

Clark County School District
Vassiliadis, Billy and Rosemary ES
2026-2027 School Improvement Plan



District Approval Date: August 5, 2026

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.

Demographics & Performance Information

Nevada Report Card

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 https://nevadareportcard.nv.gov/DI/nv/clark/billy_and_rosemary_vassiliadis_elementary_school/nspf/

Table of Contents

Comprehensive Needs Assessment 4

 Student Success 4

 Inquiry Area 1: Student Success 6

 Adult Learning Culture 8

 Inquiry Area 2: Adult Learning Culture 9

 Connectedness 11

 Inquiry Area 3: Connectedness 12

Priority Problem Statements 14

Comprehensive Needs Assessment Data Documentation 15

Plan Notes 16

School Continuous Improvement Team 17

Community Outreach Activities 18

Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

There was a 10% increase of students scoring in the 70th%ile and above in Math MAP from Fall 2025 (61%) to Spring 2026 (71%)
71% of students met their projected target in Spring 2026 Math MAP.

Student Success 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 IReady from Fall 2026 to Spring 2027
- Increase percentage of students meeting their projected target in Spring 2027 ELA iReady
- Increase school wide growth from Fall to Spring in ELA iReady
- Differentiation within Tier 1 instruction

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	There is a 14.6% achievement gap in ELA, and a 12.4% achievement gap in Math between ELs and Not ELs, based on 2026 Prelim SBAC Data. 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.

Student Group	Challenge	Solution
Foster/Homeless	There is currently no identifiable achievement gap between Foster Homeless/Not Foster Homeless students. 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.
Free and Reduced Lunch	There is currently no identifiable achievement gap between FRL/Not FRL students. 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	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 1 (Prioritized): While students who fell in the 70th%ile and above in Math MAP increased by 10% Fall to Spring at Vassiliadis, the percentage of students who fell in the 70th%ile and above in ELA MAP only increased by 4%.

Critical Root Cause: Teachers are implementing HMH curriculum, as well as moving from strictly math data-focused PLC to incorporating ELA data analysis as well.

Inquiry Area 1: Student Success

SMART Goal 1: Demonstrate a 2% increase in the number of students scoring in the 60th%ile and above, and demonstrate a 2% increase in the number of students scoring between the 41st-69th percentile, on the ELA iReady Assessment from Fall 2026 to Spring 2027.

Formative Measures: iReady Assessment, RTI Meetings agendas and minutes

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
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.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Utilize personnel in the form of licensed interventionists to support with RTI Utilize RBG3 strategist for literacy support and PD	Interventionists & Strategists	Aug. 2026 - May 2027				
2	Provide PD and opportunities for peer modeled lessons, centered around literacy instructional needs	Administrators, RBG3, Interventionists	Aug. 2026 - May 2027				
3	Targeted intervention groups for RTI and academic deficits	Interventionists, CTTs	Aug. 2026 - May 2027				
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. 2026 - May 2027				
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. 2026 - May 2027				
6	Differentiation within Tier 1 instruction using supplemental programs to remediate as well as enrich	Teachers & Strategists	Aug. 2026 - May 2027				
Position Responsible: Administration Resources Needed: iReady and Common Formative Assessment Data 2025-2026 SBAC data Current student performance results Evidence Level Level 2: Moderate: HMH, 95 Phonics, iReady, SBAC Problem Statements/Critical Root Cause: Student Success 1							

Adult Learning Culture

Adult Learning Culture Areas of Strength

PD days have focused on training staff on new curriculum (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)

Adult Learning Culture Areas for Growth

Implementing ELA data focused discussion during PLC with an emphasis on analyzing and responding to data.

Adult Learning Culture 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	Strategic support with training related to SIOP and practices that support language for students.	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.

Student Group	Challenge	Solution
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 1 (Prioritized): Teachers at Vassiliadis Elementary School expressed a need for support in the area of PLC, to support student growth and achievement.

Critical Root Cause: 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 2: Adult Learning Culture

SMART Goal 1: The percent of Professional Learning Community (PLC) observations in which instructional practices for responding to data analysis are discussed will be 66% (4 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

Aligns with District Goal

Improvement Strategy 1 Details						Reviews		
Improvement Strategy 1: Attending PLC on a bi-monthly basis and providing opportunities for teachers to observe their peers in PLC and literacy instruction.						Status Check		EOY Reflection
						Oct	Feb	June
						No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
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. 26-May 27					
2	Utilize personnel in the form of licensed interventionists to support with RTI and PD delivery	Interventionists & CTTs	Aug. 26-May 27					
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. 26-May 27					
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. 26-May 27					
5	Use Tier 1 Monitoring Tool to ensure components of teaching and learning cycle (analyze and respond) are being implemented	Administration	Aug. 26-May 27					
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. 26-May 27					
7	The leadership team will provide opportunities for teachers to model PLC discussions, as well as literacy instruction to their peers.	Administration	Aug. 26-May 27					
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/Critical Root Cause: Adult Learning Culture 1								

Connectedness

Connectedness Areas of Strength

There was a 1% increase in the Panorama results area of Supportive Relationships. Parents are continuously participating and responding favorably to our parent engagement nights and after-school activities.

Connectedness Areas for Growth

Growth Mindset only reflected 39% favorable responses, which is 0-19% 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.

Connectedness 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

Student Group	Challenge	Solution
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 1 (Prioritized): 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.

Critical Root Cause: Teacher focus on academic achievement without adequate training on all components of MTSS, including Belonging.

Inquiry Area 3: Connectedness

SMART Goal 1: Increase favorable responses on the Panorama Survey of 3rd-5th grade students from 69% to 73% in the area of Sense of Belonging from Fall 2026 to Spring 2027.

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

Aligns with District Goal

Improvement Strategy 1 Details					Reviews																	
Improvement Strategy 1: Utilize the MTSS Team to target individual students who responded unfavorably to Sense of Belonging on the Panorama Data Survey. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Targeted intervention groups utilizing Panorama survey data</td><td>Counselors, strategists, MTSS Team</td><td>Aug. 2026-May 2027</td><td></td></tr><tr><td>2</td><td>MTSS Team meetings to analyze data and make next-step determinations</td><td>MTSS Team</td><td>Aug. 2026-May 2027</td><td></td></tr></table> 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/Critical Root Cause: Connectedness 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Targeted intervention groups utilizing Panorama survey data	Counselors, strategists, MTSS Team	Aug. 2026-May 2027		2	MTSS Team meetings to analyze data and make next-step determinations	MTSS Team	Aug. 2026-May 2027		Status Check		EOY Reflection
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete													
					1	Targeted intervention groups utilizing Panorama survey data	Counselors, strategists, MTSS Team	Aug. 2026-May 2027														
2	MTSS Team meetings to analyze data and make next-step determinations	MTSS Team	Aug. 2026-May 2027																			
Oct	Feb	June																				
No review		No review																				

Priority Problem Statements

Problem Statement 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.

Critical Root Cause 1: Teacher focus on academic achievement without adequate training on all components of MTSS, including Belonging.

Problem Statement 1 Areas: Connectedness

Problem Statement 2: Teachers at Vassiliadis Elementary School expressed a need for support in the area of PLC, to support student growth and achievement.

Critical Root Cause 2: 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.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: While students who fell in the 70th%ile and above in Math MAP increased by 10% Fall to Spring at Vassiliadis, the percentage of students who fell in the 70th%ile and above in ELA MAP only increased by 4%.

Critical Root Cause 3: Teachers are implementing HMH curriculum, as well as moving from strictly math data-focused PLC to incorporating ELA data analysis as well.

Problem Statement 3 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

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 and PLC notes and observations

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
- Volunteer opportunities, attendance, and participation
- Other
 - Action Steps for Targeted Students, Counselor's Data on Needs

Plan Notes

General Funds Allocation	\$9,626,964.56	Staffing and Supplies	Student Success, Adult Learning and Connectedness
At-Risk Weighted Allocation	\$13,692.00	Staff to Support At-Risk Students	Student Success, Adult Learning and Connectedness
EL Weighted Allocation	\$200,284.98	Class Size Reduction	Student Success, Adult Learning and Connectedness
General Carry Forward	\$403,038.21	Staffing and Supplies	Student Success
At-Risk Weighted Carry Forward	\$6,617.23	Staffing	Student Success
EL Weighted Carry Forward	N/A	N/A	N/A

School Continuous Improvement Team

Team Role	Name	Position
Required	Becky Desautels	Parent
Required	Cortnea Sommars	Parent
Required	Christine Chang	Parent
Required	Tiffany Olsen	Parent
School Representative	Nestor Pineda	Assistant Principal
Grade Level Representative	Cierra Ritter	Teacher
Grade Level Representative	Alexis Kamp-Berger	Strategist
Required	Victoria Vesp	Specialists
Grade Level Representative	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
Required	Jeanine Gusmerotti	Teacher
Required	Stephanie Ashe	Paraprofessional
CI Team Lead	Heather Musni	Assistant Principal
CI Team Lead	Aimee Levy	Assistant Principal
Required	Paul Catania	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
SOT/CIT Team Meeting	May 12, 2026	Reviewed 25-26 Roadmap and progress toward goals; reviewed/revised goals and action steps for the 26-27 SPP Roadmap
Boo Hoo/Yahoo Breakfast	August 10, 2026	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 18, 2026	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 24, 2026	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.
Math Night	October 6, 2026	This event allowed our families and students to attend at night to play and learn about hands on Math activities with our community sponsor Mathnasium.
Parent Teacher Conference Night	October 12, 2026	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.

Activity	Date	Lesson Learned
Career Day	November 5, 2026	This event allowed our students to meet with parents and community members during the school day to learn about different careers.
Run 4 Education	February 27, 2027	This event is our school's sole fundraiser for the year. It brings together families, community members, and local sponsors for a day of fun and engagement. The event features a run, raffle prizes, and auction items, all generously donated by staff, community partners, and sponsors. Proceeds from this event directly support our students and school programs while fostering strong connections between the school and the broader community.