



## Clark County School District

# Jacobson Elementary School

## School Performance Plan: A Roadmap to Success

### 2024-2025 School Year

*Jacobson Elementary School 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:** Dr. Donald A. McKinney

**School Website:** [www.jacobsones.com](http://www.jacobsones.com)

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**Phone:** (702) 799-4320

**School Designations:**  Title I    MRI    CSI    TSI    ATSI

*Our SPP was last updated on 5/15/24*



## 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/walter\\_jacobson\\_elementary\\_school/2023/nspf](http://nevadareportcard.nv.gov/DI/nv/clark/walter_jacobson_elementary_school/2023/nspf).

## 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
Donald A. McKinney	<b>Principal(s)</b> (required)
Carla Buchanan	<b>Other School Leader(s)/Administrator(s)</b> (required)
James Mori	<b>Math Strategist</b>
Lisa Harrison	<b>Read By Grade 3 Strategist</b>
Trisha Vertner	<b>Reading Strategist</b>
Anacaren Ayala	<b>School Counselor</b>
	<b>Teacher</b> (required)
	<b>Paraprofessional(s)</b> (required)
Tobin Stutler	<b>Parent(s)</b> (required)
Ronetra Satisfield	<b>Teacher</b> (required)



## 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
School Organizational Team Meetings Continuous Improvement Team Meetings	5/17/2023 CI Team provided email input the week of 6/26/23  CI Team Meetings: 8/16, 10/3, 1/25, 1/31, 5/15  SOT Meetings: 8/23, 9/13, 10/18, 11/16, 12/13, 1/23, 2/21, 3/20, 4/24, 5/17	8/16: Discussion regarding the need to close achievement gaps between subgroups and how we will work toward doing this.  1/25 & 1/23: We are making progress toward our school wide goals for student success by providing differentiated supports and interventions to our Tier 2 and Tier 3 students in the form of small group instruction and after school tutoring. We are making progress toward our adult learning culture goal by implementing PLCs twice a week to analyze data, plan for instruction and align it to the standards. Our strategist and administration are present at every meeting, to assist. We are making progress toward our connectedness goal by hosting more school wide events and increasing participation in SOT meetings. We are working on adjusting the time for events so that more parents and teachers can attend.  5/15: We were successful in achieving our Student Success Goal in Math, but not in Reading. We will continue and update our math goal, and will correct our reading goal. This was the first year of implementation of our new ELA curriculum, which may have impacted the effectiveness of Tier I instruction, as we were on a learning curve. Teachers did not receive adequate support and training on the implementation of the



		curriculum. We did not achieve our Adult Learning Culture goal as measured by a survey which assessed teachers' familiarity of the Teaching Learning Cycle. However, we were successful in implementing PLCs as planned.
Parent Teacher Conferences	Week of 10/9-10/13	Our parents are very much interested in the progress of their children and are willing to support their growth.
Staff Meetings	8/25, 11/17, 1/12, 1/26, 2/7, 2/9, 2/23, 3 / 8, 3/20, 3/22, 4/10, 4/19, 5/3, 5/17	We are adjusting to many changes but willing to work together as a team to continue our success. We added book studies on the 7 Habits of Highly Effective People. By reading and discussing this book, staff members reflected on how the habits align with their personal and professional lives, and how they intend to improve upon some of the habits. This book study also served as a catalyst for the schoolwide implementation of Leader In Me next school year.



# School Goals

The school goals were developed by the building principal and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. [Inquiry Area 1 - Student Success](#)

## Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
<b>Data Reviewed</b>	2023-2024: Math and ELA MAP Growth Assessments	Fall 2023 Teacher Referral, RTI, 504 Plan Panorama Survey	Classroom observation cycles Lesson plans
	<i>Areas of Strength: Students made significant gains in math, compared to reading.</i>		
	<i>Areas for Growth: Proficiency in Math and ELA</i>		
<b>Problem Statement</b>	The majority of our students scored below the 60th percentile on the Spring 2024 Mathematics and Reading MAP Assessments.		
<b>Critical Root Causes</b>	ELA Tier I instruction needed to be monitored and evaluated more closely. There was a lack of training in the implementation of the HMH curriculum. Strategists were unable to provide the amount of instructional support they intended to due to staffing issues (not enough instructional assistants).		

## Part B

Student Success	
<p><b>School Goal:</b></p> <p><b>Math:</b> Increase the percentage of students who score in the 61st percentile or above in Math by 50% from fall to winter and 75% from winter to spring as measured by the MAP assessment at each grade level.</p> <p><b>Reading:</b> Increase the percentage of students who score in the 61st percentile or above in Reading by 50% from fall to winter and 75% from winter to spring as measured by the MAP</p>	<p><b>Aligned to Nevada’s STIP Goal:</b> Goal 3: All students experience continued academic growth.</p>



assessment at each grade level with the exception of kindergarten and 1st grade which will be expected to increase by 25% from fall to winter and 50% from winter to spring.

**Improvement Strategy:** Consistent implementation of enVisions Math curriculum, HMH ELA curriculum, and ExactPath for Tier 1 instruction, as well as small group support are essential. Strategists and Instructional Assistants will be utilized to assist with small groups. Strategists will train instructional assistants, review data with classroom teachers, pull small groups where appropriate, demonstrate model lessons, and observe and provide feedback on instruction for all classroom teachers.

**Evidence Level:** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): enVisions Math (3), Exact Path (2), and HMH (3) - 1

**Intended Outcomes:**

By the end of the 2024-2025 school year, we intend to see a dramatic increase in the number of students who are at or above the 61st percentile or above in grades K-5 in Math and Reading.

**Action Steps:**

- Strong Tier I instruction will take place in every classroom.
- enVisions Math Resource will be utilized with fidelity in every classroom. Teachers will utilize standards and pacing guides and will document this in their weekly lesson plans.
- HMH ELA Resource will be utilized with fidelity in every classroom. Teachers will utilize standards and pacing guides and will document this in their weekly lesson plans.
- Students will complete all requirements of ExactPath.
- Small group support will include guided reading, guided math, anchor charts, mini lesson as well as any small group resources provided in the curriculum resources.
- Teachers will share information across grade levels and find more time to meet with grade levels.
- Implementation of math intervention groups.
- Continued training in the implementation of our new literacy programs.
- After school tutoring in all grades.
- Implementation of Kagan strategies for increased student engagement.

**Resources Needed:**

- Funds for collaboration outside of contractual time
- Funds for after school tutoring
- Training for teachers and students on ExactPath
- Common planning time for all grade level teachers
- enVisions Tier 1 materials
- enVisions Math Curriculum Resources



- HMH Tier 1 ELA Resources (with training)
- Modeled lessons from our strategists
- Needs assessment from teachers
- Data from instructional rounds
- Time for teachers to observe one another

**Challenges to Tackle:**

- Hiring of additional instructional assistants; strategists will not be pulled to substitute teach or do anything else that is not a part of supporting students and teachers with teaching and learning.
- Appropriate use of instructional assistants; instructional assistants will require training from the instructional strategists to assist teachers with small groups.
- RtI carried out with fidelity; professional development will be provided, and teachers will document instruction on their lesson plans and interventions on RtI paperwork.
- Tier I instruction that includes differentiation for each and every lesson; teachers will indicate small group work in each lesson including objectives and resources.
- Attendance; home visits by administration and follow up phone calls as well as additional home visits if required will ensure we have every child in school who is not out for a valid, excused reason.
- Time to focus on the lessons and small groups vs. all of the new programs being implemented.
- We have new literacy programs, but have not received sufficient training in them.
- Time was also a factor in pulling small groups (Tier 2), and not just Tier 3 intervention groups.

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

Weighted funds are used to employ educational personnel who provide services for EL and at-risk students.

English Learners: Small group instruction, after-school tutoring with a Spanish speaking staff member available for support and translated Tier 1 enVision Math and HMH ELA Curriculum learning materials/resources.

Foster/Homeless: Small group instruction and after-school tutoring. Social worker and administration will provide wrap-around services where needed or requested.

Free and Reduced Lunch: Small group instruction, after-school tutoring, access to additional digital learning opportunities using school-provided ChromeBooks.

Migrant: Small group instruction and after-school tutoring.

Racial/Ethnic Minorities: Small group instruction and after-school tutoring.

Students with IEPs: Small group instruction and after-school tutoring.



## Inquiry Area 2 - Adult Learning Culture

### Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
<b>Data Reviewed</b>	Spring 2024: MAP Growth Assessments  Teaching and learning Cycle Familiarity Survey	Surveys to teachers for requested professional development  Evaluation surveys following professional learning	Fall 2024 Classroom observations Lesson plans
	<i>Areas of Strength: Increased familiarity with Tier 1 enVisions Math curriculum &amp; PLCs</i>		
	<i>Areas for Growth: Aligning tasks to NVACS, structures for purposeful planning, differentiated small group instruction, learning the new Reading curriculum. Teachers will receive training for Tier 1 HMH ELA curriculum resources. Instructional walkthroughs will be conducted more frequently and purposefully.</i>		
<b>Problem Statement</b>	Teachers may have misinterpreted the Teaching and Learning Cycle survey questions. Teacher shared that they actually do carry out all components of the Teaching and Learning Cycle. PLCs were not implemented until mid-year.		
<b>Critical Root Causes</b>	Difficulty was found due to starting these PLCs late into the school year. Teachers also recognized a lack of knowledge regarding best practices for instruction and discourse.		

### Part B

Adult Learning Culture	
<b>School Goal:</b> 100% of the PLC Meetings will follow the Teaching and Learning Cycle as measured by PLC meeting observations.	<b>STIP Connection:</b> Goal 2: All students have access to effective educators. Goal 3: All students experience continued academic growth.
<b>Improvement Strategy:</b> Utilize enVisions math curriculum, HMH Into Reading curriculum, and standards-aligned tasks during Tier 1 and small group differentiated instruction. Teachers will improve the instructional planning strategies during PLC's to ensure task alignment and	





preparedness for assessments.

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): enVisions Math (2), HMH Into Reading (2), Analyze data in PLC's (3), Professional Learning Communities (PLC) - 1

**Intended Outcomes:** 100% of teachers will utilize enVision math curriculum, HMH Into Reading curriculum, and standards-aligned supplemental materials and tasks to support student proficiency.

**Action Steps:**

- Teachers will participate in professional learning on task alignment and backward planning.
- Teachers will receive instructional coaching as needed.
- Staff will participate in grade level PLC's twice weekly in order to purposefully plan instruction and analyze student data. Morning meetings as well as daily common plan time will allow for this.
- Structured, common grade level schedule that includes daily, small group time.
- Bi-weekly Data Team Meeting to analyze student data results to guide classroom instruction.
- Administration and analysis of math performance tasks three times a year focused on a priority domain in each grade level, as well as problem solving, reasoning and modeling as well as common assessments aligned to the new Reading Curriculum resource.
- Weekly classroom observation data
- Teachers will be provided with a structure to their PLC that will be common school-wide.
- Jacobson ES teachers will become familiar with all aspects of the teaching learning cycle with a focus on teach and analyze.
- In addition, PLC will become a part of our everyday way of doing business.
- Pre and Post survey data will show an increase in teacher's understanding of the learning cycle, and documented PLC meetings will be evidence of PLC implementation.

**Resources Needed:**

- Staff to facilitate weekly professional learning sessions.
- Funds for collaboration outside of contractual time.
- Daily common planning time at each grade level.
- Strategists consistently present in PLCs.
- More guidance from the district.

**Challenges to Tackle:** We do not anticipate any challenges.

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

Weighted funds are used to employ educational personnel who provide services for EL and at-risk students.



English Learners: Small group instruction, after-school tutoring with a Spanish speaking staff member available for support and translated Tier 1 enVision Math and HMH ELA Curriculum learning materials/resources.

Foster/Homeless: Small group instruction and after-school tutoring. Social Worker and administration will provide wrap-around services where needed or requested.

Free and Reduced Lunch: Small group instruction, after-school tutoring, access to additional digital learning opportunities using school-provided ChromeBooks.

Migrant: Small group instruction and after-school tutoring.

Racial/Ethnic Minorities: Small group instruction and after-school tutoring.

Students with IEPs: Small group instruction and after-school tutoring.

## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Improve student attendance; decrease chronic absenteeism. Chronic absenteeism for 2023-2024 was 26%.	Parent-Teacher Conferences School Organizational Team Annual Title I Parent Meeting	2023-2024 District Wide Data (FocusEd)
	<i>Areas of Strength: Communication via Class Dojo, Parent Links, home visits, SOT Meetings, attendance incentives, Teachers making phone calls to parents regarding absences.</i>		
	<i>Areas for Growth: Continued in-person events to invite the community into our school as well as more parent phone calls by</i>		



	<i>classroom teachers. We will continue to improve student attendance with the use of our grant-funded home visit team. <b>All parent contacts will be entered into IC.</b></i>
<b>Problem Statement</b>	We need to host events at a variety of times during the day in order to make them accessible to more families.
<b>Critical Root Causes</b>	Some events were held at inconvenient times during the day. Chronically absent students were difficult to reach, and/or parents were uncooperative regarding our attendance expectations.

## Part B

Connectedness	
<ul style="list-style-type: none"> <li>● <b>School Goal:</b> Maintain a minimum of 6 community events during the 2024-2025 school year as documented by Class Dojo and flyers advertising our events. We will also begin to lay the foundation for a Jacobson PTO.</li> </ul>	<p><b>STIP Connection:</b> Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated</p>
<p><b>Improvement Strategy:</b> Provide ample opportunities for parents to participate in in-person events.</p>	
<p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 1</p>	
<p><b>Intended Outcomes:</b> An increase in parental involvement through two-way communication and attendance at parent meetings, inviting them to attend and participate in school wide events.</p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● Utilize Class Dojo to facilitate two-way communication with parents- school-wide and classroom specific</li> <li>● Host various parent meetings throughout the school year to keep parents abreast of school happenings</li> <li>● Host monthly SOT meetings</li> <li>● Host family events: academic nights, picnic, holiday celebrations</li> <li>● Teachers will make regular parent phone calls</li> </ul>	



- Home visits will take place where necessary
- Survey parents for interest in re-starting a PTO
- Host events at times more convenient to families.
- Survey parents to see what times work best for them to attend meetings and events.
- Host parent education meeting to provide parents instruction in math and reading, so they can better support their children.

**Resources Needed:**

- Translator (spanish)
- More staff participation

**Challenges to Tackle:**

- Parents accepting the invite to connect to a class on Class Dojo
- Lack of/inconsistent attendance at parent meetings due to high level of trust regarding school-based decision-making
- Lack of translation capabilities for parent meetings

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

English Learners: Translation capability using Class Dojo, Hardcopy of communication, if requested.  
 Free and Reduced Lunch: Class Dojo, Hardcopy of communication, if requested.  
 Migrant: Class Dojo, Hardcopy of communication, if requested.  
 Racial/Ethnic Minorities: Class Dojo, hard copy of communication, if requested.  
 Students with IEPs: Class Dojo, Monthly newsletter.

## 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)
General Budget	\$4,630,016.60	Licensed staff salaries, Extra Duty Pay, after-school tutoring, supplies for community events, collaboration funds	Goals 1, 2 and 3



Title 1	\$261,060.00	Collaboration funds, teacher salary (split-funded), Instructional Assistants, PISA funds for community events	Goal 1 and 3
Title III			
At- Risk Funds	\$551,721.19	Instructional Assistants, after school tutoring	Goals 1 and 2
EL Funds	\$296,002.31	Instructional Interventionist, Instructional Assistant	Goal 1