

# Clark County School District

## Vassiliadis, Billy and Rosemary ES

### 2025-2026 Status Checks with Notes



District Approval Date: February 18, 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/](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 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.

**Aligns with District Goal**

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

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> 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.</p> <p><b>Position Responsible:</b> Administration</p> <p><b>Resources Needed:</b> MAP and Common Formative Assessment Data 2024-2025 SBAC data Current student performance results</p> <p><b>Evidence Level</b> Level 2: Moderate: HMH, MAP, SBAC</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1</p>	<p><b>Oct:</b> Implemented</p> <p><b>October Lessons Learned</b> Data reveals that improvement strategies should be centered around ensuring students meet their projected growth as indicated on the Fall ELA MAP Assessment.</p> <p><b>October Next Steps/Need</b> Staff will collaborate on staff development day as well as during the extended grade-level PLC meeting to create targeted, skill-based groups. CTT's, interventionists, and classroom teachers will provide targeted intervention/ instruction during their 30-minute intervention time daily.</p> <p><b>Feb:</b> Implemented</p> <p><b>February Lessons Learned</b> Data reveals that improvement strategies should be centered around ensuring students meet their projected growth as indicated on Fall ELA MAP Assessment.</p> <p><b>February Next Steps/Need</b> Staff will collaborate on staff development day as well as during grade level PLC to create targeted, skill-based groups. CTT's, interventionists, and classroom teachers will provide targeted intervention/instruction.</p> <p><b>June:</b> Continue</p> <p><b>June Lessons Learned</b> Data reveals that improvement strategies should be centered around ensuring students meet their projected growth as indicated on Fall ELA MAP Assessment.</p> <p><b>June Next Steps/Need</b> Staff will collaborate on staff development day as well as during grade-level PLC to create targeted, skill-based groups. CTT's, interventionists, and classroom teachers will provide targeted intervention/instruction. CTT support included in our budget, 95 Phonics as well as other research-based ELA intervention materials</p>

## **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 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.

### **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
<p><b>Improvement Strategy 1:</b> Attending PLC on a monthly basis and providing opportunities for teachers to observe their peers in PLC and literacy instruction.</p> <p><b>Position Responsible:</b> Administration</p> <p><b>Resources Needed:</b> 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</p> <p><b>Evidence Level</b>  Level 2: Moderate: coaching, PLC</p> <p><b>Problem Statements/Critical Root Cause:</b> Adult Learning Culture 1</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b>  The implementation of the PLC Observation Tool serves as a guide to identify areas of support as well as strength among different grade levels.</p> <p><b>October Next Steps/Need</b>  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.</p> <p><b>Feb:</b> In progress</p> <p><b>February Lessons Learned</b>  The implementation of the PLC Observation Tool serves as a guide to identify areas of support as well as strength among different grade levels.</p> <p><b>February Next Steps/Need</b>  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.</p> <p><b>June:</b> Continue</p> <p><b>June Lessons Learned</b>  The implementation of the PLC Observation Tool serves as a guide to identify areas of support as well as strength among different grade levels.</p> <p><b>June Next Steps/Need</b>  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. Consistent attendance in grade level PLC, the use of the observation tool to serve as a coaching guide, and collaboration amongst the leadership team to determine next steps.</p>

### **Inquiry Area 3:** Connectedness

#### **SMART Goal 1:** 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.

#### **Aligns with District Goal**

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

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Utilize the MTSS Team to target individual students who responded unfavorably to Emotional Regulation on the Panorama Data Survey.</p> <p><b>Position Responsible:</b> Administration</p> <p><b>Resources Needed:</b> 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</p> <p><b>Evidence Level</b> Level 1: Strong: MTSS, counselor</p> <p><b>Problem Statements/Critical Root Cause:</b> Connectedness 1</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b> Historical data indicate that members of the MTSS team serving as trusted adults have resulted in an increase in favorable responses on the Panorama Data Survey as well as in overall SEL among students.</p> <p><b>October Next Steps/Need</b> The MTSS team and counselor are pulling raised hands, creating groups, meeting with groups, and teaching lessons within classrooms about emotional regulation.</p> <p><b>Feb:</b> In progress</p> <p><b>February Lessons Learned</b> Historical data indicate that members of the MTSS team serving as trusted adults have resulted in an increase in favorable responses on the Panorama Data Survey, as well as in overall SEL among students. Our current data in the category of sense of belonging is 73% of students feel they belong within their peer group.</p> <p><b>February Next Steps/Need</b> The MTSS team and counselors are pulling raised hands, creating groups, meeting with groups, and teaching lessons within classrooms about emotional regulation, friend groups, impulsivity, and building self-esteem.</p> <p><b>June:</b> Continue</p> <p><b>June Lessons Learned</b> Historical data indicate that members of the MTSS team serving as trusted adults have resulted in favorable responses on the Panorama Data Survey, as well as in overall SEL among students. Our current data in the category of sense of belonging is 63% of students feel they belong within their peer group. The MTSS team will continue to meet, discuss, and serve as trusted adults to "raised hand" students.</p> <p><b>June Next Steps/Need</b> The MTSS team will continue to meet, discuss, and serve as trusted adults to "raised hand" students. Consistent collaboration and consistent check-ins with "raised hand" students.</p>