



Clark County School District

John C. Vanderburg ES

School Performance Plan: A Roadmap to Success

John C. Vanderburg ES has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Ronda Reedom

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School Designations: Title I MRI CSI TSI ATSI

Our SPP was last updated on 09/23/2024



School Demographics and Performance Information

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 http://nevadareportcard.nv.gov/DI/nv/clark/john_c._vanderburg_elementary_school/2024/nspf.

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
Ronda Reedom	Principal <i>(required)</i>
Rikki Wiggs	Assistant Principal <i>(required)</i>
Katia Cheetany	Teacher <i>(required)</i>
Kiah Rivera	Paraprofessional SPTA <i>(required)</i>
Bonnie Chyle	Parent <i>(required)</i>



School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
PLC Meetings	1.11.23	Fall to Winter MAP data review; SPP goals check
SOT Meeting	2.8.23	Present SPP Status Check 2
PLC Meetings	5.10.23	Winter to Spring MAP data review; SPP goals check
SOT Meeting	5.17.23	Present SPP Status Check 3
Staff Development Day Meeting	9.11.23	Review/discussion of SBAC data and areas of strength/improvement
Fall One-on-One Conferences with Licensed Teachers	September 2023	Fall class MAP data review
CIT Meeting	10.24.23	School Fall MAP data review & SPP Status Check 1
SOT Meeting	10.26.23	SPP Status Check 1 & Fall MAP data review
PLC Meetings	1.10.24	Fall to Winter MAP data review
CIT Meeting	1.16.24	School Winter MAP data review & SPP Status Check 2
SOT Meeting	1.30.24	School Winter MAP data review & SPP Status Check 2
SOT Meeting	2.1.24	2024-2025 School Budget
SOT Meeting	4.24.24	EOY MAP Data review



PLC Meeting	5.8.24	Winter to Spring data review
CIT Meeting	6.3.24	SPP Act 3 & Act 1 data analysis & plan development
SOT Meeting	9.25.24	2024-2025 School Budget Overview & Approval



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
Data Reviewed	SBAC Summative Assessments MAP Growth & Achievement data Three-Year Trend	District Survey-Student/Parent Lifeline Data Panorama Student Survey	Classroom observations Tier I CCSD adopted materials Math & ELA Curriculum Review
	Areas of Strength: School-wide MAP Reading achievement at the 71st percentile; MAP Math achievement at the 77th percentile; MAP Math growth at the 68th percentile for the Spring		
	Areas for Growth: School-wide Reading growth is currently at the 53rd percentile for Spring.		
Problem Statement	Student academic growth in reading/ELA is low at the 53rd percentile and could be increased to the 61st percentile or higher in the upcoming school year.		
Critical Root Causes	Inconsistent differentiated instruction or small group instruction, lack of consistency in learning goal-aligned student tasks, lack of enrichment, and acceleration of learning for students that are currently meeting or exceeding standards in reading/ELA.		

Part B

Student Success	
<p>School Goal: Increase the number of students proficient in mathematics from 69% (Spring 2024) to 74% in Spring 2025 as measured by SBAC assessment.</p> <p>Increase the number of students proficient in ELA from 72.6% (Spring</p>	<p>Aligned to Nevada's STIP Goal: 3...All students experience continued academic growth.</p>



<p>2024) to 78% in Spring 2025 as measured by SBAC assessment.</p>	
<p>Improvement Strategy: Implement Tier I Math curriculum/materials, focus on Tier II math instruction, and analyze data in PLCs to guide instruction.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>enVisionMathematics Common Core 2020 (1); Analyze data in PLCs (3)</i></p>	
<p>Intended Outcomes: <i>Increase in percent of students at or above the 61st percentile on the MAP assessment for Math; maintain/increase student growth achievement in mathematics at the 68th percentile or higher</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none">● <i>Implementation of Tier I instruction through use of research-based Tier I & II curriculum (enVision).</i>● <i>Principal will ensure all staff are utilizing the districtwide math curriculum as their primary source of math instruction</i>● <i>enVisions assessments will be utilized as common assessments for each grade level</i>● <i>Students will utilize Exact Path for Math</i>● <i>Monitor MAP, Fastbridge, Exact Path, & other formative data</i>● <i>Monitor summative grade book data</i>● <i>Grade level PLCs to monitor student achievement, collaboration for planning curriculum and instruction and monitoring student achievement.</i>● <i>Classroom observation of Tier I and II math instruction</i>	
<p>Resources Needed:</p> <ul style="list-style-type: none">● <i>enVision math curriculum, Exact Path, Fastbridge</i>● <i>PLC time</i>	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none">● <i>Morning PD staff meeting focus will alternate between ELA and math as necessary. Additional time for training during staff development days whenever possible.</i>● <i>Time to plan with grade level and analyze formative assessment data</i>	
<p>Improvement Strategy: <i>Implement Tier I ELA/Reading curriculum with supports such as professional learning, analyze data in PLCs to guide instruction.</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>HMH Into Reading (3); Analyze data in PLCs (3)</i></p>	



Intended Outcomes: *Increase in percent of students at or above the 61st percentile on the MAP assessment for Reading; increase student growth achievement in reading/ELA at the 61st percentile or higher.*

Action Steps:

- *Implementation of Tier I instruction through use of research-based Tier I & II curriculum (HMH Into Reading, 95 Phonics).*
- *Principal will ensure all staff are utilizing the districtwide reading curriculum as their primary source of reading instruction*
- *HMH assessments will be utilized as common assessments for each grade level*
- *Students will utilize Exact Path for Reading/ELA*
- *Monitor MAP, Fastbridge, Exact Path, & other formative data*
- *Monitor summative grade book data*
- *Grade level PLCs to monitor student achievement, collaboration for planning curriculum and instruction, and monitoring student achievement.*
- *Classroom observation of Tier I and II reading/ELA instruction*

Resources Needed:

- *HMH curriculum; 95 Phonics for Foundational Skills*
- *PLC time*
- *Teacher PL for Phonics 95*

Challenges to Tackle:

- *Time to learn about all the components of the new curriculum (95 Phonics); Morning PD staff meeting focus will alternate between ELA and math as necessary. Additional time for training during staff development days whenever possible.*
- *Time to plan with grade level and analyze formative assessment data*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Small group differentiated instruction provided to close the achievement gap; Utilize the Language Supports manual in the enVisions curriculum, Additional math manipulatives, flashcards provided as needed. Use of leveled readers and ELL support materials provided with Tier I reading program; use of 95 Phonics with small groups of students. SDD PD focused on EL learning strategies.

Foster/Homeless: Small group differentiated instruction provided as needed to close the achievement gap; Counselor support as needed to provide wrap-around services; consistent weekly early/late bird hour for students to receive reteaching or time to make-up work or retake assessments.

Free and Reduced Lunch: Small group differentiated instruction provided to close the achievement gap; Counselor support as needed to



provide wrap-around services as needed; consistent weekly early/late bird hour for students to receive reteaching and/or time to make-up work or retake assessments.

Migrant: Not applicable to our school population

Racial/Ethnic Minorities: Tiered intervention to accelerate student learning; Counselor support to provide wrap-around services as needed; consistent weekly early/late bird hour for students to receive reteaching or time to make-up work or retake assessments.

Students with IEPs: Special Education teachers and General Education teachers will be aware of IEP goals and work collaboratively together; SPED teachers will attend PLC sessions with gen ed to discuss student data and purposeful planning for all students.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<i>SBAC, MAP, Summative GL Data Class Observation Data</i>	<i>Grade level chair meetings Grade level meetings</i>	<i>PLC Google Form</i>
	<i>Areas of Strength: Master Calendar that allows for consistent PLC meetings with administrators present.</i>		
	<i>Areas for Growth: Use data to plan differentiated learning.</i>		
Problem Statement	<i>Staff is not consistently addressing Instructional NEPF standard 5, Indicator 1 -Teachers plan on-going learning opportunities based on evidence of all students' current learning status.</i>		
Critical Root Causes	<i>Lack of NEPF training, lack of school-wide focus on IS 5.1.</i>		

Part B

Adult Learning Culture



School Goal: <i>All teachers (100%) will consistently plan ongoing learning opportunities based on evidence of data analysis and student grouping, as measured by the PLC observation tool.</i>	STIP Connection: <i>2...All students have access to effective educators</i>
Improvement Strategy: <i>Implementing effective PLCs where teachers analyze student data and plan for instruction using provided tools and resources (i.e. pacing and planning guides, Tier I & II instructional materials, Math & ELA Look-for-Tools)</i> Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Analyze data in PLCs (3)</i>	
Intended Outcomes: <i>Increase in student achievement growth on both formative (MAP) and summative (SBAC) assessments.</i>	
Action Steps: <ul style="list-style-type: none">• <i>Weekly PLC Meeting</i>• <i>Analysis of grade level standards</i>• <i>Analysis of formative and summative data</i>• <i>Use of online agenda to guide PLC discussions and collaboration</i>• <i>Collaborative PLC discussions on purposeful planning to increase student growth and achievement</i>	
Resources Needed: <ul style="list-style-type: none">• <i>Precise, efficient PLC form to guide meeting</i>	
Challenges to Tackle: <ul style="list-style-type: none">• <i>Restructuring of current PLC implementation; Administration will participate and determine where support is needed for teachers to continue to grow</i>	
Equity Supports. What, specifically, will we do to support the following student groups around this goal?	
<p>English Learners: Teacher will meet regularly to unwrap upcoming standards to be taught and come up with understanding of what is to be taught; they will identify learning tasks that are directly aligned to the chosen standard including common assessments, they will determine learning progression, learning intention, and success criteria for the chosen standard, they will analyze student data to determine appropriate groupings for acceleration time and next steps.</p> <p>Foster/Homeless: Teacher will meet regularly to unwrap upcoming standards to be taught and come up with understanding of what is to be taught; they will identify learning tasks that are directly aligned to the chosen standard including common assessments, they will determine learning progression, learning intention, and success criteria for the chosen standard, they will analyze student data to determine appropriate groupings for acceleration time and next steps.</p>	



Free and Reduced Lunch: Teacher will meet regularly to unwrap upcoming standards to be taught and come up with understanding of what is to be taught; they will identify learning tasks that are directly aligned with the chosen standard including common assessments, they will determine learning progression, learning intention, and success criteria for the chosen standard, they will analyze student data to determine appropriate groupings for acceleration time and next steps.

Migrant: Not applicable to our school population

Racial/Ethnic Minorities: Teacher will meet regularly to unwrap upcoming standards to be taught and come up with understanding of what is to be taught; they will identify learning tasks that are directly aligned with the chosen standard including common assessments, they will determine learning progression, learning intention, and success criteria for the chosen standard, they will analyze student data to determine appropriate groupings for acceleration time and next steps.

Students with IEPs: Teacher will meet regularly to unwrap upcoming standards to be taught and come up with understanding of what is to be taught; they will identify learning tasks that are directly aligned to the chosen standard including common assessments, they will determine learning progression, learning intention, and success criteria for the chosen standard, they will analyze student data to determine appropriate groupings for acceleration time and next steps.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Districtwide Survey (Student, Staff, Families)</i> <i>CIP Survey</i> <i>Lifeline Survey Data</i>	<i>Grade level chair meeting</i> <i>SOT meeting</i> <i>Districtwide survey</i>	<i>SOT meeting</i> <i>Community survey</i>
	<i>Areas of Strength: Students feel safe and understood at school by peers and staff.</i>		
	<i>Areas for Growth: Student self-confidence and willingness to make mistakes have fluctuated over the last few years of surveys.</i>		
Problem Statement	<i>In 2023, 43.10% of students said they “will only volunteer to answer a question if I am sure my answer is right.”</i>		



Critical Root Causes	<i>Inconsistency in providing a safe classroom culture for learning and exploration, inconsistent use of resources such as RethinkED and growth mindset ideas to assist with student leadership and confidence.</i>
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Part B

Connectedness	
<p>School Goal: <i>The number of students reporting that they “will only volunteer to answer a question if they are sure their answer is right” will decrease from 35.56% in 2023-2024 to 30% by the 2024-2025 District Survey administration.</i></p>	<p>STIP Connection: <i>6...All students and adults learn to work together in safe environments where identities and relationships are valued and celebrated.</i></p>
<p>Improvement Strategy: <i>Implementation of RethinkED SEL Program, counseling lessons, class discussions using growth mindset concepts</i></p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>RethinkED - 3</i></p>	
<p>Intended Outcomes: <i>Students will feel more confident in answering questions even if they are uncertain if their answer is correct; Increased productive classroom conversations on the learning target.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● <i>Staff training - NEPF Standard 3 on discourse strategies for students</i> ● <i>Counseling lessons (Sanford Harmony and others) on confidence</i> ● <i>Classroom discussions on SEL and growth mindset</i> 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● <i>School counselor</i> ● <i>Growth Mindset instruction</i> ● <i>CCSD SEL Curriculum</i> 	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> ● <i>Classroom time commitment for counseling lessons, classroom meetings, growth mindset discussions; The school’s master schedule will have built in time daily for SEL lessons and growth mindset class discussions. Teachers will be encouraged to begin and end the school day with brief SEL check-ins, discussions, or activities.</i> 	
<p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p>	



English Learners: Provide students sentence frames to assist in verbalizing thoughts; Utilize student note taking and notebooks during instruction for students to refer to when needed.

Foster/Homeless: Utilize growth mindset with students to increase understanding that everyone makes mistakes and can grow from them; utilize class meetings and open communication to create classroom environment where students feel safe to make mistakes; Hazel Health services for students that qualify

Free and Reduced Lunch: Weekly early or late bird where students can be retaught concepts in smaller group setting. Utilize growth mindset with students to increase understanding that everyone makes mistakes and can grow from them; utilize class meetings and open communication to create a classroom environment where students feel safe to make mistakes

Migrant: Not applicable to our school population.

Racial/Ethnic Minorities: Weekly early or late bird where students can be retaught concepts in smaller group setting. Utilize growth mindset with students to increase understanding that everyone makes mistakes and can grow from them; utilize class meetings and open communication to create a classroom environment where students feel safe to make mistakes

Students with IEPs: Provide students sentence frames to assist in verbalizing thoughts; Utilize student note taking and notebooks during instruction for students to refer to when needed.

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)
Strategic Budget	\$4,354,352.93	Staffing General Supplies	Student Success, Adult Learning Culture, Connectedness
RBG3 Strategist	\$115,120.05	Reading Strategist for PD and student pull-out	Student Success & Adult Learning
English Learners	\$98,371.95	Funding for additional teacher	Student Success



At-Risk	\$68,409.79	Funding for additional teacher Funding for teacher PL	Student Success, Adult Learning Culture
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