Clark County School District

Vanderburg, John C. ES

2026-2027 School Improvement Plan

Classification: 4 Star School

District Approval Date: October 23, 2026 **Public Presentation Date:** August 31, 2026

Mission Statement

Fostering a nurturing and inclusive environment that encourages excellence, creativity, and a life-long love of learning.

Vision

To ensure all students feel successful daily, building confidence, resilience, and the 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/vanderburg,_john_es/2026/nspf

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Overall MAP/iReady Proficiency in Math: According to Spring 2026 MAP data, 71% of all students showed mathematical proficiency at the 61st percentile or higher.

Overall MAP/iReady Proficiency in ELA: According to Spring 2026 MAP data, 65% of all students showed reading/writing proficiency at the 61st percentile or higher.

Student Success Areas for Growth

Grade Level Proficiency Growth in Math: Only two of six grade levels (or 33%) showed a notable* increase in students' math proficiency from the Spring of 2025 to the Spring of 2026.

Grade Level Proficiency Growth in ELA: Only three of six grade levels (or 50%) showed a notable* increase in students' reading/writing proficiency from the Spring of 2025 to the Spring of 2026.

Grade Level	Spring 2026	Spring 2025
Kindergarten	66 **59**	71 56
1st	**78** **81**	69 66
2nd	**83** **68**	73 64
3rd	72 67	81 66
4th	63 58	70 56
5th	66 56	65 63
KEY: Math ELA ***3% or higher**		

Student Success Equity Resource Supports

IEP19 total.9

<table>
<tr><th>Student Group</th><th>Challenge</th><th>Solution</th></tr>
<tr>
<td>English Learners</td>
<td>According to the 2025-2026 SBA (CRT), our students demonstrated a needed area of focus in reading and math.
Reading proficiency for EL students was 42.7% compared to 72.6% proficiency for non-EL students; this is a 29.9% achievement gap between the non-ELs and ELs in reading.
Math proficiency for EL students was at 42.8% compared to 67.1% proficiency for non-EL students; this is a 24.3% achievement gap between the non-ELs and ELs in math.

Our students (19 total for 25-26; 20 total for 24-25) are showing growth in their acquisition of English according to the WIDA assessment for English Learners:
<table>
<tr><th></th><th>5. Bridging</th><th>4. Expanding</th><th>3. Developing</th><th>2. Emerging</th><th>1. Entering</th></tr>
<tr><td>25-26</td><td>10.5%</td><td>42.1%</td><td>31.5%</td><td></td><td>15.7%</td></tr>
<tr><td>24-25</td><td>5%</td><td>25%</td><td>55%</td><td>5%</td><td>10%</td></tr>
</table>
</td>
<td>Small group differentiated instruction provided to close the achievement gap in reading and math

Utilize the Language Supports resources in the HMH Into Reading curriculum, along with scaffolded supports. Use of leveled readers and ELL support materials provided with Tier I reading program; use of 95 Phonics with small groups of students.

Weighted funding will be used to sustain reading instruction focused on connecting language acquisition with literacy through daily instruction in phonics, fluency, vocabulary, reading comprehension, and language development for targeted ELs; Title III funding will be leveraged to provide curricular materials to support EL-specific language development courses, targeting either Newcomers or Long-term English Learners (LTELs); Weighted funding will be used to employ a Language Learner Strategist to provide ongoing language-focused support.</td>
</tr>
<tr>
<td>Foster/Homeless</td>
<td>Students require social-emotional (SEL) support, which, while important, can reduce available time for academic instruction. There is no achievement gap data in this area.</td>
<td>Counselor support as needed to monitor attendance, academic, and SEL needs and 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.</td>
</tr>
</table>

<table>
<tr><th>Student Group</th><th>Challenge</th><th>Solution</th></tr>
<tr><td>Free and Reduced Lunch</td><td>Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning. There is no achievement gap data in this area.</td><td>Small group differentiated instruction provided to close the achievement gap; Counselor-led SEL lessons for students; 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.</td></tr>
<tr><td>Racial/Ethnic Minorities</td><td>Data indicate that students from certain racial and ethnic groups are experiencing academic performance gaps in proficiency.
<table>
<tr><th></th><th>Asian (34)</th><th>Black/AA (17)</th><th>Hispanic/ Latino (57)</th><th>Native Hawaiian/ Pacific Island (1)</th><th>Two or More Races (30)</th><th>White (121)</th></tr>
<tr><td>ELA</td><td>85.2%</td><td>35.2%</td><td>59.6%</td><td>0%</td><td>79.9%</td><td>77.6%</td></tr>
<tr><td>Math</td><td>99.9%</td><td>23.4%</td><td>49.1%</td><td>100%</td><td>66.9%</td><td>70.9%</td></tr>
</table>
In reading, there is a 50% achievement gap between the highest performing ethnic group and the lowest performing ethnic group. In math, there is a 76.5% achievement gap between the highest performing ethnic group and lowest performing ethnic group.</td><td>Culturally responsive practices, targeted supports, and equitable access to high-quality instruction.Tiered intervention to support and accelerate student learning; multicultural resources incorporated into Tier I instruction to promote awareness and inclusivity.</td></tr>
</table>

Student Group	Challenge	Solution
Students with IEPs	Students receiving special education services may experience academic challenges related to their identified learning and/or behavioral needs, which require individualized supports and interventions to ensure access to grade-level content. According to the 2025-2026 SBA (CRT), reading proficiency for IEP students was 40.6% compared to non-IEP students with a proficiency of 82.1%. This is a **41.5% achievement gap** between students with an IEP and students without an IEP in reading. Math proficiency for IEP students was 31.2% compared to non-IEP students with a proficiency of 78%. This is a **46.8% achievement gap** between students with an IEP and students without an IEP in math.	Special Education teachers and General Education teachers will be aware of IEP goals in ELA and math and work collaboratively; SPED teachers will attend PLC sessions with General Education teachers to discuss student data and purposeful planning for all students. Departmentalized/leveled groupings based on student IEP goals and current data will be implemented. Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade-level instruction with the appropriate accommodations and modifications.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Only two of six grade levels (or 33%) showed a student proficiency increase of 3% or more in students' math understanding from the Spring of 2025 to the Spring of 2026. Only three of six grade levels (or 50%) showed a student proficiency increase of 3% or more in students' reading/writing understanding from the Spring of 2025 to the Spring of 2026.
Critical Root Cause: Inconsistent differentiated Tier II instruction, lack of student engagement in learning, lack of consistency in learning goal-aligned student tasks, lack of enrichment and acceleration of learning for students who are currently meeting or exceeding standards in math and ELA/Reading.

Problem Statement 2 (Prioritized): Reading proficiency for EL students was at 41% compared to non-EL students with a proficiency of 65%. This is a 24% achievement gap between the non-ELs and ELs in ELA.
Critical Root Cause: Inconsistent differentiated Tier II instruction, lack of student engagement in learning, lack of consistency in learning goal-aligned student tasks in phonics and ELA.

Inquiry Area 1: Student Success

SMART Goal 1: Increase the number of students showing proficiency in mathematics at the 70th percentile or higher from 45.7% to 60% as measured by iReady mathematics formative assessments during the 2026-2027 school year. (Academic Excellence: Confident Mathematical Thinkers and Problem Solvers; Academic Excellence: Inclusive Classrooms that Support Every Learner)

Aligns with District Goal

Formative Measures: iReady Benchmark assessment (Fall, Winter, Spring) to monitor student growth above/below the 70th percentile and projected SBAC proficiency.

Improvement Strategy 1 Details

Improvement Strategy 1: Implement Tier I mathematics curriculum with supports such as professional learning and data analysis in PLCs to guide instruction.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implementation of Tier I instruction through the use of research-based Tier I & II curriculum (enVision Math).	Administration & Teachers	August - May	
2	The principal will ensure all staff are utilizing the districtwide math curriculum as their primary source of instruction.	Administration & Teachers	August - May	
3	enVision Math assessments will be utilized as common assessments for each grade level.	Administration & Teachers	August - May	
4	Monitor iReady, Fastbridge, iReady Learning Path, and other formative data.	Administration & Teachers	August - May	
5	Monitor summative grade book data.	Administration & Teachers	August - May	
6	Grade level PLCs to monitor student achievement, collaboration for planning curriculum and instruction.	Administration & Teachers	August - May	
7	Classroom observation of Tier I and II math instruction; pre and post-observation conversations with teachers	Administration & Teachers	August - May	
8	Monitor student attendance weekly and meet with parents accordingly.	Administration	August - May	

Position Responsible: Administration

Resources Needed: enVision Math curriculum
CCSD Pacing Guides and Look-For Tools in Math
PLC time
School master calendar with PLC time

Evidence Level
Level 3: Promising: enVision, analyze data in PLCs

Problem Statements/Critical Root Cause: Student Success 1

Reviews

Status Check		EOY Reflection
Oct	Feb	June
In progress	No review	

Inquiry Area 1: Student Success

SMART Goal 2: Increase the number of students showing proficiency in reading/ELA at the 70th percentile or higher from 43.4% to 60% as measured by iReady reading formative assessments during the 2026-2027 school year. (Academic Excellence: Strong Readers, Writers, and Communicators; Academic Excellence: Inclusive Classrooms that Support Every Learner)

Aligns with District Goal

Formative Measures: iReady Benchmark assessment (Fall, Winter, Spring) to monitor student growth above/below the 70th percentile and projected SBAC proficiency.

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

Improvement Strategy 1: Implement Tier I ELA/Reading curriculum with supports such as professional learning, analyze data in PLCs to guide instruction.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implementation of Tier I instruction through the use of research-based Tier I & II curriculum (HMH Into Reading, 95 Phonics).	Administration & Teachers	August - May	
2	The principal will ensure all staff are utilizing the districtwide reading curriculum as their primary source of ELA instruction.	Administration & Teachers	August - May	
3	HMH Into Reading assessments will be utilized as common assessments for each grade level.	Administration & Teachers	August - May	
4	Monitor iReady, Fastbridge, iReady Learning Path, and other formative data.	Administration & Teachers	August - May	
5	Monitor summative grade book data	Administration & Teachers	August - May	
6	Grade level PLCs to monitor student achievement, collaboration for planning curriculum and instruction.	Administration & Teachers	August - May	
7	Classroom observation of Tier I and II reading instruction; pre and post-observation conversations with teachers	Administration & Teachers	August - May	
8	Professional development in the science of reading through LETERS.	Administration & Teachers	August - May	
9	Monitor student attendance weekly and meet with parents accordingly.	Administration	August - May	

Position Responsible: Administration

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

Evidence Level
Level 3: Promising: HMH, analyze data in PLCs

Problem Statements/Critical Root Cause: Student Success 2

Adult Learning Culture

Adult Learning Culture Areas of Strength

The school utilizes a Master Calendar that allows for consistent PLC meetings for grade levels and teams to analyze current student data and purposefully plan for instruction.

Teachers use the CCSD pacing guides and common Tier I instructional materials in their weekly planning for instruction.

Teachers engage in PD to better understand appropriate Tier I and II teaching strategies.

Adult Learning Culture Areas for Growth

All teachers will consistently plan ongoing learning opportunities based on evidence of all students' current learning status as measured by meeting minutes for PLC meetings.

Teachers will be participating in LETRS professional development (PD) to better understand the science of reading and engage in rigorous academic instruction. Teachers will engage in continued PD on the use of HMH Tier II materials and assessments.

Consistent, focused administrative classroom observations (teacher clarity, goal-aligned tasks, student engagement) and reflective conversations with teachers pre- and post-observation.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	According to the 2025-2026 Spring MAP Assessment, our students demonstrated a needed area of focus in ELA. Reading proficiency for EL students was at 41% compared to non-EL students with a proficiency of 65%.	Teachers will meet weekly to unwrap upcoming standards for teacher clarity of instruction; they will plan for Tier I and II learning tasks directly aligned to standards, including learning progression, learning intention, and success criteria; they will analyze student data to determine appropriate groupings for acceleration block (Tier II) and next steps. PL on trauma-informed teaching and regulation strategies.

Student Group	Challenge	Solution
Foster/Homeless	Students require social-emotional (SEL) support, which, while important, can reduce available time for academic instruction.	Counselor support as needed to monitor attendance, academic, and SEL needs and 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. PL on trauma-informed teaching and regulation strategies.
Free and Reduced Lunch	Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning.	Small group differentiated instruction provided to close the achievement gap; Counselor-led SEL lessons for students; 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.PL on trauma-informed teaching and regulation strategies.
Racial/Ethnic Minorities	Data indicates that students from certain racial and ethnic groups are experiencing academic performance gaps. These disparities highlight the need for culturally responsive practices, targeted supports, and equitable access to high-quality instruction.	Tiered intervention to support and accelerate student learning; multicultural resources incorporated into Tier I instruction to promote awareness and inclusively. PL on trauma-informed teaching and regulation strategies.

Student Group	Challenge	Solution
Students with IEPs	Students receiving special education services may experience academic challenges related to their identified learning and/or behavioral needs, which require individualized supports and interventions to ensure access to grade-level content.	Special Education teachers and General Education teachers will be aware of IEP goals in ELA and work collaboratively; SPED teachers will attend PLC sessions with General Education teachers to discuss student data and purposeful planning for all students. Departmentalized/leveled groupings based on student IEP goals and current data will be implemented. PL on trauma-informed teaching and regulation strategies.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): 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.
Critical Root Cause: Lack of school-wide focus on IS 5.1; lack of training on student engagement strategies.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: All teachers (100%) will consistently plan ongoing learning opportunities and Tier II & III instructional groups based on evidence from data analysis, as measured by the PLC observation tool. (Academic Excellence: Valued Educators, Academic Excellence: Inclusive Classrooms that Support Every Learner)

Aligns with District Goal

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

Improvement Strategy 1 Details	Reviews		
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)	**Status Check**		**EOY Reflection**
	Oct	**Feb**	**June**
	In progress	No review	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Weekly PLC Meeting	Teachers & Administration	August - May	
2	Analysis of grade-level standards	Teachers & Administration	August - May	
3	Analysis of formative and summative data	Teachers & Administration	August - May	
4	Collaborative PLC discussions on purposeful planning to increase student growth and achievement	Teachers & Administration	August - May	
5	Engagement in professional learning (LETRS for reading and enVision Look-Fors in math)	Teachers & Administration	August - May	

Position Responsible: Administration

Resources Needed: School master calendar for common PLC times
Precise, efficient PLC form to guide the meeting

Evidence Level
Level 2: Moderate: plcs

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Connectedness

Connectedness Areas of Strength

A majority of our students, 86 %, have regular school attendance. Our three-year trend for absenteeism is gradually trending down - 14% for the 2022-2023 school year, 13% for the 2023-2024 school year, and 12% for the 2024-2025 school year.

Connectedness Areas for Growth

Consistent school attendance is critical for student academic success. At the end of the 2025-2026 school year, 14% of our students were chronically absent. Our connectnedness area of growth is to decrease student chronic absenteeism from 14% (2025-2026) to under 10% or less for the 2026-2027 school year.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	According to the 2024-2025 WIDA Assessment, our students demonstrated a needed area of focus in reading and writing. Clear school/home communication is important.	Communication to families in their native language; translation documents to assist parents in knowing school happenings.
Foster/Homeless	Unstable housing is not in the control of the student and can lead to anxiety and school absences. Students require social-emotional (SEL) supports from the school, but we are limited in the supports we can provide to alleviate this problem for students.	Counselor support as needed to monitor attendance, academic, and SEL needs and 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.

Student Group	Challenge	Solution
Free and Reduced Lunch	Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can increase anxiety and school absences.	Counselor support as needed to monitor attendance, academic, and SEL needs and 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.
Racial/Ethnic Minorities	Data indicates that students from certain racial and ethnic groups are experiencing academic performance gaps. These disparities highlight the need for culturally responsive practices, targeted supports, and equitable access to high-quality instruction.	Tiered intervention to support and accelerate student learning; multicultural resources incorporated into Tier I instruction to promote awareness and inclusively.
Students with IEPs	Students receiving special education services may experience academic challenges related to their identified learning and/or behavioral needs, which require individualized supports and interventions to ensure access to grade-level content.	Counselor support as needed to monitor attendance, academic, and SEL needs and 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; Tiered intervention to support and accelerate student learning.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Consistent school attendance is critical to student success. In 2025-2026, chronic absenteeism was 14%.
Critical Root Cause: Inconsistent regular attendance report analysis and implementation of an in-house created attendance incentive program for students. Lack of communication from the school administration with the parents of chronically absent students.

Inquiry Area 3: Connectedness

SMART Goal 1: Reduce the percentage of students chronically absent from 14.1% in 2026 to 12.1% by 2027, as measured by FocusED and reported on the

NSPF. (Safe and Supportive Schools: Students Who Are Known, Valued, and Connected

Aligns with District Goal

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

Improvement Strategy 1 Details

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.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Generate weekly attendance reports from Infinite Campus	Registrar/Clerk & Administration	August - May	
2	Analyze IC attendance reports and meet with parents accordingly.	Administration	August - May	
3	Implement an "A+ Attendance" incentive program for students chronically absent.	Registrar/Clerk & Administration	August - May	
4	Engage TPop & Truancy Officer as needed	Registrar/Clerk & Administration	August - May	
5	Distribute IC attendance letters as needed	Registrar/Clerk & Administration	August - May	

Position Responsible: Administration

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

Evidence Level
Level 3: Promising: Infinite Campus, FocusEd

Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check		EOY Reflection
Oct	Feb	June
In progress	No review	

Priority Problem Statements

Problem Statement 1: Only two of six grade levels (or 33%) showed a student proficiency increase of 3% or more in students' math understanding from the Spring of 2025 to the Spring of 2026. Only three of six grade levels (or 50%) showed a student proficiency increase of 3% or more in students' reading/writing understanding from the Spring of 2025 to the Spring of 2026.

Critical Root Cause 1: Inconsistent differentiated Tier II instruction, lack of student engagement in learning, lack of consistency in learning goal-aligned student tasks, lack of enrichment and acceleration of learning for students who are currently meeting or exceeding standards in math and ELA/Reading.

Problem Statement 1 Areas: Student Success

Problem Statement 2: 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.

Critical Root Cause 2: Lack of school-wide focus on IS 5.1; lack of training on student engagement strategies.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Consistent school attendance is critical to student success. In 2025-2026, chronic absenteeism was 14%.

Critical Root Cause 3: Inconsistent regular attendance report analysis and implementation of an in-house created attendance incentive program for students. Lack of communication from the school administration with the parents of chronically absent students.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: Reading proficiency for EL students was at 41% compared to non-EL students with a proficiency of 65%. This is a 24% achievement gap between the non-ELs and ELs in ELA.

Critical Root Cause 4: Inconsistent differentiated Tier II instruction, lack of student engagement in learning, lack of consistency in learning goal-aligned student tasks in phonics and ELA.

Problem Statement 4 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- Criterion-Referenced Test in Mathematics
- Criterion-Referenced Test in Science
- Curriculum Based Measures
- Grades
- I-Ready
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)
- WIDA Screener
- Other

Adult Learning Culture

- Administrator evaluation
- Class size averages by grade and subject
- Lesson Plans
- Master schedule
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher retention
- Walk-through data
- Other

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Demographic data
- Enrollment
- Enrollment trends
- Social Emotional Learning Data

- Other

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$4,296,022.26	All staffing	Student Success; Adult Learning Culture; Connectedness
At-Risk Weighted Allocation	$13,692.00	Support staff positions to support student achievement, growth, and safety	Student Success; Adult Learning Culture; Connectedness
EL Weighted Allocation	$51,294.54	Support staff positions to support student achievement, growth, and safety	Student Success; Adult Learning Culture; Connectedness
At-Risk Weighted Carry Forward	$1,603.17	Support staff positions to support student achievement, growth, and safety	Student Success; Adult Learning Culture; Connectedness
Supplies and Other Services	$39,349	Facilities and instructional supplies	Student Success; Adult Learning Culture; Connectedness
Read By Grade 3 (RGB3) Strategist	$125,546.48	Reading specialist to support students and coach teachers providing ELA instruction	Student Success; Adult Learning Culture; Connectedness
Gifted & Talented Education (GATE) Teacher	$154,644.15	Educational enrichment specialist to support students and coach teachers providing Tier II instruction	Student Success; Adult Learning Culture; Connectedness

School Continuous Improvement Team

Team Role	Name	Position
General Education Teacher	Bonnie Chyle	Fifth Grade Teacher
General Education Teacher	Tracey Kreuzer	Fourth Grade Teacher
General Education Teacher	Jaime Tschan	Third Grade Teacher
General Education Teacher	Christi Stein	Second Grade Teacher
General Education Teacher	Sharon Carnaby	Kindergarten Teacher
Special Education Teacher	Katie Byrnes	Special Education Teacher
General Education Teacher	Alli Laquitara	First Grade Teacher
Counselor	Katie Bitar	Counselor
Reading Strategist	Katia Cheetany	Read By Grade 3 Strategist
CI Team Co-Lead	Rikki Wiggs	Assistant Principal
CI Team Lead	Ronda Reedom	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meeting	May 20, 2026	Act 3/ Act 1- School Improvement Plan Review and Discussion
New to Vanderburg ES Orientation	August 7, 2026	Info Session for families brand new to the school
Meet the Teacher Hour	August 7, 2026	Time for students and families to meet the teacher and classmates prior to 1st day of school
PTA Welcome Back Coffee	August 10, 2026	Networking for parents
Back to School Night/Open House	August 20, 2026	Family Engagement
SOT Meeting	September 16, 2026	2026-2026 School Budget
Family Breakfast	September 10, 2026	Family Engagement
SOT Meeting	October 7, 2026	School Budget Updates