

School Performance Plan

| | |
|---|-------------------------------|
| School Name | |
| VANDERBURG, JOHN ES | |
| Address (City, State, Zip Code, Telephone): | |
| 2040 DESERT SHADOW TRAIL HENDERSON, NV 89012, 7027990540 | |
| Superintendent/Region Superintendent: | Jesus Jara / Deanna Jaskolski |
| For Implementation During The Following Years: | 2020-2021 |

The Following MUST Be Completed:

| | |
|---------------------|------------|
| Title I Status: | Not_Served |
| Designation: | NA |
| Grade Level Served: | Elementary |
| Classification: | 4 Star |
| NCCAT-S: | Initial |

*1 and 2 Star Schools Only:

Please ensure that the following documents will be available upon request

☐

Use of Core Instructional Materials

☐

Scheduling

☐

Model School Visits

Members of Planning Team * ALL Title I schools must have a parent on their planning team that is NOT a district employee.

| Name of Member | Position | Name of Member | Position |
|-------------------|---------------------|-------------------|----------------------|
| Mollie Halverson | Parent | Lisa Welch | Parent |
| Sheree Royer, PhD | Parent | Laurie Barkemeyer | Teacher |
| Brandy Vernaci | Teacher | Misty Olmos | Support Professional |
| Rikki Wiercinski | Assistant Principal | Ronda Reedom | Principal |

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

DATA REVIEWED & ANALYZED:

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

| School Data For General Education Including FRL | English Language Learner (ELL) Data | Special Education Data |
|---|-------------------------------------|---|
| Interim Assessments | NA | Individualized Education Programs (IEP) |
| NA | NA | NA |
| NA | NA | NA |
| NA | NA | NA |
| NA | NA | NA |
| Other: | Other: Interim Assessments | Other: Interim Assessments |
| Other: | Other: | Other: |

Summary Statement: Please provide a brief description for how the analyzed data will impact your Inquiry and Action Planning process.

This 2020-2021 School Performance Plan is based on the Winter 2019 MAP (Measure of Academic Progress) Interim Assessment data for grades 3rd through 5th; due to the spring 2020 COVID school shutdown, there is no Spring 2020 MAP data or summative SBAC data. Vanderburg ES MAP data shows that overall 55.9% of 3rd-5th graders were projected to meet or exceed mastery of standards by the end-of-year assessment in math leaving 44.1% of our students projected to not meet mastery of standards by the end of the school year. In English language arts, overall 68.3% of 3rd-5th graders were projected to meet or exceed mastery of standards by the end-of-year assessment leaving 31.6% of our students projected to not meet mastery of standards by the end of the school year.

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

| | | | | | |
|---|---|---|---|---|--------------------------------|
| Based on the CNA, identify all that apply: | <input checked="" type="checkbox"/> General Education | <input checked="" type="checkbox"/> FRL | <input checked="" type="checkbox"/> ELL | <input checked="" type="checkbox"/> IEP | <input type="checkbox"/> Other |
|---|---|---|---|---|--------------------------------|

Priority Need/Goal 1:

Considering that all CCSD students are currently engaged in virtual distance learning for the foreseeable future, our goal is to increase the number of 3rd-5th grade students meeting or exceeding mastery of standards from 55.9% to 59% in mathematics, decreasing the students projected to not meet mastery of standards to 40%.

Root Causes:

We believe the underlying cause of our students in grades 3-5 projected to not meet mastery of standards was due to inconsistent or weak Tier 2 instruction where teachers are meeting with students in ability groups for math across all grade levels, K-5th. Additionally, there is a lack of consistently used targeted tasks and/or project-based learning to engage students in rigorous, meaningful activities based on the NVACS.

Measurable Objective 1:

To increase the number of 3-5th grade students projected to meet or exceed mastery of standards in math from 55.9% to 64% students will be engaged in differentiated small group instruction with the teacher, weekly, to meet their individual needs in working towards mastery of the standards. This will be monitored through administrator observations and results will be measured using the Winter 2020 MAP Interim Assessment for Mathematics.

Measurable Objective 2:

To increase the number of 3-5th grade students projected to meet or exceed mastery of standards in math from 55.9% to 64% students will be presented with targeted tasks that meet the depth and rigor of the standard being taught or assessed This will be monitored through the administrator observations and results will be measured using the Winter 2020 MAP Interim Assessment for Mathematics.

Monitoring Status

In Progress

| ACTION PLAN | | MONITORING PLAN | | |
|---|---|--|---|----------------------|
| Action Step (please only list one action step per box) | Resources and Amount Needed for Implementation (people, time, materials, funding sources) | List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred. | List Timeline, Benchmarks, and Position Responsible | Monitoring Status |
| 1.1 Professional Development (Required) | | Continuation From Last Year: No | NCCAT-S Indicators: Curriculum and Instruction 1.2 & 1.3 | |

| | | | | |
|---|---|---|--|-------------|
| Analyzed winter math MAP results with the administration. Teachers identified students not meeting growth and planned for subsequent instruction. Teachers receive professional development in using virtual instructional resources through Google; teachers will engage in virtual instructional rounds and follow up discussions for observation of best practices in the use of targeted; tasks and project-based learning. | Winter MAP data for each teacher - no cost; Google Training - no cost | Grade level planning meeting agendas submitted; Sign-in sheets from virtual professional development; Winter 2020 MAP data; teacher Winter MAP Data Analysis and Reflection form to administration. Observations Lesson plans | November 2020 - January 2021 Administrators Teachers Google Trainers | In Progress |
|---|---|---|--|-------------|

Comments:

Considering that students are learning virtually, and teachers are working countless hours to recreate and adjust their instruction and resources to meet the needs of students, we will be engaging in limited professional development and implementation of new processes and procedures for instruction.

| Action Step | Resources and Amount Needed | List Artifacts/Evidence | Timeline and Position Responsible | Monitoring Status |
|--|---|---|--|-------------------|
| 1.2 Family Engagement (Required) | | Continuation From Last Year: No | NCCAT-S Indicators: | |
| Monthly material resource pick-ups to provide students with the necessary materials for engaging instruction; student & family wellness checks as needed | Various materials, textbooks, leveled readers/novels, | Parent Link communication from the school School Website Teacher communication methods (Class Dojo. Remind, Blooms, etc.) | August 2020 - May 2021 Administrators Teachers Counselor Support staff (to prepare materials for students) | In Progress |

Comments:

| | | | | |
|---|---|--|--|-------------|
| 1.3 Curriculum/Instruction/Assessment (Required) | | Continuation From Last Year: No | NCCAT-S Indicators: 1.2 & 1.3 | |
| Analyzed winter math MAP results with the administration; teachers identified students not meeting growth and planned for subsequent instruction; teachers receive professional development in using virtual instructional resources through Google; teachers will engage in virtual instructional rounds and follow up discussions for observation of best practices in the use of targeted tasks and project-based learning | Winter MAP data for each teacher - no cost; Google Training - no cost | Teachers submitted Winter MAP Data Analysis and Reflection form to administration; grade level planning agendas; sign in sheets from professional development; Winter 2020 & Spring 2021 MAP data; Spring 2021 SBA | November 2020 - January 2021 Administrators Teachers Google Trainers | In Progress |

Comments:

Considering that students are learning virtually, and teachers are working countless hours to recreate and adjust their instruction and resources to meet the needs of students, we will be engaging in limited professional development and implementation of new processes and procedures for instruction.

| | | | | |
|-----------------------------|--|-------------------------------------|----------------------------|-----|
| 1.4 Other (Optional) | | Continuation From Last Year: | NCCAT-S Indicators: | |
| | | | | N/A |

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

| | | | | | |
|---|---|---|---|---|--------------------------------|
| Based on the CNA, identify all that apply: | <input checked="" type="checkbox"/> General Education | <input checked="" type="checkbox"/> FRL | <input checked="" type="checkbox"/> ELL | <input checked="" type="checkbox"/> IEP | <input type="checkbox"/> Other |
|---|---|---|---|---|--------------------------------|

Priority Need/Goal 2:

Considering that all CCSD students are currently engaged in virtual distance learning for the foreseeable future, our goal is to increase the number of 3rd-5th grade students meeting or exceeding mastery of standards from 68.3% to 72% in English language arts, decreasing the students projected to not meet mastery of standards to 28%.

Root Causes:

We believe the underlying cause of our students in grades 3-5 projected to not meet mastery of standards was due to inconsistent or weak Tier 2 instruction where teachers are meeting with students in ability groups for reading across all grade levels, K-5th. Additionally, there is a lack of consistently used targeted tasks and/or project-based learning to engage students in rigorous, meaningful activities based on the NVACS.

Measurable Objective 1:

To increase the number of 3-5th grade students projected to meet or exceed mastery of standards in English language arts from 68.3% to 72% students will be engaged in differentiated small group instruction with the teacher, weekly, to meet their individual needs in working towards mastery of the standards. This will be monitored through administrator observations and results will be measured using the Winter 2020 MAP Interim Assessment for Reading.

Measurable Objective 2:

To increase the number of 3-5th grade students projected to meet or exceed mastery of standards in math from 68.3% to 72% students will be presented with targeted tasks that meet the depth and rigor of the standard being taught or assessed This will be monitored through the administrator observations and results will be measured using the Winter 2020 MAP Interim Assessment for Reading.

Monitoring Status

In Progress

| ACTION PLAN | | MONITORING PLAN | | |
|---|---|--|---|----------------------|
| Action Step (please only list one action step per box) | Resources and Amount Needed for Implementation (people, time, materials, funding sources) | List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred. | List Timeline, Benchmarks, and Position Responsible | Monitoring Status |
| 2.1 Professional Development (Required) | | Continuation From Last Year: No | NCCAT-S Indicators: | |

| | | | | |
|---|---|--|--|-----|
| Analyzed winter reading MAP results with the administration; teachers identified students not meeting growth and planned for subsequent instruction; teachers receive professional development in using virtual instructional resources through Google; teachers will engage in virtual instructional rounds and follow up discussions for observation of best practices in the use of targeted tasks and project-based learning. | Winter MAP data for each teacher - no cost; Google Training - no cost | Teachers ade level planning meeting agendas submitted; sign-in sheets from virtual professional development; Winter 2020 MAP data; teacher's Winter MAP Data Analysis and Reflection form submitted to administration; classroom/instructional observations; lesson plan review. | November 2020 - January 2021 Administrators Teachers Google Trainers | N/A |
|---|---|--|--|-----|

Comments:

Considering that students are learning virtually, and teachers are working countless hours to recreate and adjust their instruction and resources to meet the needs of students, we will be engaging in limited professional development and implementation of new processes and procedures for instruction.

| Action Step | Resources and Amount Needed | List Artifacts/Evidence | Timeline and Position Responsible | Monitoring Status |
|--|--|---|--|-------------------|
| 2.2 Family Engagement (Required) | | Continuation From Last Year: No | NCCAT-S Indicators: | |
| Monthly material resource pick-ups to provide students with the necessary materials for engaging instruction; student & family wellness checks as needed | Various materials, textbooks, leveled readers/novels | Parent Link communication from the school; school website; teacher communication methods (Class Dojo. Remind, Blooms, etc.) | August 2020 - May 2021 Administrators Teachers Counselor Support staff (to prepare materials for students) | In Progress |

Comments:

| | | | | |
|---|---|--|---|-------------|
| 2.3 Curriculum/Instruction/Assessment (Required) | | Continuation From Last Year: No | NCCAT-S Indicators: | |
| Analyzed winter reading MAP results with the administration; teachers identified students not meeting growth and planned for subsequent instruction; teachers receive professional development in using virtual instructional resources through Google; teachers will engage in virtual instructional rounds and follow up discussions for observation of best practices in the use of targeted tasks and project-based learning. | Winter MAP data for each teacher - no cost; Google Training - no cost | Teachers ade level planning meeting agendas submitted; sign-in sheets from virtual professional development; Winter 2020 MAP data; teacher's Winter MAP Data Analysis and Reflection form submitted to administration; classroom/instructional observations; lesson plan review. | November 2020 - January 2021 Administrators Teachers Google Trainers | In Progress |

Comments:

Considering that students are learning virtually, and teachers are working countless hours to recreate and adjust their instruction and resources to meet the needs of students, we will be engaging in limited professional development and implementation of new processes and procedures for instruction.

| | | | | |
|-----------------------------|--|-------------------------------------|----------------------------|-----|
| 2.4 Other (Optional) | | Continuation From Last Year: | NCCAT-S Indicators: | |
| | | | | N/A |

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

| | | | | | |
|--|--|------------------------------|------------------------------|------------------------------|--------------------------------|
| Based on the CNA, identify all that apply: | <input type="checkbox"/> General Education | <input type="checkbox"/> FRL | <input type="checkbox"/> ELL | <input type="checkbox"/> IEP | <input type="checkbox"/> Other |
|--|--|------------------------------|------------------------------|------------------------------|--------------------------------|

Priority Need/Goal 3:

Root Causes:

Monitoring Status

N/A

| ACTION PLAN | | MONITORING PLAN | | |
|---|---|---|--|-------------------|
| Action Step (please only list one action step per box) | Resources and Amount Needed for Implementation (people, time, materials, funding sources) | List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred. | List Timeline, Benchmarks, and Position Responsible | Monitoring Status |
| 3.1 Professional Development (Required) | | Continuation From Last Year: | NCCAT-S Indicators: | |
| | | | | N/A |

Comments:

| Action Step | Resources and Amount Needed | List Artifacts/Evidence | Timeline and Position Responsible | Monitoring Status |
|---|-----------------------------|-------------------------------------|-----------------------------------|-------------------|
| 3.2 Family Engagement (Required) | | Continuation From Last Year: | NCCAT-S Indicators: | |

| | | | | |
|--|--|--|--|-----|
| | | | | N/A |
|--|--|--|--|-----|

Comments:

| 3.3 Curriculum/Instruction/Assessment (Required) | | Continuation From Last Year: | NCCAT-S Indicators: | |
|--|--|------------------------------|---------------------|-----|
| | | | | N/A |

Comments:

| 3.4 Other (Optional) | | Continuation From Last Year: | NCCAT-S Indicators: | |
|----------------------|--|------------------------------|---------------------|-----|
| | | | | N/A |

Comments:

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

| Source of Funds applicable to Priority Need/Goal | Amount Received for this School Year | Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.) | Applicable Goal(s) |
|---|---|--|--------------------|
| Strategic Budget | \$103,000 | Purchase of student materials, training/prep buyout for staff PD | Goals 1 and 2 |
| RBG3 | \$89,000 | Tier 2 & 3 instruction, teacher training on best practices | Goal 2 |

Plan for improving the school climate

Goal:

Based on the district wide survey of fourth and fifth grade students for Vanderburg ES, there is a three year trend demonstrating that students feel that school staff does not treat them with respect regardless of race, ethnicity, gender, or disability. On the 2017 survey, 3.5% of fourth and fifth grade students, disagree that staff treats students with respect, in 2018 3.8% disagreed, and in 2019 7.5% disagreed. Our goal is to decrease the percentage of students that disagree to 3.5%.

Action Plan: How will this plan improve the school climate?

Staff book study using 'Start with the Heart' by Michelle Trujillo. Schedule Michelle Trujillo for training Teachers will unwrap the new Social Studies standards which focus heavily on diversity. Utilize CCSD Equity & Diversity Department for further resources and training.

Monitoring Plan: How will you track the implementation of this plan?

Training Agendas, observations, student surveys, staff surveys, and parent surveys

Evaluation Plan: What data will you use to determine if the climate of the school has been improved through the implementation of this plan?

District wide survey of fourth and fifth graders and in-house surveys three times a year

APPENDIX A - Professional Development Plan

1.1

Analyzed winter math MAP results with the administration. Teachers identified students not meeting growth and planned for subsequent instruction. Teachers receive professional development in using virtual instructional resources through Google; teachers will engage in virtual instructional rounds and follow up discussions for observation of best practices in the use of targeted; tasks and project-based learning.

Goal 1 Additional PD Action Step (Optional)

2.1

Analyzed winter reading MAP results with the administration; teachers identified students not meeting growth and planned for subsequent instruction; teachers receive professional development in using virtual instructional resources through Google; teachers will engage in virtual instructional rounds and follow up discussions for observation of best practices in the use of targeted tasks and project-based learning.

Goal 2 Additional PD Action Step (Optional)

3.1

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Monthly material resource pick-ups to provide students with the necessary materials for engaging instruction; student & family wellness checks as needed

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Monthly material resource pick-ups to provide students with the necessary materials for engaging instruction; student & family wellness checks as needed

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

Considering that all CCSD students are currently engaged in virtual distance learning for the foreseeable future, our goal is to increase the number of 3rd-5th grade students meeting or exceeding mastery of standards from 55.9% to 59% in mathematics, decreasing the students projected to not meet mastery of standards to 40%.

Measurable Objective(s):

- To increase the number of 3-5th grade students projected to meet or exceed mastery of standards in math from 55.9% to 64% students will be engaged in differentiated small group instruction with the teacher, weekly, to meet their individual needs in working towards mastery of the standards. This will be monitored through administrator observations and results will be measured using the Winter 2020 MAP Interim Assessment for Mathematics.
- To increase the number of 3-5th grade students projected to meet or exceed mastery of standards in math from 55.9% to 64% students will be presented with targeted tasks that meet the depth and rigor of the standard being taught or assessed This will be monitored through the administrator observations and results will be measured using the Winter 2020 MAP Interim Assessment for Mathematics.

Status

In Progress

Comments:

1.1 Professional Development: Considering that students are learning virtually, and teachers are working countless hours to recreate and adjust their instruction and resources to meet the needs of students, we will be engaging in limited professional development and implementation of new processes and procedures for instruction.

1.2 Family Engagement:

1.3 Curriculum/Instruction/Assessment: Considering that students are learning virtually, and teachers are working countless hours to recreate and adjust their instruction and resources to meet the needs of students, we will be engaging in limited professional development and implementation of new processes and procedures for instruction.

1.4 Other:

| | Mid-Year | End-of-Year |
|------------|---|-------------|
| 1.1 | Analyzed winter math MAP results with the administration. Teachers identified students not meeting growth and planned for subsequent instruction. Teachers receive professional development in using virtual instructional resources through Google; teachers will engage in virtual instructional rounds and follow up discussions for observation of best practices in the use of targeted; tasks and project-based learning. | In Progress |
| Progress | | |
| Barriers | | |
| Next Steps | | |

| | | |
|------------|---|-------------|
| 1.2 | Monthly material resource pick-ups to provide students with the necessary materials for engaging instruction; student & family wellness checks as needed | In Progress |
| Progress | | |
| Barriers | | |
| Next Steps | | |
| 1.3 | Analyzed winter math MAP results with the administration; teachers identified students not meeting growth and planned for subsequent instruction; teachers receive professional development in using virtual instructional resources through Google; teachers will engage in virtual instructional rounds and follow up discussions for observation of best practices in the use of targeted tasks and project-based learning | In Progress |
| Progress | | |
| Barriers | | |
| Next Steps | | |
| 1.4 | | N/A |
| Progress | | |
| Barriers | | |
| Next Steps | | |

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

Considering that all CCSD students are currently engaged in virtual distance learning for the foreseeable future, our goal is to increase the number of 3rd-5th grade students meeting or exceeding mastery of standards from 68.3% to 72% in English language arts, decreasing the students projected to not meet mastery of standards to 28%.

Measurable Objective(s):

- To increase the number of 3-5th grade students projected to meet or exceed mastery of standards in English language arts from 68.3% to 72% students will be engaged in differentiated small group instruction with the teacher, weekly, to meet their individual needs in working towards mastery of the standards. This will be monitored through administrator observations and results will be measured using the Winter 2020 MAP Interim Assessment for Reading.
- To increase the number of 3-5th grade students projected to meet or exceed mastery of standards in math from 68.3% to 72% students will be presented with targeted tasks that meet the depth and rigor of the standard being taught or assessed This will be monitored through the administrator observations and results will be measured using the Winter 2020 MAP Interim Assessment for Reading.

Status

In Progress

Comments:

2.1 Professional Development: Considering that students are learning virtually, and teachers are working countless hours to recreate and adjust their instruction and resources to meet the needs of students, we will be engaging in limited professional development and implementation of new processes and procedures for instruction.

2.2 Family Engagement:

2.3 Curriculum/Instruction/Assessment: Considering that students are learning virtually, and teachers are working countless hours to recreate and adjust their instruction and resources to meet the needs of students, we will be engaging in limited professional development and implementation of new processes and procedures for instruction.

2.4 Other:

| | Mid-Year | End-of-Year |
|------------|---|-------------|
| 2.1 | Analyzed winter reading MAP results with the administration; teachers identified students not meeting growth and planned for subsequent instruction; teachers receive professional development in using virtual instructional resources through Google; teachers will engage in virtual instructional rounds and follow up discussions for observation of best practices in the use of targeted tasks and project-based learning. | In Progress |
| Progress | | |
| Barriers | | |
| Next Steps | | |

| | | |
|------------|---|-------------|
| 2.2 | Monthly material resource pick-ups to provide students with the necessary materials for engaging instruction; student & family wellness checks as needed | In Progress |
| Progress | | |
| Barriers | | |
| Next Steps | | |
| 2.3 | Analyzed winter reading MAP results with the administration; teachers identified students not meeting growth and planned for subsequent instruction; teachers receive professional development in using virtual instructional resources through Google; teachers will engage in virtual instructional rounds and follow up discussions for observation of best practices in the use of targeted tasks and project-based learning. | In Progress |
| Progress | | |
| Barriers | | |
| Next Steps | | |
| 2.4 | | N/A |
| Progress | | |
| Barriers | | |
| Next Steps | | |

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Measurable Objective(s):

| Status |
|--------|
| N/A |

Comments:

3.1 Professional Development:

3.2 Family Engagement:

3.3 Curriculum/Instruction/Assessment:

3.4 Other:

| | Mid-Year | End-of-Year |
|------------|----------|-------------|
| 3.1 | | N/A |
| Progress | | |
| Barriers | | |
| Next Steps | | |
| 3.2 | | N/A |
| Progress | | |
| Barriers | | |

| | | |
|------------|--|-----|
| Next Steps | | |
| 3.3 | | N/A |
| Progress | | |
| Barriers | | |
| Next Steps | | |
| 3.4 | | N/A |
| Progress | | |
| Barriers | | |
| Next Steps | | |