

Clark County School District
Vanderburg, John C. ES
2025-2026 Status Checks with Notes



District Approval Date: February 23, 2026

Mission Statement

Our mission is to foster a nurturing and inclusive environment that encourages excellence, creativity, and a lifelong love of learning.

Vision

All students will experience success daily and will build their confidence, resilience, and ability to thrive in a global world.

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/john c. vanderburg elementary school/nspf/](https://nevadareportcard.nv.gov/DI/nv/clark/john_c._vanderburg_elementary_school/nspf/)

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the number of students proficient in mathematics from 69% (Spring 2024) to 73% (Spring 2025) as measured by the SBAC assessment.

Aligns with District Goal

Formative Measures: MAP Benchmark assessment (Fall, Winter, Spring) to monitor student growth above/below the 61st percentile and projected SBAC proficiency.

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Implement Tier I Math curriculum/materials, focus on Tier II math instruction, and analyze data in PLCs to guide instruction.</p> <p>Position Responsible: Administration</p> <p>Resources Needed: enVision math curriculum CCSD Pacing Guides and Look-For Tools in Math Professional Development time School master calendar with PLC time</p> <p>Evidence Level Level 2: Moderate: PLCs Level 3: Promising: Decreased chronic absenteeism</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1 - Connectedness 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned According to 2024-2025 SBA (CRT) data 69.1% of 3rd-5th graders tested were proficient in math. Currently, according to 2025 Fall MAP Growth, 59% of all students (K-5th grade) scored at the 61st percentile or above. A heavier focus on student math growth is needed.</p> <p>October Next Steps/Need Continued focus on effective weekly PLC meetings; continued analysis of formative and summative student math data; effective implementation of Tier I mathematics instruction; implementation of differentiated/small group math instruction; PL sessions with the math department have begun for teachers.</p> <p>Feb: In progress</p> <p>February Lessons Learned According to 2024-2025 SBA (CRT) data 69.1% of 3rd-5th graders tested were proficient in math. Currently, according to 2026 Winter MAP Growth, 66% of all students (K-5th grade) scored at the 61st percentile or above. This is a 7% increase from Fall to Winter.</p> <p>February Next Steps/Need Continued focus on effective weekly PLC meetings; continued analysis of formative and summative student math data; effective implementation of Tier I mathematics instruction;</p>

implementation of differentiated/small group math instruction

June: Continue

June Lessons Learned

According to 2024-2025 SBA (CRT) data 69.1% of 3rd-5th graders tested were proficient in math. Currently, according to 2026 Spring MAP Growth, 71% of all students (K-5th grade) scored at the 61st percentile or above. This is a 5% increase from Winter to Spring.

June Next Steps/Need

Through a year-long and continued focus on effective weekly PLC meetings, continued analysis of formative and summative student math data, effective implementation of Tier I mathematics instruction, and implementation of differentiated/ small group math instruction, we have seen an increase in students achieving at the 61st percentile or above. These practices should continue in the upcoming school year.

Inquiry Area 1: Student Success

SMART Goal 2: Increase the number of students proficient in ELA from 72.6% (Spring 2024) to 76.6% (Spring 2025) as measured by the SBAC assessment.

Aligns with District Goal

Formative Measures: MAP Benchmark assessment (Fall, Winter, Spring) to monitor student growth above/below the 61st percentile and projected SBAC proficiency.

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: Implement Tier I ELA/Reading curriculum with supports such as professional learning, analyze data in PLCs to guide instruction.</p> <p>Position Responsible: Administration</p> <p>Resources Needed: HMH Into Reading curriculum 95 Phonics for Foundational Skills CCSD Pacing Guides and Look-For Tools in ELA PLC time Teacher PD for LETERS School master calendar with PLC time</p> <p>Evidence Level Level 3: Promising: HMH, analyze data in PLCs</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned According to 2024-2025 SBA (CRT) data 73.3% of 3rd-5th graders tested were proficient in ELA. Currently, according to 2025 Fall MAP Growth, 61% of all students (K-5th grade) scored at the 61st percentile or above.</p> <p>October Next Steps/Need Continued focus on effective weekly PLC meetings; continued analysis of formative and summative student reading/ELA data; effective implementation of Tier I ELA instruction; continued implementation of differentiated/small group reading/ELA instruction; LETRS PL sessions have begun for teachers.</p> <p>Feb: In progress</p> <p>February Lessons Learned According to 2024-2025 SBA (CRT) data 73.3% of 3rd-5th graders tested were proficient in ELA. Currently, according to 2026 Winter MAP Growth, 69% of all students (K-5th grade) scored at the 61st percentile or above. This is an 8% increase from Fall to Winter.</p> <p>February Next Steps/Need Continued focus on effective weekly PLC meetings; continued analysis of formative and summative student reading/ELA data; effective implementation of Tier I ELA instruction; continued implementation of differentiated/small group Tier II reading/ELA instruction; LETRS PL sessions continue for teachers.</p> <p>June: Continue</p> <p>June Lessons Learned</p>

According to 2024-2025 SBA (CRT) data 73.3% of 3rd-5th graders tested were proficient in ELA. Currently, according to 2026 Spring MAP Growth, 65% of all students (K-5th grade) scored at the 61st percentile or above. This is a 4% decrease from Winter to Spring.

June Next Steps/Need

Continued focus on effective weekly PLC meetings; continued analysis of formative and summative student reading/ELA data; effective implementation of Tier I ELA instruction; continued implementation of differentiated/small group Tier II reading/ELA instruction; LETRS PL sessions continue for teachers.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: 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.

Aligns with District Goal

Formative Measures: School master calendar with consistent PLC times; Grade level PLC meeting agenda/minutes

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: 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)</p> <p>Position Responsible: Administration</p> <p>Resources Needed: School master calendar for common PLC times Precise, efficient PLC form to guide the meeting</p> <p>Evidence Level Level 2: Moderate: plcs</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned Continuing in August 2025, teachers participate in weekly PLC meetings each Tuesday. Additionally, teachers/grade levels conference with administration to engage in feedback, best practices, and self-reflection in regards to instructional best practices and alignment of the NVAC standards.</p> <p>October Next Steps/Need Continue with the implementation of a strong PLC structure, allowing for discussion on teacher clarity of the standards, student progress towards mastery, and enrichment.</p> <p>Feb: In progress</p> <p>February Lessons Learned Teachers continue to participate in weekly PLC meetings, conferencing with administration and literacy strategist to engage in feedback, best practices, and self-reflection regarding their instruction and alignment of the NVAC standards. This dedicated time to data analysis and purposeful planning has helped students show growth in their proficiency of the standards.</p> <p>February Next Steps/Need Continue with the implementation of a strong PLC structure, allowing for discussion on teacher clarity of the standards, student progress towards mastery, and enrichment.</p> <p>June: Continue</p> <p>June Lessons Learned Teachers continue to participate in weekly PLC meetings and RTI meetings, conferencing with administration and literacy strategist to engage in feedback, best practices, and self-reflection regarding their instruction and alignment of the NVAC standards. This dedicated time to data analysis and purposeful planning has helped students show growth in their proficiency of the standards.</p> <p>June Next Steps/Need Continue with the implementation of a strong PLC structure, allowing for discussion on teacher clarity of the standards, student progress towards mastery, and enrichment.</p>

Inquiry Area 3: Connectedness

SMART Goal 1: Decrease student chronic absenteeism from 12% (2024-2025) to under 10% for the 2025-2026 school year.

Aligns with District Goal

Formative Measures: Weekly attendance reports; school to home communication logs

Improvement Strategy 1 Details	Reviews
<p>Improvement Strategy 1: January 2025: Regular attendance report analysis and implementation of in-house created attendance incentive program for students. Increased communication with parents of students chronically absent.</p> <p>Position Responsible: Administration</p> <p>Resources Needed: Infinite Campus and Focus Ed reports on attendance Access to CCSD resources, such as Attendance Officers Time to meet with students and parents Tangible incentives for students</p> <p>Evidence Level Level 3: Promising: Infinite Campus, FocusEd</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned On Day 180 of the 2024-2024 school year, chronic absenteeism was at 11.9%. On Day 41 of the 2024-2025 school year, chronic absenteeism was at 11.2%. Currently, on Day 41 of the 2025-2026 school year, chronic absenteeism is at 15%.</p> <p>October Next Steps/Need A newly revised chronic absenteeism school plan has been put in place for the 2025-2026 school year. School administration will continue to run attendance reports, hold in-person meetings with parents accordingly, and provide incentives to the students with regular attendance and improved chronic absenteeism.</p> <p>Feb: In progress</p> <p>February Lessons Learned On Day 180 of the 2023-2024 school year, chronic absenteeism was at 11.9%. On Day 41 of the 2024-2025 school year, chronic absenteeism was at 11.2%. On Day 41 of the 2025-2026 school year, chronic absenteeism was at 15%. Currently, on Day 105 of the school year, chronic absenteeism is at 13%, a decrease of 2%.</p> <p>February Next Steps/Need A chronic absenteeism school plan continues to be implemented for the 2025-2026 school year. School administration will continue to run attendance reports, hold in-person meetings with parents accordingly, and provide incentives to the students with regular attendance and improved chronic absenteeism.</p>

June: Continue

June Lessons Learned

On Day 41 of the 2025-2026 school year, chronic absenteeism was at 15%. On Day 105 of the 2025-2026 school year, chronic absenteeism was at 13%. Currently, on day 175 of the 2025-2026 school year, chronic absenteeism is at 13.5%, a slight increase of 0.5%.

June Next Steps/Need

A chronic absenteeism school plan continues to be implemented for the 2025-2026 school year. School administration will continue to run attendance reports and hold in-person meetings with parents accordingly.