



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

School Website: <https://www.vanderburges.com/school-organization-team>

Email: reedorc@nv.ccsd.net

Phone: 702-799-0540

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on 6/30/23.



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/2022/nspf/.

Inclusion of this link replaces completion of the tables in the previous year's SPP.

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(s) <i>(required)</i>
Rikki Wiggs	Other School Leader(s)/Administrator(s) <i>(required)</i>
Shana Valenti	Teacher(s) <i>(required)</i>
Andrea Lucas	Paraprofessional(s) <i>(required)</i>
Tanya Carrier	Parent(s) <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
Staff Meeting	8.3.22	Brief review of SBAC (CRT) data
School Organizational Team (SOT) Meeting	8.29.22	Review/discussion of SBAC data
Staff Development Day Meeting	9.12.22	In depth review/discussion of SBAC data and areas of strength/improvement
PLC Meetings	12.7.22	Fall MAP data review; School Performance Plan (SPP) areas of focus
SOT Meeting	12.15.22	School Performance Plan and Fall MAP data review
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



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 data AIMSweb Benchmark data Three-Year Trend	District Survey-Student/Parent Lifeline Data	Classroom observations Math & ELA Curriculum Review
	Areas of Strength: Overall academic achievement at 70.6% (25/25 pts) and Closing Opportunity Gaps Indicator 20/20 points.		
	Areas for Growth: Increase growth in Reading and Math for all students.		
Problem Statement	ELA proficiency concern, decrease in overall proficiency 79.5% (2020-2021) to 77.5 % (2021-2022)		
Critical Root Causes	ELA: Inconsistent differentiated instruction or small group instruction, lack of consistency in learning goal aligned student tasks.		

Part B

Student Success	
School Goal: Increase the number of students proficient in mathematics from 74.0% (Spring 2022) to 77.1% (Spring 2023) and 80% in 2024 as measured by SBAC assessment.	Aligned to Nevada's STIP Goal: 3...All students experience continued academic growth.



<p>Increase the number of students proficient in ELA from 77.4% (Spring 2022) to 80% (Spring 2023) and 83% in 2024 as measured by SBAC assessment.</p>	
<p>Improvement Strategy: <i>Implement Math curriculum, focus on Tier II math instruction, analyze data in PLC's.</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>enVisionMathematics Common Core 2020 (3); 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 and ELA</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none">● <i>Provide research based math curriculum to all classroom teachers and Special Education teachers</i>● <i>CCSD will provide training on the math curriculum</i>● <i>Principal will ensure all staff are utilizing the 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>Provide MAP training and time to look at math MAP data</i>● <i>Monitor MAP data and AIMSWeb data</i>● <i>Monitor grade book data</i>● <i>Grade level PLC's 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>enVisions math curriculum</i>● <i>Professional Development days</i>● <i>CCSD developed PD on MAP, enVisions</i>	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none">● <i>Time to learn about all the components of the curriculum program; Engage teachers in mini morning PD during staff meetings to focus on CCSD ELA and Math 'Look Fors', learning intentions and success criteria. Additionally training on resources such as Exact Path and edmentum.</i>● <i>Time to plan with grade level and analyze summative assessment data; PLC meetings will focus on data analysis and intentional planning for instruction. Teachers will engage in discussions on standards, student data and use of acceleration time for student growth.</i>● <i>Staffing concerns; Concerns have been alleviated with strong long term substitute in open teaching position.</i>	



Improvement Strategy: <i>Implement ELA/Reading curriculum, provide professional learning, analyze data in PLC's.</i>
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Journeys (1); Analyze data in PLCs (3)</i>
Intended Outcomes: <i>Increase in percent of students at or above the 61st percentile on the MAP assessment for Reading</i>
Action Steps: <ul style="list-style-type: none">● <i>Implementation of Tier I instruction through use of researched based curriculum (HMH Into Reading).</i>● <i>Principal will ensure all staff are utilizing the reading curriculum as their primary source of reading instruction</i>● <i>HMH IR assessments will be utilized as common assessments for each grade level</i>● <i>Provide MAP training and time to analyze at reading MAP data</i>● <i>Monitor MAP data and AIMSWeb data</i>● <i>Monitor grade book data</i>● <i>Grade level PLC's to monitor student achievement, collaboration for planning curriculum and instruction and monitoring student achievement.</i>
Resources Needed: <ul style="list-style-type: none">● <i>HMH IR curriculum</i>● <i>Professional Development days</i>● <i>Small group differentiated reading groups PD - Strategist</i>
Challenges to Tackle: <ul style="list-style-type: none">● <i>Time to learn about all the components of the new curriculum; 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 summative assessment data; Initially ELA and math focus will alternate PLC days with a goal of teachers becoming efficient in the process allowing ELA and math discussion in one PLC session resulting more discussion and planning on a weekly basis.</i>● <i>Staffing concerns; Concerns have been alleviated with strong long term substitute in open teaching position.</i>
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, flash cards 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	<i>Lack of NEPF training, lack of school-wide focus on IS 5.1.</i>		



Causes	
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Part B

Adult Learning Culture	
<p>School Goal: <i>All teachers will consistently plan on-going learning opportunities based on evidence of all students current learning status as measured by PLC observation tool.</i></p>	<p>STIP Connection: <i>2...All students have access to effective educators</i></p>
<p>Improvement Strategy: <i>Implementing effective PLCs</i> Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Analyze data in PLCs (3)</i></p>	
<p>Intended Outcomes: <i>Increase in student achievement growth in both formative and summative assessments.</i></p>	
<p>Action Steps:</p> <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> 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● <i>Precise, efficient PLC form to guide meeting</i> 	
<p>Challenges to Tackle:</p> <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> 	
<p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p>	
<p>English Learners: Teacher will meet regularly to unwrap upcoming standard to be taught and come up with understanding of what is to be taught; they will identify learning tasks that are directly align 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>	



Foster/Homeless: Teacher will meet regularly to unwrap upcoming standard to be taught and come up with understanding of what is to be taught; they will identify learning tasks that are directly align 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.

Free and Reduced Lunch: Teacher will meet regularly to unwrap upcoming standard to be taught and come up with understanding of what is to be taught; they will identify learning tasks that are directly align 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.

Migrant: Not applicable to our school population

Racial/Ethnic Minorities: Teacher will meet regularly to unwrap upcoming standard to be taught and come up with understanding of what is to be taught; they will identify learning tasks that are directly align 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.

Students with IEPs: Teacher will meet regularly to unwrap upcoming standard to be taught and come up with understanding of what is to be taught; they will identify learning tasks that are directly align 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: There has been a huge improvement on the particular survey question in this goal.</i>		



	<i>Areas for Growth: The survey question in this goal continues to be an area of focus.</i>
Problem Statement	<i>Only 34.38% of students said they “will only volunteer to answer a question if they are sure their 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>

Part B

Connectedness	
<p>School Goal: <i>The number of students reporting they “will only volunteer to answer a question if they are sure their answer is right.” will decrease from 34.38% in 2022 to 30% by the 2022-2023 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 - 4</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</i> 	



day with brief SEL check-ins, discussions, or activities.

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

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 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 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	\$3,409,493.90	Staffing General Supplies	Student Success, Adult Learning Culture, Connectedness
RBG3 Strategist	\$94,969.60	Reading Strategist for PD and	Student Success & Adult Learning



		student pull-out	
At-Risk	\$25,908.11	Funding for additional teacher	Student Success
English Learners	\$40,027.57	Funding for additional teacher	Student Success
Title III Funds	\$2,112.00	Flashlight 360 computer program for ELL students	Student Success