



Clark County School District
John C. Vanderburg ES
2021-2022 School Performance Plan:
A Roadmap to Success

John C. Vanderburg Elementary School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Ronda Reedom, Principal, for more information.

Principal: Ronda Reedom
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School Designations: Title I CSI TSI TSI/ATSI



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	964	0.1%	9.1%	16.5%	3.4%	57.9%	1.6%	11.4%	14.3%	4.0%	14.8%
District*	323,787	0.34%	6.06%	46.57%	14.72%	23.76%	1.62%	6.93%	12.73%	16.12%	75.54%
State*	496,938	0.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.8%

*Accountability Year 2019-2020. Source: nevadareportcard.nv.gov

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	77.8%	64	73.52%	86.64%	61	76.66%	48.6%	21.0%	42.31%
	District	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
2019	School	81%	56.5	68.5%	79.5%	37	63.4%	45.7%	21.2%	50%
	District	36.6%*	49*	38.1*	48.3%*	50*	52.4*	28.9%*	15.5%**	50.6%*
2020	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	27.4%	74.1%
	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14.5%**	45.4%**

*Source: nevadareportcard.nv.gov

**Source: NDE Data File



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	N/A	N/A	N/A
District	N/A	N/A	N/A

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	N/A	N/A	N/A
District*	379	368	361

*Source: datatool.nevadaschoolclimate.org; Results Across Topics; retrieved 6.22.2021

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>
	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
	Specialized Instructional Support Personnel <i>(if appropriate)</i>
<i>*Add rows as needed</i>	



School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partners.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Meet The Teacher	8/6/21 @ 1:35 pm & 2:20 pm		Student social emotional health; home/school connection
Expectations Assemblies	8/18/21 @ 9:20 am, 10:10 am, 11:00 am, 1:20 pm	546	School culture/climate; expectations for student behavior
Virtual Back to School Night/Open House	8/26/21 @ 5:30 pm		School culture/climate; expectations for student behavior; home/classroom connection
SOT	8/31/21 @ 3:30 pm	8	l
PTA	9/2/21 @ 4:30 pm		
SOT	9/7/21 @ 3:45 pm	8	Budget approval
PTA Movie Night	9/17/21 @ 6:15 pm		
JCVES & Fly Pie Nite	10/5/21 @ 5:30 pm		
Harvest Festival & Baskets for Biosphere	10/22/21 @ 5:00 pm		
Virtual Family Coding Night	10/25/21 @ 6:00 pm		



SOT	10/27/21 @ 3:45 pm		New members
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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
Problem Statement	<p>Math proficiency concern, decrease in overall proficiency 81% (2018-2019) to 72.1% (2020-2021).</p> <p>ELA proficiency concern, decrease in overall proficiency 79.5% (2018-2019) to 77.5 % (2020-2021)</p>		
Critical Root Causes	<p>Math: Inconsistent differentiated instruction or small group instruction, no research based, effective, school-wide tier 1 math curriculum, lack of consistency in learning goal aligned student tasks</p> <p>ELA: Inconsistent differentiated instruction or small group instruction, lack of consistency in learning goal aligned student tasks</p>		

Part B

Student Success	
<p>School Goal: Increase the number of students proficient in mathematics from 72.1% (Spring 2021) to 77.1% (Spring 2022) as measured by SBAC assessment.</p> <p>Increase the number of students proficient in ELA from 77.5% (Spring</p>	<p>Aligned to Nevada's STIP Goal: 3...All students experience continued academic growth</p>



<p>2021) to 82.5% (Spring 2022) as measured by SBAC assessment.</p>	
<p>Improvement Strategy: <i>Implement Math curriculum, provide professional learning, analyze data in PLC's.</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3</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>	
<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>Learning a new curriculum</i>● <i>Time to learn about all the components of the new curriculum</i>● <i>Time to plan with grade level and analyze summative assessment data</i>● <i>Staffing concerns</i>	
<p>Improvement Strategy: <i>Implement ELA/Reading curriculum, provide professional learning, analyze data in PLC's.</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3</p>	



Intended Outcomes: *Increase in percent of students at or above the 61st percentile on the MAP assessment for Reading*

Action Steps:

- *Implementation of Tier I instruction through use of researched based curriculum (Journey's, K-5).*
- *Principal will ensure all staff are utilizing the reading curriculum as their primary source of reading instruction*
- *Journey's assessments will be utilized as common assessments for each grade level*
- *Provide MAP training and time to analyze at reading MAP data*
- *Monitor MAP data and AIMSWeb data*
- *Monitor grade book data*
- *Grade level PLC's to monitor student achievement, collaboration for planning curriculum and instruction and monitoring student achievement.*

Resources Needed:

- *Journey's reading curriculum*
- *Professional Development days*
- *Small group differentiated reading groups PD - Strategist*

Challenges to Tackle:

- *Time to learn about all the components of the new curriculum*
- *Time to plan with grade level and analyze summative assessment data*
- *Staffing concerns*

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

English Learners: Small group differentiated instruction provided as needed to close the achievement gap; Utilize the Language Supports manual in the enVisions curriculum, Additional math manipulatives, flash cards provided as needed.

Foster/Homeless: Small group differentiated instruction provided as needed to close the achievement gap; Counselor support as needed to provide wrap around services as needed.

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

Migrant: Utilize the Language Supports manual in the enVisions curriculum, Additional math manipulatives, flash cards provided as needed. Counselor support as needed to provide wrap around services as needed. Small group differentiated instruction provided as needed to close achieve gap



Racial/Ethnic Minorities: FACES family resources - Assistant Principal, Counselor

Students with IEPs: Special Education teachers and General Education teachers will be aware of IEP goals in reading and work collaboratively together. Additional curriculum resources were purchased to ensure all staff had access to the same curriculum.

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>
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 will consistently plan on-going learning opportunities based on evidence of all students current learning status</i>	STIP Connection: <i>2...All students have access to effective educators</i>
Improvement Strategy: <i>Implementing effective PLCs</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2	



Intended Outcomes: *Increase in student achievement growth in both formative and summative assessments.*

Action Steps:

- *Weekly PLC Meeting*
- *Analysis of formative and summative data*
- *Use of online agenda to guide PLC discussions and collaboration*

Resources Needed:

- *PD - PLC learning structures*
- *Master Schedule*

Challenges to Tackle:

- *Restructuring of current PLC implementation - Administration will participate and determine where support is needed for teachers to continue to grow*

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

English Learners: Small group differentiated instruction provided as needed to close the achievement gap; Utilize the Language Supports manual in the enVisions curriculum, Additional math manipulatives, flash cards provided as needed.

Foster/Homeless: Small group differentiated instruction provided as needed to close the achievement gap; Counselor support as needed to provide wrap around services as needed.

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

Migrant: Utilize the Language Supports manual in the enVisions curriculum, Additional math manipulatives, flash cards provided as needed. Counselor support as needed to provide wrap around services as needed. Small group differentiated instruction provided as needed to close achieve gap

Racial/Ethnic Minorities: FACES family resources - Assistant Principal, Counselor

Students with IEPs: Special Education teachers and General Education teachers will be aware of IEP goals in reading and work collaboratively together. Additional curriculum resources were purchased to ensure all staff had access to the same curriculum.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Districtwide Survey (Student, Staff, Families) CIP Survey Lifeline Survey Data</i>	<i>Grade level chair meeting SOT meeting Districtwide survey</i>	<i>SOT meeting Community survey</i>
Problem Statement	<i>Only 43.33% 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 Sanford Harmony, Leader in Me 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 43.33% to 38.33% by the 2021-2022 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 Sanford Harmony, The Leader in Me program, counseling lessons, class discussions using growth mindset concepts</i></p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4</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>	



- *Staff training - NEPF Standard 3 on discourse strategies for students*
- *Counselling lessons (Sanford Harmony and others) on confidence*
- *Classroom discussions on TLIM and growth mindset*

Resources Needed:

- *School counselor*
- *TLIM resources*
- *Sanford Harmony resources*

Challenges to Tackle:

- Classroom time commitment for counseling lessons, classroom meetings, growth mindset discussions

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

English Learners: Small group differentiated instruction provided as needed to close the achievement gap; Utilize the Language Supports manual in the enVisions curriculum, Additional math manipulatives, flash cards provided as needed.

Foster/Homeless: Small group differentiated instruction provided as needed to close the achievement gap; Counselor support as needed to provide wrap around services as needed.

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

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Racial/Ethnic Minorities: FACES family resources - Assistant Principal, Counselor

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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	\$3,579,497.00	Staffing General Supplies	Student Success, Adult Learning Culture, Connectedness
Title III Funds	\$2,904.00	Imagine Learning	Student Success