from (2019) 89% to (2021) 90% and SBAC Math from (2019) 85% to (2021) 89%

Measurable Objective 2:

Increase 5th Grade performance: SBAC Reading from (2019) 79% to (2021) 82% and SBAC Math from (2019) 70% to (2021) 75%.

Measurable Objective 3:

Increase 4th Grade performance: SBAC Reading from (2019) 89% to (2021) 90% and SBAC Math from (2019) 85% to (2021) 89%

Measurable Objective 4:

Increase 5th Grade performance: SBAC Reading from (2019) 79% to (2021) 82% and SBAC Math from (2019) 70% to (2021) 75%.

Measurable Objective 5:

Increase 3-5th Grade Median Growth Percentile: SBAC Reading from (2019) 61% to (2021) 70% and SBAC Math from (2019) 51% to (2021) 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: 1.4	

<p>PLC: Teachers will collaborate to design rigorous instruction and common assessments aligned to NVACS/SBAC. 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 based on student performance data. 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 in all subject areas. Professional Development will focus on data analysis, Depth and Complexity, and aligning standards with instruction.</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 and data analysis. 2.) Utilize CTT's and strategists to provide ongoing instructional and behavioral support to the grade levels. 3.) Provide training for Differentiated Instructional Strategies (Depth & Complexity, Multi-Level Tasks, and Standards Aligned Instruction)</p>	<p>Grade Level PLC Notes, Grade Level Long Range Plans, Common Assessments aligned to rigor of the NVACS/SBAC, Classroom Observations, Multi-Level Tasks, 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 virtual activities through the Vassiliadis Website. Through PTO newsletters, our Vassiliadis Learning Strategist and School Counselor will provide parents and students an opportunity to explore technology-related and social emotions activities and do at home. Additionally, teachers will send home supplemental software components for reading/math programs for extra enrichment and/or practice.</p>	<p>PTO, Learning Strategist, Newsletters, Purchased software programs</p>	<p>Website, PTO Newsletter, Software program usage and student performance reports</p>	<p>Administration, Strategists, 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: 1.6 & 1.7</p>	
<p>Teachers will use high quality, research-based interventions/instruction and supplemental programs to sustain a solid Response to Intervention program for all students. Teachers will receive training and follow up support for the implementation of the intervention/enrichment software programs for math and reading. Teachers will analyze the student performance data to drive instructional decisions. Additionally, provide teachers and students consistent support and strategies for behavior interventions and social emotional learning needs.</p>	<p>1.) Provide training and follow up support for the implementation of the intervention/enrichment software programs for math and reading. 2.) Train teachers on how to analyze the student performance data to drive instructional decisions. 3.) Utilize CTT's and strategists to provide ongoing intervention and instructional support. 4.) Utilize counselor and learning/behavior strategists to develop and implement social emotional processes and small groups.</p>	<p>Teacher PD Agendas, Classroom Observations, Intervention software usage reports, Implementation of research based instructional strategies, and lesson plans.</p>	<p>Administration, Strategists, Teachers</p>	<p>N/A</p>

Comments:

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

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 checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 3:

100% of teachers will increase awareness/understanding of student diversity and how to develop and celebrate students as leaders through our school-wide programs monthly.

Root Causes:

Staff and students are coming from diverse backgrounds; 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:

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 Setting - Teach students how to set and achieve their goals both academically and socially. Provide parent information on positive behavior strategies to support student growth and leadership skills.

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed <small>for Implementation (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:	

<p>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 Setting – Teach students how to set and achieve their goals both academically and socially.</p>	<p>School wide Be Kind and School Expectations Assemblies, Week of Respect Activities, Monthly Leadership Lessons, Lessons from the counselor and strategist, Growth Mindset resources, Daily Morning Ceremonies, goal setting conferences and lessons</p>	<p>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</p>	<p>Administration, Counselor, 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>3.2 Family Engagement (Required)</p>		<p>Continuation From Last Year:</p>	<p>NCCAT-S Indicators:</p>	
<p>Provide parent information on positive behavior strategies to support student growth and leadership skills.</p>	<p>Social Media and Website</p>	<p>Website</p>	<p>Administration, Counselor, Strategists, Teachers</p>	<p>N/A</p>

Comments:

<p>3.3 Curriculum/Instruction/Assessment (Required)</p>	<p>Continuation From Last Year:</p>	<p>NCCAT-S Indicators:</p>
<p>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 Setting – Teach students how to set and achieve their goals both academically and socially.</p>	<p>Social Media, PTO Newsletter, and Website</p>	<p>PTO Newsletter and Website Administration, Counselor, Strategists, Teachers N/A</p>

Comments:

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

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	5,559,985.44	Administrators, Teachers, Support Staff, CTT's, Supplies	Goals 1, 2 and 3

Plan for improving the school climate

Goal:

The percent of students that feel unprepared for tests will decrease from 11% in 2019 to 9% in 2021 based on the district wide survey results.

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

PLC: Teachers will collaborate to design rigorous instruction and common assessments aligned to NVACS/SBAC. 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 based on student performance data. 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 in all subject areas. Professional Development will focus on data analysis, Depth and Complexity, and aligning standards with instruction.

Goal 1 Additional PD Action Step (Optional)

2.1

PLC: Teachers will collaborate to design rigorous instruction and common assessments aligned to NVACS/SBAC. 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 based on student performance data. 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 in all subject areas. Professional Development will focus on data analysis, Depth and Complexity, and aligning standards with instruction.

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 Setting - Teach students how to set and achieve their goals both academically and socially.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Vassiliadis parents and families will be able to engage in virtual activities through the Vassiliadis Website. Through PTO newsletters, our Vassiliadis Learning Strategist and School Counselor will provide parents and students an opportunity to explore technology-related and social emotions activities and do at home. Additionally, teachers will send home supplemental software components for reading/math programs for extra enrichment and/or practice.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Vassiliadis parents and families will be able to engage in virtual activities through the Vassiliadis Website. Through PTO newsletters, our Vassiliadis Learning Strategist and School Counselor will provide parents and students an opportunity to explore technology-related and social emotions activities and do at home. Additionally, teachers will send home supplemental software components for reading/math programs for extra enrichment and/or practice.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Provide parent information on positive behavior strategies to support student growth and leadership skills.

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 from Fall 86% to Spring 88% and math from Fall 80% to Spring 83% for Kindergarten - 3rd Grade.

Measurable Objective(s):

- Increase Kinder performance: MAP Math from 20-21 Fall 95% to 20-21 Spring 96% and MAP Reading from 20-21 Fall 92% to 20-21 Spring 93%
- Increase 1st Grade performance: MAP Math from 20-21 Fall 86% to 20-21 Spring 90% and MAP Reading from 20-21 Fall 85% to 20-21 Spring 90%
- Increase 2nd Grade performance: MAP Math from 20-21 Fall 71% to 20-21 Spring 76% and MAP Reading from 20-21 Fall 87% to 20-21 Spring 90
- Increase 3rd Grade performance: MAP Math from 20-21 Fall 69% to 20-21 Spring 75%
- 70% of K-5th Grade students will meet their projected growth on the Spring 2021 Math MAP Assessment.

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	PLC: Teachers will collaborate to design rigorous instruction and common assessments aligned to NVACS/SBAC. 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 based on student performance data. 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 in all subject areas. Professional Development will focus on data analysis, Depth and Complexity, and aligning standards with instruction.	
Progress		
Barriers		
Next Steps		

1.2	Vassiliadis parents and families will be able to engage in virtual activities through the Vassiliadis Website. Through PTO newsletters, our Vassiliadis Learning Strategist and School Counselor will provide parents and students an opportunity to explore technology-related and social emotions activities and do at home. Additionally, teachers will send home supplemental software components for reading/math programs for extra enrichment and/or practice.	
Progress		
Barriers		
Next Steps		
1.3	Teachers will use high quality, research-based interventions/instruction and supplemental programs to sustain a solid Response to Intervention program for all students. Teachers will receive training and follow up support for the implementation of the intervention/enrichment software programs for math and reading. Teachers will analyze the student performance data to drive instructional decisions. Additionally, provide teachers and students consistent support and strategies for behavior interventions and social emotional learning needs.	
Progress		
Barriers		
Next Steps		
1.4		
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

Increase growth and proficiency rates in reading from Fall 76% to Spring 78% and math for Fall 69% to Spring 72% 4th and 5th Grade.

Measurable Objective(s):

- Increase 4th Grade performance: SBAC Reading from (2019) 89% to (2021) 90% and SBAC Math from (2019) 85% to (2021) 89%
- Increase 5th Grade performance: SBAC Reading from (2019) 79% to (2021) 82% and SBAC Math from (2019) 70% to (2021) 75%.
- Increase 4th Grade performance: SBAC Reading from (2019) 89% to (2021) 90% and SBAC Math from (2019) 85% to (2021) 89%
- Increase 5th Grade performance: SBAC Reading from (2019) 79% to (2021) 82% and SBAC Math from (2019) 70% to (2021) 75%.
- Increase 3-5th Grade Median Growth Percentile: SBAC Reading from (2019) 61% to (2021) 70% and SBAC Math from (2019) 51% to (2021) 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	PLC: Teachers will collaborate to design rigorous instruction and common assessments aligned to NVACS/SBAC. 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 based on student performance data. 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 in all subject areas. Professional Development will focus on data analysis, Depth and Complexity, and aligning standards with instruction.	
Progress		
Barriers		
Next Steps		

2.2	Vassiliadis parents and families will be able to engage in virtual activities through the Vassiliadis Website. Through PTO newsletters, our Vassiliadis Learning Strategist and School Counselor will provide parents and students an opportunity to explore technology-related and social emotions activities and do at home. Additionally, teachers will send home supplemental software components for reading/math programs for extra enrichment and/or practice.	
Progress		
Barriers		
Next Steps		
2.3	Teachers will use high quality, research-based interventions/instruction and supplemental programs to sustain a solid Response to Intervention program for all students. Teachers will receive training and follow up support for the implementation of the intervention/enrichment software programs for math and reading. Teachers will analyze the student performance data to drive instructional decisions. Additionally, provide teachers and students consistent support and strategies for behavior interventions and social emotional learning needs.	
Progress		
Barriers		
Next Steps		
2.4		
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

100% of teachers will increase awareness/understanding of student diversity and how to develop and celebrate students as leaders through our school-wide programs monthly.

Measurable Objective(s):

- 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 Setting – Teach students how to set and achieve their goals both academically and socially. Provide parent information on positive behavior strategies to support student growth and leadership skills.

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. • Goal Setting – Teach students how to set and achieve their goals both academically and socially.	
Progress		
Barriers		
Next Steps		
3.2	Provide parent information on positive behavior strategies to support student growth and leadership skills.	

Progress		
Barriers		
Next Steps		
3.3	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 Setting - Teach students how to set and achieve their goals both academically and socially.	
Progress		
Barriers		
Next Steps		
3.4		
Progress		
Barriers		
Next Steps		