



Clark County School District  
**Jacobson ES**  
2021-2022 School Performance Plan:  
A Roadmap to Success

Jacobson ES has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Amber Singleton, Principal for more information.

**Principal:** Amber Singleton  
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**School Designations:** ■ Title I   □ CSI   □ TSI   ■ TSI/ATSI



## School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
<b>School</b>	#493	.4%	4.9%	45.4%	15.6%	23.1%	.8%	9.7%	9.9%	11.4%	100%
<b>District*</b>	323,787	0.34%	6.06%	46.57%	14.72%	23.76%	1.62%	6.93%	12.73%	16.12%	75.54%
<b>State*</b>	496,938	0.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.8%

\*Accountability Year 2019-2020. Source: nevadareportcard.nv.gov

Student Performance Data										
		Math			ELA			Science	ELPA	
Academic Year	School/ District	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
<b>2018</b>	<b>School</b>	37.7%	25	16.2	48%	44.5	42.2	16.9%	21.9%	59.3
	<b>District</b>	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
<b>2019</b>	<b>School</b>	39.1%	28	16.6	49.3%	32.5	37.5	25.3%	10.9	54.1
	<b>District</b>	36.6%*	49*	38.1*	48.3%*	50*	52.4*	28.9%*	15.5%**	50.6%*
<b>2020</b>	<b>School</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	27.0%	57.7%
	<b>District</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14.5%**	45.4%**

\*Source: nevadareportcard.nv.gov

\*\*Source: NDE Data File



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
<b>School</b>	N/A	N/A	N/A
<b>District</b>	N/A	N/A	N/A

School Climate Data 2019-2020			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
<b>School</b>	407	398	407
<b>District*</b>	379	368	361

\*Source: datatool.nevadaschoolclimate.org; Results Across Topics; retrieved 6.22.2021

## 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
Amber Singleton	<b>Principal(s)</b> (required)
Carla Buchanan	<b>Other School Leader(s)/Administrator(s)</b> (required)
James Mori	<b>Teacher(s)</b> (required)
Danielle Jordan	
Lisa Harrison	
Shannon McWhinnie	
Holly Chidester	
Mary Triolo	
Susan Johnson	<b>Paraprofessional(s)</b> (required)
Rebecca Gashi	<b>Parent(s)</b> (required)



## School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partners.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
September SOT Meeting	9/30/21 2:30pm	14	The Covid Pandemic negatively affected the academic and social-emotional performance of our students.
			Some students/families did not access distance learning opportunities consistently due to various circumstances.
*Add rows as needed			



## 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
<b>Data Reviewed</b>	9/23/21 MAP Growth Assessments SBAC Summative Assessments	9/23/21 Districtwide Survey Panorama Survey	9/23/21 Classroom observations Lesson plans
<b>Problem Statement</b>	Less than 25% of our students met their growth target on the Math MAP Assessment in fall 2021-2022.		
<b>Critical Root Causes</b>	Distance education and attendance problems were contributing factors. We did not have a Tier 1 math program for consistency in math instruction. There was a lack of additional math practice at home. There was inconsistent implementation of small group differentiated instruction.		

#### Part B

Student Success	
<b>School Goal:</b> <b>Math:</b> Increase the percentage of students that met their projected growth target from 21% in the spring of 2021 to 35% in the winter of 2021 to 50% in the spring of 2022, as measured by the MAP assessment.	<b>Aligned to Nevada's STIP Goal:</b> Goal 3: All students experience continued academic growth.
<b>Improvement Strategy:</b> Consistent implementation on enVisions Math curriculum for Tier 1 instruction, as well as small group supports. <b>Evidence Level:</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3	

**Intended Outcomes:**

By the end of the 2021- 2022 school year, at least 50% of students in grades K-5 will meet their individualized, projected growth target in Math.

**Action Steps:**

- Teachers will participate in quarterly professional development focused on enVisions Steps 1-3 Tier 1 implementation and supplemental materials.
- Staff will participate in grade level collaboration opportunities in order to purposefully plan instruction and analyze student data.
- After school tutoring for students scoring between the 40th and 65th percentile on MAP.

**Resources Needed:**

- Funds for collaboration outside of contractual time
- Funds for after school tutoring

**Challenges to Tackle:**

- Staff to provide the enVisions professional development
- Providing additional time for planning and collaboration without overwhelming staff members
- Lack of/inconsistent attendance for after school tutoring

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

English Learners: Small group instruction, after-school tutoring with a spanish speaking staff member available for support and translated enVision learning materials/resources

Foster/Homeless: Small group instruction and after-school tutoring

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>	9/23/21 MAP Growth Assessments SBAC Summative Assessments	9/23/21 Districtwide Survey Staff Survey	9/23/21 Classroom observations Lesson plans Staff Survey
<b>Problem Statement</b>	Teachers need common instructional techniques and strategies in math to provide high quality Tier I and differentiated instruction.		
<b>Critical Root Causes</b>	There was no Tier 1 math program in place to provide a consistency of instructional techniques and strategies.		

### Part B

Adult Learning Culture	
<b>School Goal:</b> 100% of teachers will consistently implement enVisions math curriculum during daily Tier 1 instruction, as well as facilitate small group supports/intervention/acceleration.	<b>STIP Connection:</b> Goal 3: All students experience continued academic growth
<b>Improvement Strategy:</b> Utilize enVisions math curriculum to provide daily standards-based Tier 1 instruction	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3	
<b>Intended Outcomes:</b> 100% of teachers will utilize enVision math curriculum and its supplemental materials to support student growth	

**Action Steps:**

- Teachers will participate in quarterly professional development focused on enVisions Steps 1-3 Tier 1 implementation and supplemental materials.
- Staff will participate in grade level collaboration opportunities in order to purposefully plan instruction and analyze student data
- 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
- Weekly classroom observation data

**Resources Needed:**

- Staff to facilitate quarterly pd sessions
- Funds for collaboration outside of contractual time

**Challenges to Tackle:**

- Staff to provide the enVision professional development
- Providing additional time for planning and collaboration without overwhelming staff members

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

English Learners: Small group instruction, after-school tutoring with a spanish speaking staff member available for support and translated enVision learning materials/resources

Foster/Homeless: Small group instruction and after-school tutoring

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
<b>Data Reviewed</b>	9/23/21 MAP Growth Assessments SBAC Summative Assessments	9/23/21 Classroom observations Lesson plans	9/23/21 Parent Surveys Staff Survey Districtwide Survey
<b>Problem Statement</b>	On the CCSD District Annual Parent Survey, 13% of parents reported not knowing what was happening within our school, and 7% felt that their opinions and input were not valued by our staff.		
<b>Critical Root Causes</b>	We are unable to reach some parents via Class Dojo and other forms of communication. There is a high level of trust among parents regarding school based decisions. There was also a lack of attendance at some parent-centered meetings.		

### Part B

Connectedness	
<p><b>School Goal:</b> Increase the percentage of parents who rate “Agree” or higher on the CCSD Annual Parent Survey on the following questions:</p> <ul style="list-style-type: none"> <li>• “I know what goes on inside of my child’s school” from 87% to 90%</li> <li>• “The staff at my child’s school really value my input and opinions from 93% to 95%</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 additional opportunities for parents to participate in two-way communication using an app and/or virtual/in-person meetings</p>	
<p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3</p>	



**Intended Outcomes:** An increase in parental involvement through two-way communication and attendance at parent meetings.

**Action Steps:**

- Utilize Class Dojo to facilitate two-way communication with parents- school-wide and classroom specific
- Host various parent meetings throughout the school year to keep parents abreast of school happenings
- Host monthly SOT meetings
- Special Education and primary interventionist monthly newsletter

**Resources Needed:**

- Translator (spanish)

**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

Foster/Homeless: Translation capability using Class Dojo, Hardcopy of communication, if requested

Free and Reduced Lunch: Translation capability using Class Dojo, Hardcopy of communication, if requested

Migrant: Translation capability using Class Dojo, Hardcopy of communication, if requested

Racial/Ethnic Minorities: Translation capability using Class Dojo, hardcopy of communication, if requested

Students with IEPs: Translation capability using 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	\$3,378,177.78	Collaboration, parent communication in hardcopy format	Goals 1 and 2
Title 1	\$168,075.00	Collaboration, after-school tutoring	Goal 1
Title III	\$5,214.00	Imagine Learning English Licenses	Goal 1