

Clark County School District
Vassiliadis, Billy and Rosemary ES
2026-2027 Status Checks with Notes



District Approval Date: September 21, 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/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Demonstrate a 2% increase in the number of students scoring in the 60th percentile and above on the i-Ready assessment in math, and demonstrate an increase with the identified 50 students closing the opportunity gaps by meeting their target goal.

Aligns with District Goal

Formative Measures: I-Ready Assessment, SLG Performance Task Assessments, enVision end-of-topic classroom summative assessments, I-Ready Learning Path

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Provide teachers with the time to analyze data, create groups, and learn about the I-Ready and enVision math intervention components to pull a small group with their targeted students during the math block time. Position Responsible: Administration Resources Needed: I-Ready and Common Formative and Summative Assessments 2025-2026 SBAC Data Evidence Level Level 2: Moderate: enVision, I-Ready SBAC Problem Statements/Critical Root Cause: Student Success 1	Oct: In progress October Lessons Learned We have learned that our students did not make adequate growth in Claim 1 of SBAC (Numbers and Operations). Additionally, iReady scores were low across all grade levels in Numbers and Operations. October Next Steps/Need Next, our math strategist will lead a brief PD during the next four weeks focusing on intervention strategies and lessons for students identified as focus group students. These students will meet 3x a week with their teacher for 20 min. during the math block. Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

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.

Aligns with District Goal

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

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. 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	Oct: In progress October Lessons Learned The implementation of the PLC Observation Tool serves as a guide to identify areas of support as well as strengths among different grade levels. October Next Steps/Need An emphasis on the components of the Teaching and Learning Cycle (analyze and respond) when coaching teams. Administration, strategists, and other members of the leadership team will work in collaboration to support teams as well as highlight strengths during attendance in monthly PLC Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need

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.

Aligns with District Goal

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

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. 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	Oct: In progress October Lessons Learned Historical data indicate that members of the MTSS team who serve as trusted adults have seen more favorable responses on the Panorama Data Survey and improved overall social and emotional learning (SEL) among students. October Next Steps/Need The MTSS team and counselor are pulling raised hands, creating groups, meeting with groups, and teaching lessons within classrooms about emotional regulation, peer groups, anxiety, friendship, etc. Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need