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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Phone: 702-799-1402 ext. 4101
School Designations: **Title I**   **MRI**   **CSI**   **TSI**   **ATSI**

Our SPP was last updated on Jun 29, 2023

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/2023/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	**Other School Leader(s)/Administrator(s)** *(required)*
Dawn Mae	**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	**Teacher**
Kristina Lutke	**Teacher**
Tina Stevens	**Teacher**
Chara Mariani	**Teacher**
Melanie Danzeisen	**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 16, 2023	Reviewed 22-23 SPP Roadmap and progress toward goals; reviewed/revised goals and action steps for 23-24 SPP Roadmap
Boo Hoo Breakfast	August 7, 2023	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 15, 2023	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 21, 2023	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 10, 2023	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 2023 MAP data for Math and Reading *2022 and 2023 ELPA data for all EL Students	*Spring 2023 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
	Areas of Strength: *- Kindergarten, 1st, 4th and 5th grade reached or exceeded grade-level norms projected growth in MATH and Reading MAP in Spring 2023* *-An increase in percentage of students who met growth targets in Math and Reading MAP from 70.7% in Spring 2022 to 74.6% in Spring 2023*		
	Areas for Growth: *-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*		
Problem Statement	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.		
Critical Root Causes	Teachers found it difficult to reach the students with the greatest need, both socially and academically, making growth a challenge.		

Student Success

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

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:* enVision Mathematics Common Core 2020 Level 3; Exact Path Level 2; MAP Growth Assessments Level 2; SBAC Data Analysis Level 2

Intended Outcomes: As a result of receiving strategic intervention, support, and Tier 1 differentiation, students will demonstrate academic growth as evidenced on 2024 Spring SBAC and MAP assessments.

Action Steps:
- Add personnel in the form of a licensed math strategist to support with math instruction and program implementation
- Utilize personnel in the form of licensed interventionists to support with RTI
- Created a system for parents to complete pre-arranged absence form that must be approved by administration
- Scheduled monthly PD centered around teacher needs surveys
- Targeted intervention groups for RTI and academic deficits
- Teacher-led PLCs to analyze student data
- Teacher-led PLCs to formulate long-range plans and common assessments
- Differentiation within Tier 1 instruction using supplemental programs (ExactPath, Edulastic) to remediate as well as enrich

Resources Needed:
- MAP and Common Formative Assessment Data
- 2022-2023 SBAC data
- Current student performance results

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 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: *-Monthly morning PD's have been scheduled, based on results of needs survey and implementation has begun* *-PLC Committee has been established in order to begin implementing true PLC model* *-Tier 1 Monitoring Tool (Teaching and Learning Cycle)*		
	Areas for Growth: Establishing school wide buy-in in the area of PLC		
Problem Statement	Teachers at Vassiliadis Elementary School expressed a need for continual professional learning opportunities, 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: On a monthly basis, teachers will be provided professional development opportunities focusing on the implementation of PLC and the Teaching and Learning Cycle with an emphasis on the analyze and respond steps. On a monthly basis, 100% of teachers will attend professional development opportunities focusing on tier 1 supports based on needs assessments completed by staff as measured by agendas and sign-in-sheets.	**STIP Connection:** Goal 2 - All students have access to effective educators

Improvement Strategy: Implementing professional development on a monthly basis.

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

Intended Outcomes: Teachers will develop sound knowledge of best practices in instruction, addressing student needs and improving overall achievement as evidenced in classroom observations, pre/post conferences, and various assessment data (MAP, SBAC, classroom assessments) as analyzed during PLC meetings.

Action Steps:
- Add personnel in the form of a licensed math strategist to support with math 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
- Scheduled monthly PD centered around PLC implementation and the Teaching and Learning Cycle, with an emphasis on the analyze and respond steps.
- Continue to survey staff to complete a needs assessment
- Continue planning and implementing professional development monthly
- Use Tier 1 Monitoring Tool to ensure components of teaching and learning cycle (analyze and respond) are being implemented

Resources Needed:
- Resources for areas of deficits for staff

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**
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 15% increase in the area of Sense of Belonging		
	Areas for Growth: There was a 1% decrease in the area of Challenging Feelings and Social Awareness		
Problem Statement	78 students reported on the Panorama Survey that frequently/almost always feel mad.		
Critical Root Causes	Teacher focus on academic achievement without adequate training on all components of MTSS, including Emotional Regulation.		

Connectedness

School Goal: Panorama Data Goals Increase favorable responses on the Panorama Survey of 3rd-5th grade students from 59% to 65% in the area of Challenging Feelings from Spring 2023 to Spring 2024.	**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 Challenging Feelings 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	$228,327.56	CTT support/Sub release time	Student Success
EL Weighted Funds	$100,003.55	Class size reduction	Student Success
At-Risk Funds	$42,091.77	Staff to support at risk students	Student Success
Title III	$3036.00	Tutoring, Training PL	Student Success/Adult Learning Culture