



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

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School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on 2/6/23.



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
Meet the Teacher	8-5-22 @ 2:00 pm	Student social emotional health; home/school connection.
Expectations Assemblies	8-16-22 @ 9:10 am, 9:40 am, 10:10 am, 1:30 pm, & 2:00 pm	School culture/climate; expectations for student behavior
PTA Meeting	8-16-22 @ 5:00 pm	Planning for school year
Back to School Night/ Open House	8-25-22 @ 6:00 pm	School culture/climate; expectations for student behavior; home/classroom connection
SOT	9-9-22 @ 3:45 pm	Budget Approval
PTA Movie Night	9-30-22 @ 5:30 pm	Building community culture
Harvest Festival	10-21-22 @ 5:00 pm	Building community culture
SOT	10-26-22 @ 3:45 pm	New Members



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) as measured by SBAC assessment. Increase the number of students proficient in ELA from 77.4% (Spring	Aligned to Nevada's STIP Goal: 3...All students experience continued academic growth.



<p>2022) to 80% (Spring 2023) 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>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): <i>Journeys (1); Analyze data in PLCs (3)</i></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:

- *Journeys 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. 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 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>
	<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 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 as measured by PLC observation tool.</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): <i>Analyze data in PLCs (3)</i>
Intended Outcomes: <i>Increase in student achievement growth in both formative and summative assessments.</i>
Action Steps: <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>
Resources Needed: <ul style="list-style-type: none">● <i>Precise, efficient PLC form to guide meeting</i>
Challenges to Tackle: <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>
Equity Supports. What, specifically, will we do to support the following student groups around this goal?
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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
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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	
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>	STIP Connection: <i>6...All students and adults learn to work together in safe environments where identities and relationships are valued and celebrated.</i>
Improvement Strategy: <i>Implementation of RethinkED SEL Program, counseling lessons, class discussions using growth mindset concepts</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>RethinkED - 4</i>	
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>	

**Action Steps:**

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

Resources Needed:

- *School counselor*
- *Growth Mindset instruction*
- *CCSD SEL Curriculum*

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?

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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

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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	\$3,431,178.43	Staffing General Supplies	Student Success, Adult Learning Culture, Connectedness
Title III Funds	\$2,112.00	Continental Press Supplemental EL Curriculum	Student Success