

MINUTES
John C. Vanderburg ES
School Organizational Team Meeting
Google Meet: [SOT 11.19.25 Google Meet Link](https://meet.google.com/sot/11.19.25)
Wednesday, November 19, 2025
3:45 - 4:45 pm

School Organizational Team Members:

Courtney Coughenour, Parent Member Representative
Grant McCandless, Parent Member Representative
Lisa Segler, Parent Member Representative
Kirk Silvernail, Parent Member Representative
Katie Byrnes, Staff Member Representative
Katia Cheetany, Staff Member Representative
Carolyn Lustig, Staff Member Representative
Ronda Reedom, Principal & Staff Member Representative
Rikki Wiggs, Assistant Principal

This meeting agenda is posted publicly on the school website at Vanderburges.com.

The School Organizational Team may take items on the agenda out of order; may combine two or more agenda items for consideration; and may remove an item from the agenda or delay discussion relating to items on the agenda at any time.

Speakers wishing to speak during the public comment period for this meeting may call Rikki Wiggs or sign up in person immediately prior to the beginning of the meeting. Speakers will be called in the order in which they signed up. No one may sign up for another person or yield their time to another person. Generally, a person wishing to speak during the comment period will be allowed two (2) minutes to address the School Organizational Team. Speakers may also submit additional comments in writing.

It is asked that speakers be respectful to each other, Team members, the principal and District staff. Speakers that are disruptive will be asked to leave the meeting.

1.0 Welcome & Roll Call

2.0 Old Items

2.1 Review & approve [October SOT Minutes](#)

Recap:

In October, we had our first meeting.

We had introductions and roles.

Explanations of the budget, and the school performance plan.

We notified Mrs. Vernaci that she is our tech responsible for updating the web page with information

Meeting norms and next meeting date.

3.0 New Items

3.1 2025-2026 School Performance Plan Review

School Improvement Plans: The plan gets submitted, using the formative data (MAP- three times a year) and the summative data (SBA- one time a year in the spring for 3-5 graders at our school).

We are designated as a four-star school based on the Nevada Report Card.

The plan is 27 pages, so Ms. Reedom gave an overview.

Strength: Our proficiency in either math or ELA being in the 70 percentile range.

As far as growth, we are always looking for improvement. We look at the students' proficiency and growth. We have seen some increases in our ELA growth, but it is not consistent.

We are using various resources to support our students in ELA, including but not limited to: Phonics 95, HMH, Summit K-12 for ELL students (21 at our school), etc.

All teachers are going through LETRS training.

Student Success

Student Success Areas of Strength

SBAC Proficiency in ELA/Reading: Our goal is to increase proficiency. Student SBA scores went from 72.6% (2023-2024) to 73.3% (2024-2025). We are approaching our ELA/Reading Proficiency Goal.

MAP Progress Growth in ELA/Reading: We are still working toward our ELA/Reading goal. Fall MAP ELA/Reading (2024) - 62% of students scored at the 61st percentile or higher; Winter MAP ELA/Reading (2024) - 67% of students scored at the 61st percentile or higher; and Spring MAP ELA/Reading (2025) - 62% of students scored at the 61st percentile or higher. MAP projected SBAC proficiency for ELA/Reading is 65.4% for 2024-2025.

We are looking at math as our area of growth. We also looked at the subgroups and compared their scores between 2024 and 2025.

We are using CCSD-research base resources to support students' learning.

We also support our students' learning by moving them through the tiers of learning to better meet their individualized needs.

Ms. Reedom provided an explanation about some subgroups after a parent's question.

We also look at the adult learning culture:

What do we do? We have structured PLC meetings where the teachers discuss students' performances to evaluate their progress.

The teachers provide the students with meaningful tasks.

Areas of growth: All teachers should plan based on students' performance, and not just move through the curriculum.

The teachers are participating in the LETRS training; it is a two-year plan.

We have consistent focus observations.

Students' tasks are aligned with the expectations.

Our school counselor supports our students through SEL strategic learning.

We are providing differentiated and tiered instruction.

Equity: All students receive T1 and T2 materials to support their academic learning.

Our SPED team has plans in place, supporting students' individual learning.

Our practice is driven by student data.

Connectedness:

Area of strength: We had chronic absenteeism, but it is decreasing. It was 14% for the 22-23 school year; this had decreased to 12% in 24-25. The goal is to get it to be below 10% in 25-26.

A lack of regular attendance impacts students' learning.

Our administration is reaching out to the families who have children with chronic absenteeism. They check on the families and offer support.

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
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Smarter Balanced (SBAC)
- WIDA ACCESS for ELLs
- Other
 - three year trends, classroom observations, Tier I curriculum

Adult Learning Culture

- Administrator evaluation
- Master schedule
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- Walk-through data
- Other
 - SBAC, MAP

Connectedness

- Attendance
- Enrollment
- Other
 - Parent Contact Logs, student instructional success data

Improvement Strategy 1 Details				Reviews		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Status Check		EOY Reflection
				Oct	Feb	June
1	Implementation of Tier I instruction through the use of research-based Tier I & II curriculum (enVision).	Administration & Teachers	August - May	In progress	No review	
2	The principal will ensure all staff are utilizing the district-wide math curriculum as their primary source of math instruction	Administration & Teachers	August - May			
3	EnVisions assessments will be utilized as common assessments for each grade level	Administration & Teachers	August - May			
4	Monitor MAP, Fastbridge, 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	Use of CCSD pacing guides and Look-for tools for long-range planning and implementation of instruction.	Administration & Teachers	August - May			
8	Classroom observation of Tier I and II math instruction; pre and post-observation conversations with teachers	Administration & Teachers	August - May			
9	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
 Professional Development time
 School master calendar with PLC time

Evidence Level
 Level 2: Moderate: PLCs
 Level 3: Promising: Decreased chronic absenteeism
Problem Statements/Critical Root Cause: Adult Learning Culture 1 - Connectedness 1

We have the same plan for ELA, with the mention of HMH as the reading support program where Envision is for math.

Based on a parent question, Ms. Reedom pulled the district report card for Vanderburg and explained the different subgroups and the achievements based on the CCSD requirements.

3.2 2025-2026 Vanderburg ES Strategic Budget Review

Strategic budget: Based on student enrollment - The SOT team looks at this budget.

Student generated funds: Fundraising - Not from district budget.

The strategic budget is based on the number of student enrollment. The 25-26 SOT team will be involved in the 26-27 budget.

In the spring of 24-25: Projection of student enrollment and the budget, the principal determined how to staff the building.

Ms. Reedom made decisions regarding staffing based on the projections and given budget.

After count day, the district provides the fall budget, which will take us through the school year.

Some grade levels were close to the projection number, and some were higher. Our total number of students was 466 for the projected number, but we ended up with 483 on Count Day.

Fall 2025 - 2026 Budget Overview	
Licensed (\$125,205)	2,769,180.49
Support Staff (instructional/office/custodial/extra hour)	893,456.53
Admin	392,758.50
Transferred Responsibility	171,871.00
English Learners*	55,501.50
At Risk*	16,829.95
Carry Forward Under 5%*	117,837.11
Supplies	0.00
TOTAL Budget Spent	4,227,266.52
CCSD Target Amount	4,184,472.44
REMAINING BUDGET TO SPEND	-42,794.08

* Additional Funding Source

Other Funding: Does not come out of our budget (cannot reallocate funds)

*Read by Grade 3 State Grant: paid for Learning Strategist..

*SPED staff & GATE Teacher covered through CCSD funds.

*Transferred Responsibility: *English Language Learner Placement Testing Personnel, Landscaping & Maintenance, MAP Testing Costs, WIDA Testing, Utilities & Trash, Transportation, Family and Community Engagement, Juvenile Connections*

Proposal to Balance Budget

- \$42,794.15

- 45,757.69 (split fund SBT position)

2,963.54

- 32,756.24 (Support staff extra 1.0 hour to 0.5 hour)

\$ 35,719.78 (to Supplies and Other Services)

3.0 General Information

- 3.1 Winter MAP Testing Window is open
- 3.2 Next Meeting: <**Wednesday, December 17 @ 3:45**>
Cheetany will be unable to attend- training

4.0 Public Comment Period (Two (2) minutes maximum allotted)