

**Clark County School District**

**Vanderburg, John C. ES**

**2025-2026 School Improvement Plan**

**Classification: 4 Star School**



# 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/john\\_c.\\_vanderburg\\_elementary\\_school/nspf/](https://nevadareportcard.nv.gov/DI/nv/clark/john_c._vanderburg_elementary_school/nspf/)

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# Comprehensive Needs Assessment

Revised/Approved: October 10, 2025

## 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.

### Student Success Areas for Growth

**SBAC Proficiency in Math:** We have seen increases in math academic achievement across several of our sub-groups with a slight increase in the overall proficiency; however, we saw a dip in some sub-groups\*:

Subgroup	2025	2024
Asian	90.6	89.2
Black/African American	46.6	33.3
Hispanic/Latino	53.1	44.6
Two or More Races	66.6	63.7
English Learners	53.8	41.6
* White/Caucasian	71.9	80.4
* Students with Disabilities	39.6	43.8
OVERALL PROFICIENCY	68.4	67.1

**MAP Progress Growth in Math:** Fall MAP Math (2024) - 53% of students scored at the 61st percentile or higher; Winter MAP Math (2024) - 65% of students scored at the 61st percentile or higher; and Spring MAP Math (2025) - 71% of students scored at the 61st percentile or higher. MAP projected SBAC proficiency for Math is 73.4% for 2024-2025.

## Student Success Equity Resource Supports

Student Group	Challenge	Solution
<p><b>English Learners</b></p>	<p>According to the 2024-2025 WIDA Assessment, our students demonstrated a needed area of focus in math and reading. According to 2024-2025 SBA results, math proficiency for EL students was at 58.2% compared to non-EL students with a proficiency of 69.6%. Reading proficiency for EL students was at 24.9% compared to non-EL students with a proficiency of 75.5%. There is an 11.4% achievement gap between the non-ELs and ELs in math, and an 50.6% achievement gap between the non-ELs and ELs in reading.</p>	<p>Small group differentiated instruction provided to close the achievement gap; 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.</p> <p>Weighted funding will be used to launch and sustain a Reading Skills Center 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.</p>
<p><b>Foster/Homeless</b></p>	<p>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.</p>	<p>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.</p>

Student Group	Challenge	Solution
<b>Free and Reduced Lunch</b>	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.	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.
<b>Racial/Ethnic Minorities</b>	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. There is no achievement gap data in this area.	Tiered intervention to support and accelerate student learning; multicultural resources incorporated into Tier I instruction to promote awareness and inclusively.
<b>Students with IEPs</b>	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 2024-2025 SBA results, math proficiency for IEP students was at 40.3% compared to non-IEP students with a proficiency of 77.8%. Reading proficiency for IEP students was at 38.6% compared to non-IEP students with a proficiency of 83.7%. There is an 37.5% achievement gap between the non-IEP and IEP students in math, and a 45.1% achievement gap between the non-IEP and IEP students in reading.	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. 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):** Student academic growth in Math is at the 74th percentile, and ELA is at the 63rd percentile (growth from Fall 2024 - Spring 2025), and this

growth should be maintained or increased.

**Critical Root Cause:** Inconsistent differentiated Tier II instruction, 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 ELA/Reading.

### **Inquiry Area 1:** Student Success

**SMART Goal 1:** Increase the number of students proficient in mathematics from 69% (Spring 2024) to 73% (Spring 2025) as measured by the SBAC assessment.

#### **Aligns with District Goal**

**Formative Measures:** MAP Benchmark assessment (Fall, Winter, Spring) to monitor student growth above/below the 61st percentile and projected SBAC proficiency.

Improvement Strategy 1 Details				Reviews		
<b>Improvement Strategy 1:</b> Implement Tier I Math curriculum/materials, focus on Tier II math instruction, and analyze data in PLCs to guide instruction.				Status Check		EOY Reflection
				Oct	Feb	June
				In progress	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Implementation of Tier I instruction through the use of research-based Tier I & II curriculum (enVision).	Administration & Teachers	August - May			
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 CCSO 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			
<b>Position Responsible:</b> Administration <b>Resources Needed:</b> enVision math curriculum CCSO Pacing Guides and Look-For Tools in Math Professional Development time School master calendar with PLC time  <b>Evidence Level</b> Level 2: Moderate: PLCs Level 3: Promising: Decreased chronic absenteeism <b>Problem Statements/Critical Root Cause:</b> Adult Learning Culture 1 - Connectedness 1						



## **Inquiry Area 1: Student Success**

**SMART Goal 2:** Increase the number of students proficient in ELA from 72.6% (Spring 2024) to 76.6% (Spring 2025) as measured by the SBAC assessment.

**Aligns with District Goal**

**Formative Measures:** MAP Benchmark assessment (Fall, Winter, Spring) to monitor student growth above/below the 61st percentile and projected SBAC proficiency.

Improvement Strategy 1 Details				Reviews		
<b>Improvement Strategy 1:</b> Implement Tier I ELA/Reading curriculum with supports such as professional learning, analyze data in PLCs to guide instruction.				Status Check		EOY Reflection
				Oct	Feb	June
				In progress	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
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 MAP, Fastbridge, Exact Path, & 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	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			
<b>Position Responsible:</b> Administration <b>Resources Needed:</b> 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  <b>Evidence Level</b> Level 3: Promising: HMH, analyze data in PLCs <b>Problem Statements/Critical Root Cause:</b> Student Success 1						

## 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 PLC Plus model along with CCSD pacing guides and common Tier I instructional materials in their weekly planning.

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 and goal-aligned tasks) and reflective conversations with teachers pre- and post-observation.

**Adult Learning Culture 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.	Teacher 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.

Student Group	Challenge	Solution
<b>Foster/Homeless</b>	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.
<b>Free and Reduced Lunch</b>	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.
<b>Racial/Ethnic Minorities</b>	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.
<b>Students with IEPs</b>	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.

## **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 NEPF training, lack of school-wide focus on IS 5.1; lack of understanding on using the CCSD Teacher Clarity Guides.

## **Inquiry Area 2: Adult Learning Culture**

**SMART Goal 1:** All teachers (100%) will consistently plan ongoing learning opportunities based on evidence of data analysis and student grouping, as measured by the PLC observation tool.

### **Aligns with District Goal**

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

Improvement Strategy 1 Details				Reviews		
<b>Improvement Strategy 1:</b> 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			
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			
<b>Position Responsible:</b> Administration <b>Resources Needed:</b> School master calendar for common PLC times Precise, efficient PLC form to guide the meeting  <b>Evidence Level</b> Level 2: Moderate: plcs  <b>Problem Statements/Critical Root Cause:</b> Adult Learning Culture 1						

## Connectedness

### Connectedness Areas of Strength

A majority of our students 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. Our connectnedness area of growth is to decrease student chronic absenteeism from 12% (2024-2025) to under 10% for the 2025-2026 school year.

## Connectedness Equity Resource Supports

Student Group	Challenge	Solution
<b>English Learners</b>	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.
<b>Foster/Homeless</b>	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.
<b>Free and Reduced Lunch</b>	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.
<b>Racial/Ethnic Minorities</b>	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.

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.	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 2024-2025, chronic absenteeism was 12%.

**Critical Root Cause:** A lack of 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:** Decrease student chronic absenteeism from 12% (2024-2025) to under 10% for the 2025-2026 school year.

**Aligns with District Goal**

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



Improvement Strategy 1 Details				Reviews		
<b>Improvement Strategy 1:</b> 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.				Status Check		EOY Reflection
				Oct	Feb	June
				In progress	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
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			
<b>Position Responsible:</b> Administration <b>Resources Needed:</b> 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  <b>Evidence Level</b> Level 3: Promising: Infinite Campus, FocusEd <b>Problem Statements/Critical Root Cause:</b> Connectedness 1						

# Priority Problem Statements

**Problem Statement 1:** Student academic growth in Math is at the 74th percentile, and ELA is at the 63rd percentile (growth from Fall 2024 - Spring 2025), and this growth should be maintained or increased.

**Critical Root Cause 1:** Inconsistent differentiated Tier II instruction, 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 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 NEPF training, lack of school-wide focus on IS 5.1; lack of understanding on using the CCSD Teacher Clarity Guides.

**Problem Statement 2 Areas:** Adult Learning Culture

**Problem Statement 3:** Consistent school attendance is critical to student success. In 2024-2025, chronic absenteeism was 12%.

**Critical Root Cause 3:** A lack of 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

# 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

# Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$4,083,269.75	All staffing; General supplies	Student Success; Adult Learning Culture; Connectedness
At-Risk Weighted Allocation	\$54,790.66	Licensed positions to reduce class size	Student Success; Adult Learning Culture; Connectedness
EL Weighted Allocation	\$61,898.50	Licensed positions to reduce class size	Student Success; Adult Learning Culture; Connectedness
General Carry Forward	\$296,878.63	Licensed positions to reduce class size	Student Success; Adult Learning Culture; Connectedness
At-Risk Weighted Carry Forward	\$21,906.77	Licensed positions to reduce class size	Student Success; Adult Learning Culture; Connectedness
EL Weighted Carry Forward	\$71,397.58	Licensed positions to reduce class size	Student Success; Adult Learning Culture; Connectedness
Supplies and Other Services	\$31,680.00	Facilities and instructional supplies	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 2025	End of Year Reflection
SOT Meeting	September 2025	Fall Data Review