Clark County School District

Vanderburg, John C. ES

2026-2027 Status Checks with Notes

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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Inquiry Areas

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	Reviews
Improvement Strategy 1: Implement Tier I mathematics curriculum with supports such as professional learning and data analysis in PLCs to guide instruction. **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	**Oct:** In progress **October Lessons Learned** According to 2025-2026 SBA (CRT) data, 66.4% of 3rd-5th graders tested were proficient in math. Currently, only 45.7% of all students (K-5th grade) scored at the 70th percentile or higher, as measured by the 2026 Fall iReady Inform math assessment. A stronger focus on students' math proficiency and growth is needed. **October Next Steps/Need** Continued focus on effective weekly PLC meetings; continued analysis of formative and summative student math data; effective implementation and scaffolding of Tier I mathematics instruction; implementation of differentiated/small group math instruction. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

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
Improvement Strategy 1: Implement Tier I ELA/Reading curriculum with supports such as professional learning, analyze data in PLCs to guide instruction. **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	**Oct:** In progress **October Lessons Learned** According to 2025-2026 SBA (CRT) data, 71.8% of 3rd-5th graders tested were proficient in reading/ELA. Currently, only 43.4% of all students (K-5th grade) scored at the 70th percentile or higher, as measured by the 2026 Fall iReady Inform reading assessment. **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 continue for teachers. **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: 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) **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	**Oct:** In progress **October Lessons Learned** Continuing in August 2026, teachers participate in weekly PLC meetings each Tuesday. Additionally, teachers/grade levels conference with administration to engage in feedback, best practices, and self-reflection regarding instructional best practices and alignment with the NVAC standards. **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. **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: 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	Reviews
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. **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	**Oct:** In progress **October Lessons Learned** On Day 180 of the 2025-2026 school year, 14.1% of students were chronically absent. On Day 41 of the 2025-2026 school year, 12.2% of students were chronically absent. Currently, on Day 41 of the 2026-2027 school year, chronic absenteeism is 11%. **October Next Steps/Need** 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. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**