



Clark County School District

# Billy and Rosemary Vassiliadis

## 2021-2022 School Performance Plan: A Roadmap to Success

*Billy and Rosemary Vassiliadis Elementary School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Paul Catania for more information.*

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



# School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data										
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	FRL
School	1006	0.2%	12.8%	10.9%	2.5%	60.0%	0.7%	12.8%	11.9%	3.1%
District*	323,787	0.34%	6.06%	46.57%	14.72%	23.76%	1.62%	6.93%	12.73%	16.12%
State*	496,938	0.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%

\*Accountability Year 2019-2020. Source: nevada.reportcard.nv.gov

Student Performance Data												
Academic Year	School/ District	Math			ELA			Science			ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (AGP)	Proficiency	Growth (AGP)	
2018	School	83.48%	67	73.76%	86.67%	70	81.68%	55.7%	10.0%	64.71%		
	District	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*		
2019	School	82.4%	51.5	67.7%	85%	61.5	82.6%	51.1%	39.4%	80%		
	District	36.6%*	49*	38.1*	48.3%*	50*	52.4*	28.9%*	15.5%**	50.6%*		
2020	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	25%	61.9%		
	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14.5%**	45.4%**		

\*Source: nevada.reportcard.nv.gov

\*\*Source: NDE Data File



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	N/A	N/A	N/A
District	N/A	N/A	N/A

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	427	413	425
District*	379	368	361

\*Source: datatool.nevadaschoolclimate.org; Results Across Topics; retrieved 6.22.2021

## 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)
Shalynn Tinkel	Other School Leader(s)/Administrator(s) (required)
Jaclyn Gambino	Teacher(s) (required)
Dawn Mae	Paraprofessional(s) (required)
Katie Lord	Parent(s) (required)
NA	Student(s) (required for secondary schools)
NA	Tribes/Tribal Orgs (if present in community)
Kristin Lilley	Specialized Instructional Support Personnel (if appropriate)
Jennifer Gerber	Other School Leader/Administrator
Rachel Levandusky	Teacher
Michelle Kirk	Teacher



Kristina Lutke	Teacher
Tina Stevens	Teacher
Jeanine Gusmerotti	Teacher
Chara Mariani	Teacher
Melanie Danzeisen	Teacher
Meaghan Blair	Teacher
Laura Gallagher	Teacher



# School Community Outreach

*This section highlights outreach events facilitated by the school to engage students, regarding school partners.*

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Open House Meet and Greet	8/6/21 3:30-5:30PM	1000 students staff parents Community	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	8/9/21 8-9 AM	75 parents volunteers other staff	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	8/17/21 5-7 PM	300+ Students Staff Parents Volunteers Community	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.
Cubs Night Out @ CPK	9/14/21 3-8 PM	400+ Students Staff parents	This was a community event to support our local business and fundraiser for our school. Staff and students attended and dined together.
Kindergarten Literacy Night	9/22/21 5:00-8:00 PM	150 Students	This event provided families the opportunity to visit their child's



	(in rotation)	Staff parents	classroom and meet with the teacher for literacy training and to support our SPP for ELA growth.
Soak The Cubs	10/5/21 9:00 AM and 1:00 PM	1200 Students staff Volunteers	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	10/6/21 7:10-8:00 AM	200+ Students Staff Parents Volunteers Community	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.
Cubs Night Out @ Chipotle	10/13/21 3:00-8:00 PM	400+ Students Staff parents	This was a community event to support our local business and fundraise for our school. Staff and students attended and dined together.
Parent Teacher Conference Evening Event	10/13/21 2:30-7:00 PM	250+ Parents Students Staff	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 2020, Spring 2020 and Fall 2021 MAP data for Math and Reading *2021 SBAC data for 4th and 5th grade in Reading and Math *2020 and 2021 ELPA data for all EL Students	*Fall 2021 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
<b>Problem Statement</b>	Students at Vassiliadis demonstrated an overall decrease in mastery for both Reading and Math as evidenced in academic grades, MAP and SBAC data.		
<b>Critical Root Causes</b>	Students were challenged with working from home for nearly the entire 2020-2021 school year. Teachers found it difficult to reach the students with the greatest need, both socially and academically, making growth a challenge.		

### Part B

Student Success	
<b>School Goal:</b> MAP Data Goals Increase <u>Kinder performance</u> : MAP Math from 21-22 Fall 89% to 21-22 Spring 92% and MAP Reading from 21-22 Fall 83% to 21-22 Spring 85% Increase <u>1<sup>st</sup> Grade performance</u> : MAP Math from 21-22 Fall 91% to	<b>Aligned to Nevada’s STIP Goal:</b> MAP Data Goals Aligned to STIP Goal 3: All students experience continued academic growth



21-22 Spring 94% and MAP Reading from 21-22 Fall 87% to 21-22 Spring 90%

Increase 2<sup>nd</sup> Grade performance: MAP Math from 21-22 Fall 82% to 21-22 Spring 85% and MAP Reading from 20-21 Fall 79% to 21-22 Spring 85%

Increase 3<sup>rd</sup> Grade performance: MAP Math from 21-22 Fall 88% to 21-22 Spring 91% and MAP Reading from 20-21 Fall 85% to 21-22 Spring 88%

Increase 4<sup>th</sup> Grade performance: MAP Math from 21-22 Fall 83% to 21-22 Spring 88% and MAP Reading from 20-21 Fall 92% to 21-22 Spring 93%

Increase 5<sup>th</sup> Grade performance: MAP Math from 21-22 Fall 85% to 21-22 Spring 88% and MAP Reading from 20-21 Fall 89% to 21-22 Spring 91%

#### SBAC Data Goals

Increase 4<sup>th</sup> Grade performance: SBAC Math from (2021) 69% in 3<sup>rd</sup> grade to (2022) 75% in 4<sup>th</sup> grade and SBAC Reading from (2021) 77% in 3<sup>rd</sup> grade to (2022) 82% in 4<sup>th</sup> grade.

Increase 5<sup>th</sup> Grade performance: SBAC Math from (2021) 61% in 4<sup>th</sup> grade to (2022) 70% and SBAC Reading from (2021) 78% in 4<sup>th</sup> grade to (2022) 82% in 5<sup>th</sup> grade.

Increase 3-5<sup>th</sup> Grade Median Growth Percentile: SBAC Reading from (2019) 61% to (2022) 70% and SBAC Math from (2019) 51% to (2022) 70%.

**Improvement Strategy:** Use differentiation to target individual student academic deficits.

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): MAP Growth Assessments Level 2; SBAC Data Analysis Level 2

**Intended Outcomes:** As a result of receiving strategic intervention and support, students will demonstrate academic growth as evidenced on 2022 Spring SBAC and MAP assessments.





<p><b>Action Steps:</b></p> <ul style="list-style-type: none"><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></ul>
<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"><li>● MAP and Common Formative Assessment Data</li><li>● 2021 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</li><li>● Student attendance</li><li>● Time for meetings and planning</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 support the learner both academically and emotionally.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Students with IEPs: Targeted support and training for staff on accommodations, modifications and meeting IEP goals to support each learner.</p>



## 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
<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	
<b>School Goal:</b> On a monthly basis, teachers will be provided professional development opportunities based on needs assessments completed by staff.	<b>STIP Connection:</b> Goal 2 - All students have access to effective educators
<b>Improvement Strategy:</b> Implementing professional development on a monthly basis.	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Coaching Level 2; PLC Level 2	



<p><b>Intended Outcomes:</b> Teachers will develop sound knowledge, addressing student needs and improving overall achievement.</p>
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"><li>● Survey staff to complete a needs assessment</li><li>● Plan and implement professional development monthly</li></ul>
<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"><li>● Needs assessment</li><li>● Resources for areas of deficits for staff</li><li>● Time set aside to provide professional development</li></ul>
<p><b>Challenges to Tackle:</b></p> <ul style="list-style-type: none"><li>● Personnel</li><li>● Student attendance</li><li>● Time for meetings and planning</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 support the learner both academically and emotionally.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Students with IEPs: Targeted support and training for staff on accommodations, modifications and meeting IEP goals to support each learner.</p>



## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
<b>Data Reviewed</b>	4th/5th Grade Panorama Survey Results	4th/5th Grade Panorama Survey Results Action Steps for Targeted Students Counselor's Data on Needs	4th/5th Grade Panorama Survey Results
<b>Problem Statement</b>	A large number of 4th and 5th grade students reported on the Panorama Survey that they did not feel connected at school.		
<b>Critical Root Causes</b>	Students report that having been off campus for more than one school year has made them feel less connected to the staff and other students.		

### Part B

Connectedness	
<p><b>School Goal:</b> Panorama Data Goals Increase favorable responses on the Panorama Survey of 4th and 5th grade students from 62% to 70% for Sense of Belonging 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 Sense of Belonging 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>● Certified Temporary Tutors</li><li>● Panorama Survey data and interview/meeting reports</li><li>● MTSS Team members and student support</li></ul>
<p><b>Challenges to Tackle:</b></p> <ul style="list-style-type: none"><li>● Personnel</li><li>● Student attendance</li><li>● Time for meetings and planning</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 within the classroom through intervention, and using after school tutoring to target specific English language and content language deficits.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Students with IEPs: Targeted intervention groups to include IEP students along with strategic instruction that focuses on both deficits and strengths.</p>



## 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	\$90,920.92	Staff development outside of contract times	Teacher Professional Growth and Capacity
General Funds	\$159,666.00	CTT support	Student Success
EL Weighted Funds	\$73,197.00	Class size reduction Extra Duty Pay	Student Success
At-Risk Funds	\$23,830.00	Staff to support at risk students	Student Success