



## 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

**School Website:** <https://www.vassiliadiselementary.com/>

**Email:** [catanpj@nv.ccsd.net](mailto:catanpj@nv.ccsd.net)

**Phone:** 702-799-1402 ext. 4101

**School Designations:**      Title I                  CSI                  TSI                  TSI/ATSI

*Our SPP was last updated on Sep 27, 2022*



## 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/2022/nspf/](http://nevadareportcard.nv.gov/DI/nv/clark/billy_and_rosemary_vassiliadis_elementary_school/2022/nspf/).

*Inclusion of this link replaces completion of the tables in the previous year's SPP.*

## 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	<b>Principal(s)</b> <i>(required)</i>
Shalynn Tinkel	<b>Other School Leader(s)/Administrator(s)</b> <i>(required)</i>
Jaclyn Gambino	<b>Teacher(s)</b> <i>(required)</i>
Dawn Mae	<b>Paraprofessional(s)</b> <i>(required)</i>
Becky Desautels	<b>Parent(s)</b> <i>(required)</i>
NA	<b>Student(s)</b> <i>(required for secondary schools)</i>
NA	<b>Tribes/Tribal Orgs</b> <i>(if present in community)</i>
Kristin Lilley	<b>Specialized Instructional Support Personnel</b> <i>(if appropriate)</i>
Aimee Levy	<b>Other School Leader/Administrator</b>
Rachel Levandusky	<b>Teacher</b>
Michelle Kirk	<b>Teacher</b>
Victoria Vesp	<b>Specialist</b>



Kristina Lutke	<b>Teacher</b>
Tina Stevens	<b>Teacher</b>
Chara Mariani	<b>Teacher</b>
Melanie Danzeisen	<b>Teacher</b>
Laura Gallagher	<b>Teacher</b>



## 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
Open House Meet and Greet	August 5, 2022	This was an opportunity to welcome back our families and to help our new families learn more about our staff, the campus, and develop relationships for the future.
Boo Hoo Breakfast	August 8, 2022	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 16, 2022	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.
Kindergarten Literacy Night	September 14, 2022	This event provided families the opportunity to visit their child's classroom and meet with the teacher for literacy training and to support our SPP for ELA growth.
Soak the Cubs	September 15, 2022	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.
National Walk to School Day	October 5, 2022	This was an event that encouraged our families to walk or ride their bike to school rather than drive. We celebrated their efforts with music, a local sports team mascot who walked with them, a local bike business who checked tires and wheel alignment, and staff who cheered them on along the route.
Parent Teacher Conference Night	October 14, 2022	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
<b>Data Reviewed</b>	*Fall 2021, Spring 2022, and Fall 2022 MAP data for Math and Reading *2022 SBAC data for 4th and 5th grade in Reading and Math *2021 and 2022 ELPA data for all EL Students	*Fall 2022 SEL Panorama data for all 4th and 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 and Math PLC Grade level notes
	<i>Areas of Strength:</i> - 4th and 5th grade reached grade-level norms projected growth in MATH MAP -81% proficiency in 4th grade SBAC ELA -71% of LEP students demonstrated proficiency in SBAC MATH		
	<i>Areas for Growth:</i> -Implementation of PLC model -Increase proficiency among LEP students in SBAC ELA -Increase 4th and 5th grade proficiency in SBAC MATH -Differentiation within Tier 1 instruction		
<b>Problem Statement</b>	While students demonstrated proficiency overall at Vassiliadis, students demonstrated an overall decrease in growth (MGP) for both Reading and Math as evidenced in academic grades, MAP and SBAC data.		
<b>Critical Root Causes</b>	Teachers found it difficult to reach the students with the greatest need, both socially and academically, making growth a challenge.		



## Part B

### Student Success

#### School Goal: MAP Data Goals

Increase Kinder Growth: MAP Math from 22-23 Fall 88% to 22-23 Spring 91% and MAP Reading from 22-23 Fall 81% to 23-23 Spring 85%

Increase 1<sup>st</sup> Grade Growth: MAP Math from 22-23 Fall 89% to 22-23 Spring 92% and MAP Reading from 22-23 Fall 88% to 22-23 Spring 90%

Increase 2<sup>nd</sup> Grade Growth: MAP Math from 22-23 Fall 92% to 22-23 Spring 94% and MAP Reading from 22-23 Fall 91% to 22-23 Spring 94%

Increase 3<sup>rd</sup> Grade Growth: MAP Math from 22-23 Fall 88% to 22-23 Spring 91% and MAP Reading from 22-23 Fall 86% to 22-23 Spring 88%

Increase 4<sup>th</sup> Grade Growth: MAP Math from 22-23 Fall 90% to 22-23 Spring 93% and MAP Reading from 22-23 Fall 88% to 22-23 Spring 90%

Increase 5<sup>th</sup> Grade Growth: MAP Math from 22-23 Fall 83% to 22-23 Spring 86% and MAP Reading from 22-23 Fall 89% to 22-23 Spring 91%

#### SBAC Data Goals

Increase 4<sup>th</sup> Grade Growth: SBAC Math from (2022) 83% in 3<sup>rd</sup> grade to (2023) 86% in 4<sup>th</sup> grade and SBAC Reading from (2022) 75% in 3<sup>rd</sup> grade to (2023) 82% in 4<sup>th</sup> grade.

Increase 5<sup>th</sup> Grade Growth: SBAC Math from (2022) 69% in 4<sup>th</sup> grade to (2023) 72% and SBAC Reading from (2022) 81% in 4<sup>th</sup> grade to (2023) 85% in 5<sup>th</sup> grade.

Increase 3-5<sup>th</sup> Grade Median Growth Percentile: SBAC Reading from

#### Aligned to Nevada's STIP Goal:

MAP Data Goals Aligned to STIP Goal 3: All students experience continued academic growth



<p>(2022) 61% to (2023) 70% and SBAC Math from (2022) 46% to (2023) 65%.</p>	
<p><b>Improvement Strategy:</b> Use differentiation to target individual student academic deficits.</p> <p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): MAP Growth Assessments Level 2; SBAC Data Analysis Level 2</p>	
<p><b>Intended Outcomes:</b> As a result of receiving strategic intervention, support, and Tier 1 differentiation, students will demonstrate academic growth as evidenced on 2023 Spring SBAC and MAP assessments.</p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"><li>● Add personnel in the form of licensed interventionists to support with RTI</li><li>● Created a system for parents to complete pre-arranged absence form that must be approved by administration</li><li>● Scheduled monthly PD centered around teacher needs surveys</li><li>● Targeted intervention groups for RTI and academic deficits</li><li>● Teacher-led PLCs to analyze student data</li><li>● Teacher-led PLCs to formulate long-range plans and common assessments</li><li>● Differentiation within Tier 1 instruction</li></ul>	
<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"><li>● MAP and Common Formative Assessment Data</li><li>● 2022-2023 SBAC data</li><li>● Current student performance results</li></ul>	
<p><b>Challenges to Tackle:</b></p> <ul style="list-style-type: none"><li>● Personnel, continue to recruit new hires and train personnel</li><li>● Student attendance, will develop plan to increase student attendance</li><li>● Time for meetings and planning, will schedule time through PLC meetings</li></ul>	
<p><b>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</b></p>	
<p>English Learners: Strategic support with training related to SIOP and practices that support language for students.</p> <p>Foster/Homeless: MTSS training to include meeting groups, individual staff-student relationship building, and check in/check out meetings to</p>	





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
<b>Data Reviewed</b>	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



	<p><i>Areas of Strength:</i></p> <ul style="list-style-type: none"> <li>-Monthly morning PD's have been scheduled, based on results of needs survey and implementation has begun</li> <li>-PLC Committee has been established in order to begin implementing true PLC model</li> </ul>
	<p><i>Areas for Growth: Establishing school wide buy-in in the area of PLC</i></p>
<b>Problem Statement</b>	Teachers at Vassiliadis Elementary School expressed a need for continual professional learning opportunities on meaningful topics to support student achievement.
<b>Critical Root Causes</b>	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	
<p><b>School Goal:</b> On a monthly basis, teachers will be provided professional development opportunities focusing on tier 1 supports based on needs assessments completed by staff.</p>	<p><b>STIP Connection:</b> Goal 2 - All students have access to effective educators</p>
<p><b>Improvement Strategy:</b> Implementing professional development on a monthly basis.</p>	
<p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Coaching Level 2; PLC Level 2</p>	
<p><b>Intended Outcomes:</b> 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).</p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● Add personnel in the form of licensed interventionists to support with RTI and PD delivery</li> <li>● Scheduled monthly PD centered around teacher needs surveys</li> <li>● Continue to survey staff to complete a needs assessment</li> <li>● Continue planning and implementing professional development monthly</li> </ul>	
<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>● Resources for areas of deficits for staff</li> </ul>	



**Challenges to Tackle:**

- Personnel, continue to recruit new hires and train personnel
- 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
<b>Data Reviewed</b>	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



	<i>Areas of Strength: There was a 5% increase in the area of Sense of Belonging</i>
	<i>Areas for Growth: There was a 3% decrease in the area of Supportive Relationships</i>
<b>Problem Statement</b>	127 students reported on the Panorama Survey that they did not feel they had an adult they could count on.
<b>Critical Root Causes</b>	Teacher focus on academic achievement without adequate training on all components of MTSS, including Social Emotional Learning.

## Part B

Connectedness	
<p><b>School Goal:</b> Panorama Data Goals Increase favorable responses on the Panorama Survey of 3rd-5th grade students from 83% to 87% for Supportive Relationships from Fall to Spring.</p>	<p><b>STIP Connection:</b> Aligned to Goal 6: All students and adults learn to work together in safe environments where identities and relationships are valued and celebrated.</p>
<p><b>Improvement Strategy:</b> Utilize the MTSS Team to target individual students who responded unfavorably to Supportive Relationships on the Panorama Data Survey.</p>	
<p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): MTSS Level 1; Counselor Level 1</p>	
<p><b>Intended Outcomes:</b> As a result of receiving strategic intervention and support, students will demonstrate positive social emotional gains as evaluated in the Panorama survey.</p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● Targeted intervention groups utilizing Panorama survey data</li> <li>● MTSS Team meetings to analyze data and make next-step determinations</li> </ul>	
<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>● Added Certified Temporary Tutor specifically to support students with SEL needs</li> <li>● Created a system for parents to complete pre-arranged absence form that must be approved by administration</li> <li>● Scheduled regular meetings with the MTSS team</li> <li>● Panorama Survey data and interview/meeting reports</li> <li>● MTSS Team members and student support</li> </ul>	



**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 (Extra Duty Pay-	\$50,000.00	Staff development outside of	Teacher Professional Growth and



Licensed)		contract times	Capacity
General Funds	\$266,110.00	CTT support/Sub release time	Student Success
EL Weighted Funds	\$99,181.76	Class size reduction	Student Success
At-Risk Funds	\$42,023.42	Staff to support at risk students	Student Success