

School Performance Plan

School Name
JACOBSON, WALTER ES

Address (City, State, Zip Code, Telephone):
8400 BOSECK DRIVE
LAS VEGAS, NV 89145, 7027994320

Superintendent/Region Superintendent: Jesus Jara / Lorna James-Cervantes

For Implementation During The Following Years: 2020-2021

The Following MUST Be Completed:

Title I Status:	Served
Designation:	TSI
Grade Level Served:	Elementary
Classification:	2 Star
NCCAT-S:	Initial

*1 and 2 Star Schools Only:	Please ensure that the following documents will be available upon request	<input checked="" type="checkbox"/> Use of Core Instructional Materials	<input checked="" type="checkbox"/> Scheduling	<input checked="" type="checkbox"/> Model School Visits
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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
Barbara Magnione	Parent	Amber Singleton	Principal
Carla Buchanan	Assistant Principal	Ruthie Gale-Paredez	Teacher
Marcos Bianculli	Teacher	Jessica Callender	Learning Strategist

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
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Statewide Assessments	Achievement Gap Data	Achievement Gap Data
Interim Assessments	AMAOs/ELPA Analysis	NA
NA	NA	NA
NA	NA	NA
Other:	Other:	Other:
Other:	Other:	Other:

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

SBAC Results:

Grades 3-5 Proficiency Trends:
2017- 2018 2018- 2019
ELA 49% 49.1%
Math 42% 41.9%

ELA Proficiency by Grade:
2017- 2018 2018- 2019
3rd Grade: 51% 63%
4th Grade 43% 43%
5th Grade: 49% 45%

Math Proficiency by Grade:
2017- 2018 2018- 2019
3rd Grade: 54% 73%
4th Grade: 34% 22%
5th Grade: 23% 27%

SBAC AGP
2017- 2018 2018- 2019
ELA: 46% 37%
Math: 35% 5%

Our proficiency rate in ELA is aligned with the district, yet our Math proficiency is slightly below the district average. Our AGP in both ELA and Math is on a downward trend. Our SPP plan will reflect the acknowledgement of these trends and action steps to address these areas of concern.

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
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Priority Need/Goal 1:

Increase the percent of all students proficient in Mathematics from X% to Y% by 2020-2021, as measured by state summative assessments.

Root Causes:

Lack of consistent implementation of the following: Higher level student tasks and questioning, skill specific /targeted interventions, solid conceptual understanding of mathematics, effective Tier 1 instruction aligned with the NVACS.

Measurable Objective 1:

Increase the percentage of 3rd grade students scoring in the 60th percentile or above in Math from ____% to ____% as measured by the 2020-2021 MAP assessment.

Measurable Objective 2:

Increase the percentage of 4th grade students scoring in the 60th percentile or above in Math from ____% to ____% as measured by the 2020-2021 MAP assessment.

Measurable Objective 3:

Increase the percentage of 5th grade students scoring in the 60th percentile or above in Math from ____% to ____% as measured by the 2020-2021 MAP assessment.

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Teachers will participate in professional development opportunities focused on a more in-depth conceptual understanding of mathematics, rigor of tasks and higher level teacher questioning.	People: Math Strategist, Learning Strategist, RPDP, special and general education teachers. Time: August 2020- May 2021. Materials: Varied, depending on the topic. Funding Resources: Title 1 and General Budget	Sign in sheets, classroom observations, MAP data, SBAC data	Timeline: August 2020- May 2021. People Responsible: Administration, Math Strategist	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Jacobson ES will host a school-wide Math Night that includes instructional rooms for parents and game rooms for students to reinforce the targeted skills and foster a conceptual understanding of mathematics.	People: Administration, classroom teachers, learning strategists, Title 1 liaison. Time: August 2020- May 2021. Materials: Varied, depending on student data results. Funding Source: Title 1 and General Funds	Sign in sheets, parent evaluations, administrative observation	People: Administration, classroom teachers, Math Strategist and Title 1 liaison	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
		Year:		
Students will utilize i-Ready Math and MAP Accelerator computer programs (minimally 30 minutes per week) to address academic gaps and deficiencies.	People: Administration, classroom teachers, Math Strategist. Time: August 2020- May 2021. Materials: i-Ready Math and MAP Accelerator computer program. Funding Sources: Title 1	i-Ready reports, classroom observations, MAP data, SBAC data	Timeline: August 2020- May 2021. People responsible: Administration, Math Strategist, classroom teachers	N/A

Comments:

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
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Priority Need/Goal 2:

Increase the percent of students meeting Adequate Growth Percentile in both Math from X% to Y% and ELA from X% to Y% as measured by the SBAC assessment and reported on the Nevada School Rating Report.

Root Causes:

Lack of consistent implementation of the following: Higher level student tasks and questioning, skill specific /targeted interventions, solid conceptual understanding of mathematics, effective Tier 1 instruction aligned with the NVACS.

Measurable Objective 1:

Increase the percentage of students meeting Adequate Growth Percentile in Math from ___% to ___% as measured by the 2020-2021 SBAC assessment and reported on the Nevada School Rating Report.

Measurable Objective 2:

Increase the percentage of students meeting Adequate Growth Percentile in ELA from ___% to ___% as measured by the 2020-2021 SBAC assessment and reported on the Nevada School Rating Report.

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
2.1 Professional Development (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Teachers will participate in professional development opportunities focused on a more in-depth conceptual understanding of mathematics, rigor of tasks and higher level teacher questioning.	People: Math Strategist, Learning Strategist, RPDP, special and general education teachers. Time: August 2020- May 2021. Materials: Varied, depending on the topic. Funding Resources: Title 1 and General Budget	Sign in sheets, classroom observations, MAP data, SBAC data	Timeline: August 2020- May 2021. People Responsible: Administration, Math Strategist, Learning Strategist	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Jacobson ES will host a school-wide Math Night that include instructional rooms for parents and game rooms for students to reinforce the targeted skills and foster a conceptual understanding of mathematics.	People: Administration, classroom teachers, learning strategists, Title 1 liaison. Time: August 2020- May 2021. Materials: Varied, depending on student data results. Funding Source: Title 1 and General Funds	Sign in sheets, parent evaluations, administrative observation	People: Administration, classroom teachers, Math Strategist and Title 1 liaison	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)	Continuation From Last Year:	NCCAT-S Indicators:	
		Year:	
Students will utilize i-Ready Reading (Grades K-5) and Math (Grades K-2) and MAP Accelerator (Grades 3-5) computer programs (minimally 30 minutes per week) to address academic gaps and deficiencies.	People: Administration, classroom teachers, Math Strategist, Learning Strategist. Time: August 2020- May 2021. Materials: i-Ready Math and MAP Accelerator computer program. Funding Sources: Title 1	i-Ready reports, classroom observations, MAP data, SBAC data	Timeline: August 2020- May 2021. People responsible: Administration, Math Strategist, Learning Strategist, classroom teachers
			N/A

Comments:

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 checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 3:

Increase the number of points scored on the Student Growth indicator on the Nevada School Rating Report.

Root Causes:

Lack of consistent implementation of the following: Higher level student tasks and questioning, skill specific /targeted interventions, solid conceptual understanding of mathematics, effective Tier 1 instruction aligned with the NVACS.

Measurable Objective 1:

Increase the Student Growth indicator score from ___/35 to ___/35 as reflected on the 2020-2021 Nevada School Rating Report.

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Teachers will participate in professional development opportunities focused on a more in-depth conceptual understanding of mathematics, rigor of tasks and higher level teacher questioning.	People: Math Strategist, Learning Strategist, RPDP, special and general education teachers. Time: August 2020- May 2021. Materials: Varied, depending on the topic. Funding Resources: Title 1 and General Budget	Sign in sheets, classroom observations, MAP data, SBAC data	Timeline: August 2020- May 2021. People Responsible: Administration, Math Strategist, Learning Strategist	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:	
Jacobson ES will host a school-wide Math Night that include instructional rooms for parents and game rooms for students to reinforce the targeted skills and foster a conceptual understanding of mathematics.	People: Administration, classroom teachers, learning strategists, Title 1 liaison. Time: August 2020- May 2021. Materials: Varied, depending on student data results. Funding Source: Title 1 and General Funds	Sign in sheets, parent evaluations, administrative observation	People: Administration, classroom teachers, Learning Strategist and Title 1 liaison	N/A

Comments:

3.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
		Year:		
Students will utilize i-Ready Reading (Grades K-5) and Math (Grades K-2) and MAP Accelerator (Grades 3-5) computer programs (minimally 30 minutes per week) to address academic gaps and deficiencies.	People: Administration, classroom teachers, Math Strategist, Learning Strategist. Time: August 2020- May 2021. Materials: i-Ready Math and MAP Accelerator computer program. Funding Sources: Title 1	i-Ready reports, classroom observations, MAP data, SBAC data	Timeline: August 2020- May 2021. People responsible: Administration, Math Strategist, classroom teachers	N/A

Comments:

3.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
		Yes		
Based upon data results, a Certified Temporary Tutor will provide instruction to selected students during a 4 day a week intervention block for 40 minutes focused on phonemic awareness, phonics, reading fluency and comprehension.	People: CTT, classroom teachers, Learning Strategist, administration. Time: October 2020- April 2021. Materials: i-Ready and Motivation Reading. Funding Source: Title 1 and General Budget.	Attendance sheets, classroom observations, MAP data, Star report, CORE Phonics, common assessments	Timeline: October 2020- April 2021. People Responsible: Administration, Learning Strategist, CTT	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)
Title 1	174,715	Additional teachers, Math Strategist, instructional software, CTT and family engagement activities.	Goals 1, 2 and 3
SB178	129,600	Additional teachers, Math Strategist, Instructional and professional development session supplies.	Goals 1, 2 and 3

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.

Jacobson ES attracts highly qualified teachers by maintaining a collegial atmosphere and high expectations for student achievement and professionalism. We also foster teacher leadership through collaboration and administrative support. Targeted professional development is also a strategy to attract effective, high-quality teachers to our school.

2. Describe the school's strategies to increase family engagement in accordance with Section 1116 of ESSA (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.

Grade level parent meetings, Math and Literacy Nights, conferences, Class DoJo, Infinite Campus, monthly progress reports, FACES Trainings, school marquee, site-based social worker, and the school website are utilized to inform parents of various ways in which to strengthen the home-school connection in order to foster student success. Various school correspondence and curriculum overviews are communicated in both English and Spanish. On-site Spanish translation is available when necessary.

3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).

Our Pre-Kinder students interact with the Kindergarten students and visit the classrooms in order to ease the transition. Fifth grade students attend an orientation at Johnson JHS to tour the campus, meet the staff members, pre-register for classes, and learn about the middle school experience. Our counselor also facilitates transitional lessons at each grade level.

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.

All teachers participate in Response To Instruction (RTI), weekly Data Team meetings and collaborate with administration in which we analyze common assessment data results and make decisions that drive instruction.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts

We utilize Three Square, FACES, Title 1 Hope, and School Bell services in order to meet the academic, physical, and emotional needs of our students. We also have a full time social worker and counselor who assist our families with services specific to their needs.

Plan for improving the school climate

Goal:

Increase the percentage of parents attending trainings and academic nights from __% in 2019-2020 to ___% in 2020-2021.

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

Our school social worker and counselor facilitate, minimally, 2 parent sessions in order to provide resources and ideas to assist with academic progression, attendance and behavioral strategies. We will also host Math and Literacy Nights which will help foster student achievement at school.

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

Attendance sheets and parent evaluations. Timelines: November 2020-May 2021. People Responsible: Social worker, counselor, administration

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

We will utilize attendance, academic and behavior data and parent feedback in order to determine the effectiveness of our plan.

APPENDIX A - Professional Development Plan

1.1

Teachers will participate in professional development opportunities focused on a more in-depth conceptual understanding of mathematics, rigor of tasks and higher level teacher questioning.

Goal 1 Additional PD Action Step (Optional)

2.1

Teachers will participate in professional development opportunities focused on a more in-depth conceptual understanding of mathematics, rigor of tasks and higher level teacher questioning.

Goal 2 Additional PD Action Step (Optional)

3.1

Teachers will participate in professional development opportunities focused on a more in-depth conceptual understanding of mathematics, rigor of tasks and higher level teacher questioning.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Jacobson ES will host a school-wide Math Night that includes instructional rooms for parents and game rooms for students to reinforce the targeted skills and foster a conceptual understanding of mathematics.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Jacobson ES will host a school-wide Math Night that include instructional rooms for parents and game rooms for students to reinforce the targeted skills and foster a conceptual understanding of mathematics.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Jacobson ES will host a school-wide Math Night that include instructional rooms for parents and game rooms for students to reinforce the targeted skills and foster a conceptual understanding of mathematics.

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

Increase the percent of all students proficient in Mathematics from X% to Y% by 2020-2021, as measured by state summative assessments.

Measurable Objective(s):

- Increase the percentage of 3rd grade students scoring in the 60th percentile or above in Math from ____% to ____% as measured by the 2020-2021 MAP assessment.
- Increase the percentage of 4th grade students scoring in the 60th percentile or above in Math from ____% to ____% as measured by the 2020-2021 MAP assessment.
- Increase the percentage of 5th grade students scoring in the 60th percentile or above in Math from ____% to ____% as measured by the 2020-2021 MAP assessment.

Status
N/A

Comments:

1.1 Professional Development:

1.2 Family Engagement:

1.3 Curriculum/Instruction/Assessment:

1.4 Other:

	Mid-Year	End-of-Year
1.1	Teachers will participate in professional development opportunities focused on a more in-depth conceptual understanding of mathematics, rigor of tasks and higher level teacher questioning.	
Progress		
Barriers		
Next Steps		
1.2	Jacobson ES will host a school-wide Math Night that includes instructional rooms for parents and game rooms for students to reinforce the targeted skills and foster a conceptual understanding of mathematics.	
Progress		

Barriers		
Next Steps		
1.3	Students will utilize i-Ready Math and MAP Accelerator computer programs (minimally 30 minutes per week) to address academic gaps and deficiencies.	
Progress		
Barriers		
Next Steps		
1.4		
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

Increase the percent of students meeting Adequate Growth Percentile in both Math from X% to Y% and ELA from X% to Y% as measured by the SBAC assessment and reported on the Nevada School Rating Report.

Measurable Objective(s):

- Increase the percentage of students meeting Adequate Growth Percentile in Math from ___% to ___% as measured by the 2020-2021 SBAC assessment and reported on the Nevada School Rating Report.
- Increase the percentage of students meeting Adequate Growth Percentile in ELA from ___% to ___% as measured by the 2020-2021 SBAC assessment and reported on the Nevada School Rating Report.

Status
N/A

Comments:

2.1 Professional Development:

2.2 Family Engagement:

2.3 Curriculum/Instruction/Assessment:

2.4 Other:

	Mid-Year	End-of-Year
2.1	Teachers will participate in professional development opportunities focused on a more in-depth conceptual understanding of mathematics, rigor of tasks and higher level teacher questioning.	
Progress		
Barriers		
Next Steps		
2.2	Jacobson ES will host a school-wide Math Night that include instructional rooms for parents and game rooms for students to reinforce the targeted skills and foster a conceptual understanding of mathematics.	

Progress		
Barriers		
Next Steps		
2.3	Students will utilize i-Ready Reading (Grades K-5) and Math (Grades K-2) and MAP Accelerator (Grades 3-5) computer programs (minimally 30 minutes per week) to address academic gaps and deficiencies.	
Progress		
Barriers		
Next Steps		
2.4		
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Increase the number of points scored on the Student Growth indicator on the Nevada School Rating Report.

Measurable Objective(s):

- Increase the Student Growth indicator score from ___/35 to ___/35 as reflected on the 2020-2021 Nevada School Rating Report.

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	Teachers will participate in professional development opportunities focused on a more in-depth conceptual understanding of mathematics, rigor of tasks and higher level teacher questioning.	
Progress		
Barriers		
Next Steps		
3.2	Jacobson ES will host a school-wide Math Night that include instructional rooms for parents and game rooms for students to reinforce the targeted skills and foster a conceptual understanding of mathematics.	
Progress		

Barriers		
Next Steps		
3.3	Students will utilize i-Ready Reading (Grades K-5) and Math (Grades K-2) and MAP Accelerator (Grades 3-5) computer programs (minimally 30 minutes per week) to address academic gaps and deficiencies.	
Progress		
Barriers		
Next Steps		
3.4	Based upon data results, a Certified Temporary Tutor will provide instruction to selected students during a 4 day a week intervention block for 40 minutes focused on phonemic awareness, phonics, reading fluency and comprehension.	
Progress		
Barriers		
Next Steps		