

Clark County School District

Vassiliadis, Billy and Rosemary ES

2025-2026 Status Checks with Notes



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

Inquiry Areas 4

 Inquiry Area 1: Student Success 4

 Inquiry Area 2: Adult Learning Culture 5

 Inquiry Area 3: Connectedness 6

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
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. 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/Critical Root Cause: Student Success 1	Oct: Implemented October Lessons Learned Data reveals that improvement strategies should be centered around ensuring students meet their projected growth as indicated on the Fall ELA MAP Assessment. October Next Steps/Need 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. 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 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
Improvement Strategy 1: Attending PLC on a 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 strength 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: 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
Improvement Strategy 1: Utilize the MTSS Team to target individual students who responded unfavorably to Emotional Regulation 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 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. 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. Feb: No review February Lessons Learned February Next Steps/Need June: June Lessons Learned June Next Steps/Need