Clark County School District

Vassiliadis, Billy and Rosemary ES

Classification: 5 Star School

2025-2026 School Improvement Plan

Mission Statement

At Vassiliadis Elementary School, we want every man, woman, and child who enters the Home of the Cubs to have the energy, positivity, and enthusiasm that will promote a climate of growth and achievement. One where everyone is excited about school and driven to be kind and always do their best. Following these simple rules will not only allow our Vassiliadis Cubs to have choice in life and move mountains, but put a great big smile on their faces...and we all know that smiling is contagious!

Vision

At Billy & Rosemary Vassiliadis Elementary School, we believe in designing opportunities for children that will give them the necessary tools to blaze the path of college and career readiness. We believe in shared leadership and consistent use of out of the box methods to deliver our students the once in a lifetime education that will prepare them for 21st century jobs. Funding tends to be the only obstacle in providing the additional personnel and materials that are needed to provide our children with the first rate education that they deserve; which is why our fundraising efforts, which include grant writing, maximizing our CCSD budgeted funds, seeking donations, and establishing business partnerships are consistent.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

There was a 15.31% increase of students scoring in the 70th%ile and above in Math MAP from Fall 2024 (57.06%) to Spring 2025 (72.37%)

79% of students met their projected target in Spring 2025 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 2025 to Spring 2026

-Increase percentage of students meeting their projected target in Spring 2026 ELA MAP

-Increase school wide growth from Fall to Spring in ELA MAP

-Differentiation within Tier 1 instruction

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Due to language barriers and/or lack of discourse opportunities, ELs struggle with foundational literacy skills and/or have limited opportunities to practice and improve language skills.	Strategic support with training related to SIOP and practices that support language for students.
Foster/Homeless	Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning.	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.
	Students receiving free or	MTSS training to include supporting meeting groups, individual staff-

Free and Reduced Lunch	reduced-price meals may feel stigmatized, leading to embarrassment or reluctance to participate, which can negatively impact their social and emotional well-being, as well as academic achievement.	student relationship building, and check in/check out meetings to support the learner both academically and emotionally.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Students feel the environment is not inclusive and/or that their cultural differences are not valued or recognized.	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	• Students receiving special education services may experience academic challenges related to their identified learning needs, which require individualized supports and interventions to ensure access to grade-level content.	Targeted support and training for staff on accommodations, modifications and meeting IEP goals to support each learner.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ⭐	While students who fell in the 70th%ile and above in Math MAP increased by 15% Fall to Spring at Vassiliadis, the percentage of students who fell in the 70th%ile and above in ELA MAP only increased by 1.18%.	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.

⭐ **= Priority**

Adult Learning Culture

Areas of Strength

-PD days have focused on training staff on new curriculum (95 Phonics, HMH, Amplify Science, and LETRS)

-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.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Due to language barriers and/or lack of discourse opportunities, ELs struggle with foundational literacy skills and/or have limited opportunities to practice and improve language skills.	Strategic support with training related to SIOP and practices that support language for students.
Foster/Homeless	Disruptions in housing can negatively affect academic achievement and/or attendance rates.	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	Students receiving free or reduced-price meals may feel stigmatized, leading to embarrassment or reluctance to participate, which can negatively impact their social and emotional well-being, as well as academic achievement.	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/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Students feel the environment is not inclusive and/or that their cultural differences are not valued or recognized.	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	Due to the need for individualized support, students may have gaps in foundational knowledge.	Targeted support and training for staff on accommodations, modifications, and meeting IEP goals to support each learner.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	**Critical Root Cause**
1 ★	Teachers at Vassiliadis Elementary School expressed a need for support in the area of PLC, to support student growth and achievement.	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.

★ **= Priority**

Connectedness

Areas of Strength

There was a 1% increase in the Panorama results area of Supportive Relationships, Challenging Feelings, and Social Awareness. Parents are continuosly participating and responding favoritively to our parent engagement nights and after school activities.

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. The most common behavior counselors and teachers are seeing is students not belonging within social settings with their peers.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Due to language barriers and/or lack of discourse opportunities, ELs struggle with foundational literacy skills and/or have limited opportunities to practice and improve language skills.	Strategic support within the classroom through intervention, and using after school tutoring to target specific English language and content language deficits.
Foster/Homeless	Disruptions in housing can negatively affect academic achievement and/or attendance rates.	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	Students receiving free or reduced-price meals may feel stigmatized, leading to embarrassment or reluctance to participate, which can negatively impact their social and emotional well-being, as well as academic achievement.	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/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Students feel the environment is not inclusive and/or that their cultural differences are not valued or recognized.	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	Due to the need for individualized support, students may have gaps in foundational knowledge.	Targeted intervention groups to include IEP students, along with strategic instruction that focuses on both deficits and strengths.

Problem Statements Identifying Connectedness Needs

	Problem Statement	**Critical Root Cause**
1 ⭐	Belonging is the most common behavior referral in intermediate grades. The most common behavior counselors and teachers are seeing is students not belonging within social settings with their peers.	Teacher focus on academic achievement without adequate training on all components of MTSS, including Belonging.

⭐ **= Priority**

Priority Problem Statements

Problem Statements Identifying Student Success Needs

	Problem Statement	**Critical Root Cause**
1 ⭐	While students who fell in the 70th%ile and above in Math MAP increased by 15% Fall to Spring at Vassiliadis, the percentage of students who fell in the 70th%ile and above in ELA MAP only increased by 1.18%.	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.

⭐ **= Priority**

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	**Critical Root Cause**
1 ★	Teachers at Vassiliadis Elementary School expressed a need for support in the area of PLC, to support student growth and achievement.	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.

★ **= Priority**

Problem Statements Identifying Connectedness Needs

	Problem Statement	**Critical Root Cause**
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★ **= Priority**

Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

☑ **End-of-Unit Assessments**

☑ **Grades**

☑ **MAP Growth Assessment**

☑ **Smarter Balanced (SBAC)**

☑ **Student Climate Survey, Student Voice**

☑ **Tier I Instructional Materials Assessments**

☑ **Other**

long range plans, PLC notes

Adult Learning Culture

☑ **Administrator evaluation**

☑ **Coaching Logs**

☑ **Evaluation(s) of professional development implementation and impact**

☑ **Lesson Plans**

☑ **Master schedule**

☑ **Professional learning communities (PLC) data/agenda/notes**

☑ **Staff surveys and/or other feedback**

☑ **Study of best practices**

☑ **Teacher evaluation**

☑ **Walk-through data**

☑ **Other**

Grade Level PLCs, RTI Team agenda and minutes, MTSS agendas and minutes, SOT agendas and minutes

Connectedness

- ☑ **Behavior**

- ☑ **PBIS/MTSS data**

- ☑ **Perception/survey data**

- ☑ **Social Emotional Learning Data**

- ☑ **Other**

  Action Steps for Targeted Students, Counselor's Data on Needs

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1 ☑ Aligns with District 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 2025 to Spring 2026.

Formative Measures: MAP Growth Assessment, RTI meetings agenda and minutes

Improvement Strategy 1

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.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Utilize personnel in the form of licensed interventionists to support with RTI Utilize RBG3 strategist for literacy support and PD	Interventionists & Strategists	Aug. 25- May 26
2	Provide PD and opportunities for peer modeled lessons, centered around literacy instructional needs	Administrators, RBG3, Interventionists	Aug. 25- May 26
3	Targeted intervention groups for RTI and academic deficits	Interventionists, CTTs	Aug. 25- May 26
4	Leadership team will attend teacher-led PLCs to analyze student data and support with implementation of the Teaching and Learning Cycle (Analyze and Respond)	Administration & Strategists	Aug. 25- May 26
5	Leadership team will attend teacher-led PLCs to formulate long-range plans and common assessments and support with implementation of teaching and learning cycle	Administration & Strategists	Aug. 25- May 26
6	Differentiation within Tier 1 instruction using supplemental programs to remediate as well as enrich	Teachers & Startegists	Aug. 25- May 26

Position Responsible: Administration

Resources Needed: MAP and Common Formative Assessment Data
2024-2025 SBAC data
Current student performance results

Evidence Level

Level 2: Moderate:
HMH, MAP, SBAC

Problem Statements: Student Success 1

Status Checks

✅ Implemented

October	February	June

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	While students who fell in the 70th%ile and above in Math MAP increased by 15% Fall to Spring at Vassiliadis, the percentage of students who fell in the 70th%ile and above in ELA MAP only increased by 1.18%.	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.

SMART Goal 1 ☑ Aligns with District Goal

The percent of Professional Learning Community (PLC) observations in which instructional practices for responding to data analysis are discussed will be 50% (3 of 6 teams) at the end of semester 1 and 100% (6 of 6 teams) at the end of semester 2, as measured by the PLC Observation Tool.

Formative Measures: Grade Level Survey, Coaching Logs, Grade Level PLC, RTI Agenda and minutes, MTSS agenda and minutes

Improvement Strategy 1

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

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Utilize personnel in the form of strategists to support with ELA instruction, program implementation, using data to drive PLC, and PD delivery	Strategists, Interventionists	Aug. 2025- May 2026
2	Utilize personnel in the form of licensed interventionists to support with RTI and PD delivery	Interventionists & CTTs	Aug. 2025- May 2026
3	Attend monthly PLC and support the implementation of the Teaching and Learning Cycle, with an emphasis on the analyze and respond steps.	Administration and Strategists	Aug. 2025- May 2026
4	Provide opportunities for teachers to observe their peers in PLC and literacy instruction. Continue planning and implementing professional development	District project facilitators, strategists	Aug. 2025- May 2026
5	Use Tier 1 Monitoring Tool to ensure components of teaching and learning cycle (analyze and respond) are being implemented	Administration	Aug. 2025- May 2026
6	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.	Administration	Aug. 2025- May 2026
7	The leadership team will provide opportunities for teachers to model PLC discussions, as well as literacy instruction to their peers.	Administration	Aug. 2025- May 2026

Position Responsible: Administration

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

Evidence Level

Level 2: Moderate:
coaching, PLC

Problem Statements: Adult Learning Culture 1

Status Checks

In progress

October	February	June

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Teachers at Vassiliadis Elementary School expressed a need for support in the area of PLC, to support student growth and achievement.	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.

Inquiry Area 3
Connectedness

SMART Goal 1 ✅ **Aligns with District 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. NEW GOAL Updated February 2025: Increase favorable responses on the Panorama Survey of 3rd-5th grade students from 76% to 78% in the area of Sense of Belonging from Fall 2025 to Spring 2026.

Formative Measures: Panorama Data, Counselor's date on needs, Action Steps for Targeted Students

Improvement Strategy 1

Utilize the MTSS Team to target individual students who responded unfavorably to Emotional Regulation on the Panorama Data Survey.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Targeted intervention groups utilizing Panorama survey data	Counselors, strategists, MTSS Team	Aug. 2025- May 2026
2	MTSS Team meetings to analyze data and make next-step determinations	MTSS Team	Aug. 2025- May 2026

Position Responsible: Administration

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

Evidence Level

Level 1: Strong:
MTSS, counselor

Problem Statements: Connectedness 1

Status Checks

In progress

October   **February**   **June**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Belonging is the most common behavior referral in intermediate grades. The most common behavior counselors and teachers are seeing is students not belonging within social settings with their peers.	Teacher focus on academic achievement without adequate training on all components of MTSS, including Belonging.

Plan Notes

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$7,545,174.39	Staffing and Supplies	Student Success, Adult Learning and Connectedness
At-Risk Weighted Allocation	$21,916.26	Staff to Support At-Risk Students	Student Success and Connectedness
EL Weighted Allocation	$231,143.19	Class Size Reduction	Student Success, Adult Learning and Connectedness
General Carry Forward	$255,269.48	Staffing and Supplies	Student Success
At-Risk Weighted Carry Forward	N/A		
EL Weighted Carry Forward	$1,003.5	Staffing for ELL Tutoring	Student Success

Teams

Teams

School Continuous Improvement Team

Meeting Logs

Date	Location	Sign In Sheet	Notes
October 28, 2025 @ 3:30 PM	Library	doc07043620251029081729.pdf	SOT Minutes 01_October 28, 2025.pdf

Members

First Name	Last Name	Position	Committee Role
Becky	Desautels	Parent	Required
Cortnea	Sommars	Parent	Required
Christine	Chang	Parent	Required
Tiffany	Olsen	Parent	Required
Nestor	Pineda	Assistant Principal	School Representative
Cierra	Ritter	Teacher	Grade Level Representative
Alexis	Kamp-Berger	Strategist	Grade Level Representative
Victoria	Vesp	Specialists	Required
Laura	Gallagher	Teacher	Grade Level Representative
Lindsay	Anton	Teacher	Grade Level Representative
Chara	Mariani	Teacher	Grade Level Representative
Andrew	Giacomino	Teacher	Grade Level Representative
Unique	Brown	Teacher	Grade Level Representative
Scott	Cesarone	Teacher	Grade Level Representative
Jeanine	Gusmerotti	Teacher	Required
Stephanie	Ashe	Paraprofessional	Required
Heather	Musni	Assistant Principal	CI Team Lead
Aimee	Levy	Assistant Principal	CI Team Lead
Paul	Catania	Principal	Required

Community Outreach Activities

Activity	Date	Lesson Learned
SOT/CIT Team Meeting	May 13, 2025	Reviewed 24-25 Roadmap and progress toward goals; reviewed/revised goals and action steps for the 25-26 SPP Roadmap
Boo Hoo Breakfast	August 11, 2025	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 19, 2025	This was a BBQ and sign-up event for those families interested in having their child/children participate in after-school 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 25, 2025	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 20, 2025	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.