



Clark County School District

Jacobson Elementary School

School Performance Plan: A Roadmap to Success

2023-2024 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

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Phone: (702) 799-4320

School Designations: • Title I CSI TSI TSI/ATSI

Our SPP was last updated on 6/26/23



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/2022/nspf/.

Inclusion of this link replaces completion of the tables in the previous year's SPP.

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	Principal(s) (required)
Carla Buchanan	Other School Leader(s)/Administrator(s) (required)
James Mori	Math Strategist
Lisa Harrison	Read By Grade 3 Strategist
Trisha Vertner	Reading Strategist
Anacaren Ayala	School Counselor
Brianna Colon	Teacher (required)
tbd	Paraprofessional(s) (required)
Tobin Stutler	Parent(s) (required)
	Teacher (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 SOT Meeting: 8/23	8/16 Discussion regarding the need to close achievement gaps between subgroups and how we will work toward doing this.
Parent Teacher Conferences		
Staff Meetings		



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
Data Reviewed	2022-2023: Math and ELA MAP Growth Assessments Spring 2022: SBAC Summative Assessments for Math and ELA	Fall 2022 Teacher Referral, RTI, 504 Plan Panorama Survey	Classroom observation cycles Lesson plans
	<i>Areas of Strength: Students made some academic gains in Math and ELA</i>		
	<i>Areas for Growth: Proficiency in Math and ELA</i>		
Problem Statement	The majority of our students scored below the 60th percentile on the Spring 2023 Mathematics MAP Assessment. K: 51%; 1st: 58%; 2nd: 65%; 3rd: 61%; 4th: 69%; 5th: 73%. In addition, the majority of our students scored below the 60th percentile on the Spring 2023 Reading MAP Assessment. K: 37%; 1st: 71%; 2nd: 56%; 3rd: 52%; 4th: 64%; 5th: 67%. (Note: these are FY23 cohorts; each will move up a grade in FY24)		
Critical Root Causes	Math and ELA Tier I instruction was not robust. Strategists and Instructional Assistants were not used to their fullest potential. Strategists, in particular, were pulled to cover classrooms rather than do the work of learning strategists. There was inconsistent implementation of small group differentiated instruction.		



Part B

Student Success	
<p>School Goal: Math: 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. The amount of growth required to reach this goal are grade level specific and outlined under “Intended Outcomes.”</p> <p>Reading: 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 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. The amount of growth required to reach this goal are grade level specific and outlined under “Intended Outcomes.”</p>	<p>Aligned to Nevada’s STIP Goal: Goal 3: All students experience continued academic growth.</p>
<p>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.</p>	
<p>Evidence Level: (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): enVisions Math (3), Exact Path (2), and HMH (3)</p>	
<p>Intended Outcomes: By the end of the 2023- 2024 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. In order to achieve this, we must see the following growth by grade level: K: an additional 15 students will achieve this goal by winter, and 22 students will have achieved this goal by spring, leading to a total of 51 kindergarten students at or above the 61st percentile by spring (the numbers will change based on new K data in the fall). 1st: an additional 15 students will achieve this goal by winter, and 22 students will have achieved this goal by spring, leading to a total of 51 1st grade students at or above the 61st</p>	



percentile by spring. **2nd:** an additional 20 students will achieve this goal by winter, and 29 students will have achieved this goal by spring, leading to a total of 68 2nd grade students at or above the 61st percentile by spring. **3rd:** an additional 13 students will achieve this goal by winter, and 19 students will have achieved this goal by spring, leading to a total of 44 3rd grade students at or above the 61st percentile by spring. **4th:** an additional 14 students will achieve this goal by winter, and 20 students will have achieved this goal by spring, leading to a total of 48 4th grade students at or above the 61st percentile by spring. **5th:** an additional 11 students will achieve this goal by winter, and 16 students will have achieved this goal by spring, leading to a total of 37 students at or above the 61st percentile by spring.

By the end of the 2023- 2024 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 ELA. In order to achieve this, we must see the following growth by grade level: **K:** an additional 9 students will achieve this goal by winter, and 18 students will have achieved this goal by spring, leading to a total of 55 kindergarten students at or above the 61st percentile by spring (the numbers will change based on new K data in the fall). **1st:** an additional 9 students will achieve this goal by winter, and 18 students will have achieved this goal by spring, leading to a total of 55 1st grade students at or above the 61st percentile by spring. **2nd:** an additional 14 students will achieve this goal by winter, and 20 students will have achieved this goal by spring, leading to a total of 47 2nd grade students at or above the 61st percentile by spring. **3rd:** an additional 17 students will achieve this goal by winter, and 25 students will have achieved this goal by spring, leading to a total of 58 3rd grade students at or above the 61st percentile by spring. **4th:** an additional 20 students will achieve this goal by winter, and 29 students will have achieved this goal by spring, leading to a total of 67 4th grade students at or above the 61st percentile by spring. **5th:** an additional 13 students will achieve this goal by winter, and 19 students will have achieved this goal by spring, leading to a total of 44 students at or above the 61st percentile by spring.

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 supports will include guided reading, guided math, anchor charts, mini lesson as well as any small group resources provided in the curriculum resources.

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)

Challenges to Tackle:

- Appropriate use of instructional strategists; 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 be 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.

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 Tier 1 enVision Math and HMH ELA Curriculum learning materials/resources. Weighted funds are used to employ educational personnel who provide services for EL and at-risk students.

Foster/Homeless: Small group instruction and after-school tutoring. Weighted funds are used to employ educational personnel who provide services for EL and at-risk students. 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. Weighted funds are used to employ educational personnel who provide services for EL and at-risk students.

Migrant: Small group instruction and after-school tutoring. Weighted funds are used to employ educational personnel who provide services for EL and at-risk students.

Racial/Ethnic Minorities: Small group instruction and after-school tutoring. Weighted funds are used to employ educational personnel who provide services for EL and at-risk students.

Students with IEPs: Small group instruction and after-school tutoring. Weighted funds are used to employ educational personnel who provide services for EL and at-risk students.



Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	Spring 2023: MAP Growth Assessments Spring 2023: SBAC Summative Assessments	Surveys to teachers for requested professional development Evaluation surveys following professional learning	Fall 2023 Classroom observations Lesson plans
	<i>Areas of Strength: Increased familiarity with Tier 1 enVisions Math curriculum</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.</i>		
Problem Statement	Teachers need additional guidance and structure to purposefully backwards plan Tier 1 and small group instruction.		
Critical Root Causes	Tier I instruction was not robust. Strategists and Instructional Assistants were not used to their fullest potential. Strategists, in particular, were pulled to cover classrooms rather than do the work of learning strategists. There was inconsistent implementation of small group differentiated instruction. Common planning time was not possible. PLC was not utilized to the extent it must in supporting both Tier 1 instruction as well as the RtI process.		

Part B

Adult Learning Culture	
<p>School Goal: 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</p>	<p>STIP Connection: Goal 2: All students have access to effective educators. Goal 3: All students experience continued academic growth.</p>



implementation.	
Improvement Strategy: 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) (2)	
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: <ul style="list-style-type: none">● 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 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	
Resources Needed: <ul style="list-style-type: none">● Staff to facilitate weekly professional learning sessions.● Funds for collaboration outside of contractual time.● Daily common planning time at each grade level.	
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?	
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. Weighted funds are used to employ educational personnel who provide services for EL and at-risk students. Foster/Homeless: Small group instruction and after-school tutoring. Weighted funds are used to employ educational personnel who provide	



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

Migrant: Small group instruction and after-school tutoring. Weighted funds are used to employ educational personnel who provide services for EL and at-risk students.

Racial/Ethnic Minorities: Small group instruction and after-school tutoring. Weighted funds are used to employ educational personnel who provide services for EL and at-risk students.

Students with IEPs: Small group instruction and after-school tutoring. Weighted funds are used to employ educational personnel who provide services for EL and at-risk students.

Inquiry Area 3 - Connectedness Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Improve student attendance; decrease chronic absenteeism. Chronic absenteeism for 2022-2023 was 42%.	Parent-Teacher Conferences School Organizational Team Annual Title I Parent Meeting	2022-2023 District Wide Data (focus ED)
	<i>Areas of Strength: Communication via Class Dojo and SOT Meetings</i>		
	<i>Areas for Growth: More in-person events to invite the community into our school as well as more parent phone calls by classroom teachers. We must improve student attendance.</i>		
Problem Statement	Post-Covid, parents have not been involved in our school as much as they had been period to the pandemic. In addition, chronic absenteeism has skyrocketed to unacceptable levels.		



Critical Root Causes	We were cautious in allowing parents into the building due to the pandemic. Therefore, we did not host in-person events. This continued into the 2022-2023 school year. Covid also exacerbated chronic absenteeism, and home visits were not conducted as they should have been.

Part B

Connectedness	
<ul style="list-style-type: none"> ● School Goal: Maintain a minimum of 6 community events during the 2023-2024 school year as documented by Class Dojo and flyers advertising our events. We will also begin to lay the foundation for a Jacobson PTO. 	<p>STIP Connection: Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated</p>
<p>Improvement Strategy: Provide ample opportunities for parents to participate in in-person events.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2</p>	
<p>Intended Outcomes: 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>Action Steps:</p> <ul style="list-style-type: none"> ● 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 ● Host family events: academic nights, picnic, holiday celebrations ● Teachers will make regular parent phone calls ● Home visits will take place where necessary ● Survey parents for interest in re-starting a PTO 	



<p>Resources Needed:</p> <ul style="list-style-type: none"> • Translator (spanish)
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> • 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
<p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p>
<p>English Learners: Translation capability using Class Dojo. Weighted funds are used to employ educational personnel who provide services for EL and at-risk students.</p> <p>Foster/Homeless: Translation capability using Class Dojo, Hardcopy of communication, if requested. Weighted funds are used to employ educational personnel who provide services for EL and at-risk students.</p> <p>Free and Reduced Lunch: Translation capability using Class Dojo, Hardcopy of communication, if requested. Weighted funds are used to employ educational personnel who provide services for EL and at-risk students.</p> <p>Migrant: Translation capability using Class Dojo, Hardcopy of communication, if requested. Weighted funds are used to employ educational personnel who provide services for EL and at-risk students.</p> <p>Racial/Ethnic Minorities: Translation capability using Class Dojo, hardcopy of communication, if requested. Weighted funds are used to employ educational personnel who provide services for EL and at-risk students.</p> <p>Students with IEPs: Translation capability using Class Dojo, Monthly newsletter. Weighted funds are used to employ educational personnel who provide services for EL and at-risk students.</p>

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)
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General Budget	\$4,113,332.87	Extra Duty Pay, after-school tutoring, supplies for community events, collaboration funds	Goals 1, 2 and 3
Title 1	\$239,970.00	Collaboration funds, teacher salary (split-funded), Instructional Assistants, PISA funds for community events	Goal 1 and 3
Title III	\$4,290.00	Imagine Learning English Licenses	Goal 1
At- Risk Funds	\$120,028.18	Math Strategist	Goals 1 and 2
EL Funds	\$117,776.91	Instructional Interventionist, Instructional Assistant	Goal 1