Clark County School District

Billy and Rosemary Vassiliadis

School Performance Plan: A Roadmap to Success

Billy and Rosemary Vassiliadis *has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.*

Principal: Paul Catania
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School Designations: ☐ **Title I** ☐ **MRI** ☐ **CSI** ☐ **TSI** ☐ **ATSI**

Our SPP was last updated on 9/20/24

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating report at http://nevadareportcard.nv.gov/DI/nv/clark/billy_and_rosemary_vassiliadis_elementary_school/2024/nspf.

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Paul Catania	**Principal(s)** *(required)*
Aimee Levy, Nestor Pineda, Heather Musni	**Other School Leader(s)/Administrator(s)** *(required)*
Stephanie Ashe	**Paraprofessional(s)** *(required)*
Becky Desautels	**Parent(s)** *(required)*
Meaghan Blair, Sarah Alsterlind	**Specialized Instructional Support Personnel** *(if appropriate)*
Jeanine Gusmerotti	**Teacher(s)** *(required)*
Rachel Levandusky/Scott Cesarone	**Teacher**
Unique Brown	**Teacher**
Tina Stevens/Andrew Giacomino	**Teacher**
Chara Mariani	**Teacher**
Lindsay Anton	**Teacher**
Laura Gallagher	**Teacher**
Victoria Vesp	**Specialist**

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
SOT/CIT Team Meeting	May 7, 2024	Reviewed 23-24 SPP Roadmap and progress toward goals; reviewed/revised goals and action steps for 24-25 SPP Roadmap
Boo Hoo Breakfast	August 12, 2024	This was an opportunity to reach out to our new families with Kindergarten students. Our goal was to help with the first day transition and to share more information about what to expect throughout the year and from our team at Vassiliadis.
Back to School Bash	August 20, 2024	This was a BBQ and sign-up event for those families interested in having their child/children participate in afterschool events and clubs. Community Vendors attended to share their programs and families were treated to dinner and the opportunity to sign up for community Programs.
Soak the Cubs	September 19, 2024	This was an event held to celebrate families who joined the PTO. Students who had a parent join were treated to an opportunity to throw a water balloon at either the counselor, the PE coach, the Assistant Principals, or the Principal. The entire student body and staff attended the event. The firing

		squad consisted of nearly 70% of the student body throwing balloons.
Parent Teacher Conference Night	October 14, 2024	This event allowed our families and students to meet with teachers outside of the work day. The goal was to ensure all working families could still attend this important event.

School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

Inquiry Area 1 - Student Success
Part A

Student Success		
	Student Performance	**Social and Emotional Learning**	**Access to Rigorous Texts and Tasks**

Data Reviewed	*Spring and Fall 2024 MAP data for Reading	*Spring 2024 SEL Panorama data for all 3rd-5th grade students *Individual Interview Results for "Raised Hand" students from Panorama survey	*Long Range Plan reviews and Grade Distribution for all students in grades 3-5 for Reading *PLC Grade level notes
	Areas of Strength: - There was a 16.83% increase of students scoring in the 70th%ile and above in Math MAP from Fall 2023 (57.32%) to Spring 2024 (74.15%) -82% of students met their projected target in Spring 2024 Math MAP		
	Areas for Growth: -Support the implementation of the PLC model and Teaching and Learning Cycle (Analyze and Respond) -Increase percentage of students scoring in the 70th%ile and above in ELA MAP from Fall 2024 to Spring 2025 -Increase percentage of students meeting their projected target in Spring 2025 ELA MAP -Increase school wide growth from Fall to Spring in ELA MAP -Differentiation within Tier 1 instruction		
Problem Statement	While students who fell in the 70th%ile and above in Math MAP increased by 16.8% Fall to Spring at Vassiliadis, the percentage of students who fell in the 70th%ile and above in ELA MAP only increased by 1.8%.		
Critical Root Causes	Teachers are shifting toward implementation of a new ELA curriculum; as well as moving from strictly math data focused PLC to incorporating ELA data analysis as well.		

Part B

Student Success	
School Goal: Demonstrate a 2% increase in the number of students scoring in the 70th%ile and above, and demonstrate a 2% in the number of students scoring between the 41st-69th percentile, on the ELA MAP from Fall 2024 to Spring 2025.	**Aligned to Nevada's STIP Goal:** MAP Data Goals Aligned to STIP Goal 3: All students experience continued academic growth

Improvement Strategy: Use differentiation during Tier I and provide Tier II instruction to target individual student academic deficits. Focus on analyzing and responding to ELA data during grade level PLC.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:* HMH Reading Level 2; Exact Path Level 2; MAP Growth Assessments Level 2, SBAC Level 2

Intended Outcomes: As a result of receiving strategic intervention and Tier 1 differentiation, as well as teachers participating in consistent PLC focusing on analyzing and responding to results, students will demonstrate academic growth as evidenced on 2025 Spring SBAC and MAP assessments.

Action Steps:
- Utilize personnel in the form of licensed interventionists to support with RTI
- Utilize RBG3 strategist for literacy support and PD
- Provide PD and opportunities for peer modeled lessons, centered around literacy instructional needs
- Targeted intervention groups for RTI and academic deficits
- Leadership team will attend teacher-led PLCs to analyze student data and support with implementation of the Teaching and Learning Cycle (Analyze and Respond)
- Leadership team will attend teacher-led PLCs to formulate long-range plans and common assessments and support with implementation of teaching and learning cycle
- Differentiation within Tier 1 instruction using supplemental programs (ExactPath) to remediate as well as enrich

Resources Needed:
- MAP and Common Formative Assessment Data
- 2023-2024 SBAC data

● Current student performance results

Challenges to Tackle:
- Personnel, continue to recruit new hires and train personnel (CTT's)
- Student attendance, will develop plan to increase student attendance
- Time for meetings and planning, will schedule time through PLC meetings

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Strategic support with training related to SIOP and practices that support language for students.

Foster/Homeless: MTSS training to include meeting groups, individual staff-student relationship building, and check in/check out meetings to support the learner both academically and emotionally.

Free and Reduced Lunch: MTSS training to include supporting meeting groups, individual staff-student relationship building, and check in/check out meetings to support the learner both academically and emotionally.

Migrant: MTSS training to include meeting groups, individual staff-student relationship building, and check in/check out meetings to support the learner both academically and emotionally. In addition, strategic support within the classroom through intervention, and using after school tutoring to target specific English language and content language deficits.

Racial/Ethnic Minorities: MTSS training to include meeting groups, individual staff-student relationship building, and check in/check out meetings to support the learner both academically and emotionally. In addition, targeted intervention groups to focus on both deficits and strengths.

Students with IEPs: Targeted support and training for staff on accommodations, modifications and meeting IEP goals to support each learner.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	**Instructional Leadership**	**Systems and Structures that Support Continuous Improvement**
Data Reviewed	Administrative Walkthrough Notes PLC meeting agendas and meetings Teacher Self Assessments Teacher Lesson Plans	Teacher Self Assessment Professional Practices School Climate Survey Data New Teacher Mentors Trainings on Best Practices	Grade Level PLCs RTI Team agenda and minutes MTSS agendas and minutes SOT agendas and minutes
	Areas of Strength: *-PD days have focused on training staff on new curriculum (95 Phonics, HMH, Amplify Science, enVision Math, ExactPath)* *-PLC Committee has been established in order to continue implementing true PLC model, shifting to now include ELA focused data analysis* *-Tier 1 Monitoring Tool (Teaching and Learning Cycle)*		
	Areas for Growth: Implementing ELA data focused discussion during PLC with an emphasis on analyzing and responding to data.		
Problem Statement	Teachers at Vassiliadis Elementary School expressed a need for support in the area of PLC, to support student growth and achievement.		
Critical Root Causes	Based on the expectations and requirements of providing students with rigorous and engaging content in all subject areas, the staff identified the lack of time to participate in needed professional learning to be the greatest reason.		

Part B

Adult Learning Culture	
School Goal: The percent of Professional Learning Community (PLC) observations in which instructional practices for responding to data analysis are discussed will be 43% (3 of 7 teams) at the end of semester 1 and 71% (5 of 7 teams) at the end of semester 2, as measured by the PLC	**STIP Connection:** Goal 2 - All students have access to effective educators

Observation Tool.	

Improvement Strategy: Attending PLC on a monthly basis and providing opportunities for teachers to observe their peers in PLC and literacy instruction.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: Coaching Level 2; PLC Level 2*

Intended Outcomes: Teachers will observe best practices in PLC and 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.

Action Steps:
- Utilize personnel in the form of strategists to support with ELA instruction, program implementation, using data to drive PLC, and PD delivery
- Utilize personnel in the form of licensed interventionists to support with RTI and PD delivery
- Attend monthly PLC and support the implementation of the Teaching and Learning Cycle, with an emphasis on the analyze and respond steps.
- Provide opportunities for teachers to observe their peers in PLC and literacy instruction.
- Continue planning and implementing professional development
- Use Tier 1 Monitoring Tool to ensure components of teaching and learning cycle (analyze and respond) are being implemented
- The leadership team will attend grade level PLC on a monthly basis, to support the implementation of the Teaching and Learning Cycle, emphasizing on the analyze and respond steps.
- The leadership team will provide opportunities for teachers to model PLC discussions, as well as literacy instruction to their peers.

Resources Needed:
- Purchase prep periods in order to provide time for learning walks
- Certified Temporary Tutors to provide Tier II interventions to students identified as at-risk
- Data from MAP growth assessments, summative assessments, and other schoolwide formative assessments

Challenges to Tackle:
- Personnel, continue to recruit new hires and train personnel (CTT's)
- Time for meetings and planning, will schedule time through PLC meetings

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Strategic support with training related to SIOP and practices that support language for students.

Foster/Homeless: MTSS training to include meeting groups, individual staff-student relationship building, and check in/check out meetings to support the learner both academically and emotionally.

Free and Reduced Lunch: MTSS training to include supporting meeting groups, individual staff-student relationship building, and check in/check out meetings to support the learner both academically and emotionally.

Migrant: MTSS training to include meeting groups, individual staff-student relationship building, and check in/check out meetings to support the learner both academically and emotionally. In addition, strategic support within the classroom through intervention, and using after school tutoring to target specific English language and content language deficits.

Racial/Ethnic Minorities: MTSS training to include meeting groups, individual staff-student relationship building, and check in/check out meetings to support the learner both academically and emotionally. In addition, targeted intervention groups to focus on both deficits and strengths.

Students with IEPs: Targeted support and training for staff on accommodations, modifications and meeting IEP goals to support each learner.

Inquiry Area 3 - Connectedness

Part A

	Connectedness		
	Student	**Staff**	**Family & Community Engagement**
Data Reviewed	3rd-5th Grade Panorama Survey Results	3rd-5th Grade Panorama Survey Results Action Steps for Targeted Students Counselor's Data on Needs	3rd-5th Grade Panorama Survey Results
	Areas of Strength: There was a 1% increase in the area of Supportive Relationships, Challenging Feelings and Social Awareness.		
	Areas for Growth: Emotional Regulation only reflected 54% favorable responses, which is 10-39% lower than the percentage of favorable responses in the remaining categories.		
Problem Statement	Emotional Regulation is the most common behavior referral in primary grades.		
Critical Root Causes	Teacher focus on academic achievement without adequate training on all components of MTSS, including Emotional Regulation.		

Part B

Connectedness	
School Goal: Panorama Data Goals Increase favorable responses on the Panorama Survey of 3rd-5th grade students from 54% to 59% in the area of Emotional Regulation from Spring 2024 to Spring 2025.	**STIP Connection:** Aligned to Goal 6: All students and adults learn to work together in safe environments where identities and relationships are valued and celebrated.
Improvement Strategy: Utilize the MTSS Team to target individual students who responded unfavorably to Emotional Regulation on the Panorama Data Survey. **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:* MTSS Level 1; Counselor Level 1	
Intended Outcomes: As a result of receiving strategic intervention and support, students will demonstrate positive social emotional gains as evaluated in the Panorama survey.	

Action Steps:
- Targeted intervention groups utilizing Panorama survey data
- MTSS Team meetings to analyze data and make next-step determinations

Resources Needed:
- Created a system for parents to complete pre-arranged absence form that must be approved by administration
- Scheduled regular meetings with the MTSS team
- Panorama Survey data and interview/meeting reports
- MTSS Team members and student support

Challenges to Tackle:
- Personnel, continue to recruit new hires and train personnel
- Student attendance, will develop plan to increase student attendance
- Time for meetings and planning, will schedule time through PLC meetings

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Strategic support within the classroom through intervention, and using after school tutoring to target specific English language and content language deficits.

Foster/Homeless: MTSS team support to include meeting groups, individual staff-student relationship building, and check in/check out meetings to support the learner both academically and emotionally.

Free and Reduced Lunch: MTSS team support to include meeting groups, individual staff-student relationship building, and check in/check out meetings to support the learner both academically and emotionally.

Migrant: MTSS team support to include meeting groups, individual staff-student relationship building, and check in/check out meetings to support the learner both academically and emotionally. In addition, strategic support within the classroom through intervention, and using after school tutoring to target specific English language and content language deficits.

Racial/Ethnic Minorities: MTSS team support to include meeting groups, individual staff-student relationship building, and check in/check out meetings to support the learner both academically and emotionally. In addition, targeted intervention groups to focus on both deficits and strengths.

Students with IEPs: Targeted intervention groups to include IEP students along with strategic instruction that focuses on both deficits and strengths.

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds	$8,323,212.07	Staffing and Supplies	Student Success
EL Weighted Funds	$193,359.99	Class Size Reduction	Student Success and Adult Connectedness
At-Risk Funds	$61,847.31	Staff to Support at-risk Students	Student Success