

School Performance Plan

School Name
Jacobson, Walter ES

Address (City, State, Zip Code, Telephone):
8400 Boseck Dr
Las Vegas, NV 89145-4529, 7027994320

Superintendent/Assistant Chief: Jesus Jara / Ron Guerzon

For Implementation During The Following Years: 2018-2019

The Following MUST Be Completed:

Title I Status: Served

Designation: NA

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 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
Rebecca Gashi	Teacher	Petra Bozarth	Teacher
Olga Mercado	Teacher	Jaymi Johnson	Teacher
Judith Ingham	Learning Strategist	Katherine Kitsuki	Teacher

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
Summative 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.

2016/2017 SBAC Data Results:

School-Wide:

ELA - 52% proficient - 48% non-proficient

Math - 44% proficient - 56% non-proficient

3rd Grade:

ELA - 49% proficient - 46% non-proficient

Math - 57% proficient - 43% non-proficient

4th Grade:

ELA - 47% proficient - 53% non-proficient

Math - 35% proficient - 65% non-proficient

5th Grade:

ELA - 54% proficient - 46% non-proficient

Math - 39% proficient - 61% non-proficient

Although our proficiency levels were higher than the district averages, proficiency levels in both ELA and Math decreased in 3rd and 4th grade, however, we have experienced increased proficiency in the 5th grade Math and ELA scores. Upon analyzing these SBAC trends, we recognize the positive and negative trends throughout the last 2 years and are working towards stabilizing and increasing student proficiency. We plan to achieve this stability through our stated goals developed in this plan.

According to the Nevada School Rating for 2016-2017, we scored 9.5/35 on Adequate Student Growth. This data reflected a need to develop a plan focused on student academic growth. In our 2017-2018 plan, Walter Jacobson will focus on student growth and implement strategies and supports to increase student academic growth across all grade levels. We plan to achieve this through our stated goals developed in this plan.

2017/2018 SBAC Data Results:

School-Wide:

ELA - 48% proficient - 52% non-proficient
Math - 38% proficient - 62% non-proficient

3rd Grade:

ELA - 51% proficient - 49% non-proficient
Math - 54% proficient - 46% non-proficient

4th Grade:

ELA - 43% proficient - 57% non-proficient
Math - 34% proficient - 66% non-proficient

5th Grade:

ELA - 49% proficient - 51% non-proficient
Math - 23% proficient - 73% non-proficient

For the 2017/2018 SBAC results, proficiency levels in both ELA and Math decreased in 3rd grade, 4th grade, and 5th grade. Upon analyzing these SBAC trends, we recognize data trends throughout the last 3 years and are working towards stabilizing and increasing student proficiency. We plan to achieve this stability through our stated goals developed in this plan.

According to the Nevada School Rating for 2017-2018, we scored 7.5/35 on Student Growth. This data reflected a need to develop a plan focused on student academic growth. In our 2018-2019 plan, Walter Jacobson will focus on student growth and implement strategies and supports to increase student academic growth across all grade levels. We plan to achieve this through our stated goals developed in this plan.

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:

All students will increase proficiency in ELA and Math as measured by the 2019 SBAC assessment.

Root Causes:

Lack of consistent implementation of the following: Higher level instruction activities/questioning, specific skill interventions, effective Tier 1 reading instruction aligned with NVACS, administration and analysis of formative assessments in order to address student needs and drive future instruction and lack of purposeful planning.

Measurable Objective 1:

Increase percentage of proficient 3rd grade students in ELA from 51% to 54% as measured by the 2019 SBAC assessments.

Measurable Objective 2:

Increase percentage of proficient 4th grade students in Math from 34% to 40% as measured by the 2019 SBAC assessments.

Measurable Objective 3:

Increase percentage of proficient 5th grade students in Math from 23% to 30% as measured by the 2019 SBAC assessments.

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 weekly Data Team meetings focused on Pre-mid-post test data, effective instructional strategies and student outcomes in both reading and math. Teams will highlight major standard strands for each grade level and will purposefully plan around those 'big picture' standards to increase student growth and proficiency.	People: Learning Strategist, RPDP, SSSD, ELL cadre, Instructional Leadership Team, special and general education teachers. Materials: Varied, depending on the topic. Funding Resources: Title 1 and General Budget.	Sign-in sheets, classroom observations, lesson plans, AIMSWeb Plus, common assessments, MAP data, Data Team meetings.	Timeline: September 2018- May 2019. People Responsible: Administration, Learning Strategies, special and general education teachers.	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:	
Teachers will facilitate collaborative parent meetings at least 3 times a year (Title 1 Parent Meeting, Literacy Night, Math Expo, PSTAPT, Coffee Talk, FACES classes, SOT meetings etc.) in order to introduce parents to specific skill strategies and activities in order to increase student achievement.	People: Administration, Classroom teachers, Learning Strategists, Title 1 Liaison. Time: September 2018- May 2019. Materials; Varied, depending on topic. Funding Sources: Title 1 and General Budget	Sign-in sheets, Parent survey/feedback forms, administrative observations.	Timeline: September 2018- May 2019. People responsible: Administration, Learning Strategists, classroom teachers.	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
Teachers will utilize Novel Units and Engage NY Math and ELA instructional materials in order to effectively facilitate Tier 1 instruction and foster increased student achievement.	People: Administration, classroom teachers, learning strategists. Time: August 2018- May 2019. Materials: Chapter books. Funding Sources: General Budget.	Classroom observations, PLC data sheets, AIMSweb Plus data. MAP data, SBAC data and collaborative/grade level planning data.	Timeline: August 2018- May 2019. People responsible: Administration, Learning Strategists, 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 and ELA as measured by the SBAC assessment and reported on the Nevada School Performance Framework.

Root Causes:

Lack of consistent implementation of the following: Higher level instruction activities/questioning, specific skill interventions, effective Tier 1 reading instruction aligned with NVACS, administration and analysis of formative assessments in order to address student needs and drive future instruction and lack of purposeful planning.

Measurable Objective 1:

Increase the percent of students meeting Adequate Growth Percentile in Math from 16.2% to 20% as measured by the SBAC assessment and reported on the Nevada School Performance Framework.

Measurable Objective 2:

Increase the percent of students meeting Adequate Growth Percentile in ELA from 42.2% to 45% as measured by the SBAC assessment and reported on the Nevada School Performance Framework.

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 weekly SBCT focused on effective reading and math strategies including but not limited to skill-specific interventions and differentiated instructional strategies.	People: Learning Strategist, RPD, SSSD, special and general education teachers. Time: Weekly from Sept. 2018- May 2019. Materials: Varied, depending on the topic. Funding Resources: Title 1 and General Budget.	Sign-in sheets, classroom observations, lesson plans, AIMSWeb Plus, common assessments, PLC data.	Timeline: September 2018- May 2019. People Responsible: Administration, Learning Strategists, special and general education teachers.	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:	
Teachers will facilitate collaborative parent meetings at least 3 times a year (Title 1 Parent Meeting, Literacy Night, Math Expo, PSTAPT, etc.) in order to introduce parents to specific skill strategies and activities in order to increase student achievement.	People: Administration, Classroom teachers, Learning Strategists, Title 1 Liaison. Time: August 2018- May 2019. Materials: Varied, depending on the topic. Funding Sources: General Budget and Title 1 Budget.	Sign-in sheets, Parent survey/feedback forms, administrative observations.	People: Administration, Classroom teachers, Learning Strategists, Title 1 Liaison.	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
		Year:		
Teachers will participate in weekly Data Team meetings focused on Pre-mid-post test data, effective instructional strategies and student outcomes in both reading and math. Teams will highlight major standard strands for each grade level and will purposefully plan around those 'big picture' standards to increase student growth and proficiency. This data will be used to guide classroom instruction, whole group and small group.	People: Administration, classroom teachers, learning strategists. Time: August 2018- May 2019. Materials: PLC data forms, Data Binders. Funding Sources: General Budget.	Sign-in sheets, classroom observations, PLC data sheets, Data Binders, AIMSWeb Plus data. MAPS data, SBAC data.	Timeline: August 2018- May 2019. People responsible: Administration, Learning Strategists, classroom teachers.	N/A

Comments:

2.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
Based upon data results, a Certified Temporary Tutor will provide instruction to selected students during a daily intervention reading block for 30 minutes focused on phonemic awareness, phonics, reading fluency and comprehension.	People: CTT, classroom teachers, Learning Strategists, administration. Time: October 2018- April 2019. Materials: Motivation Reading. Funding Source: Title 1 and General Budget.	Classroom observations, AIMSWeb Plus data, MAPs data, star report, CORE Phonics, common assessments.	Timeline: October 2018- April 2019. People Responsible: Administration, Learning Strategists.	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 percentage of school-based personnel participating in professional development sessions focused on building positive relationships with students in order to increase student achievement.

Root Causes:

Lack of knowledge regarding the impact of cultural competency and building of positive relationships with students impacts teaching and learning.

Measurable Objective 1:

100% of Jacobson ES staff will participate in at least 2 mandatory on-site relationship building trainings during the 2018-2019 school year.

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:	
Staff will participate in at least 1 professional development opportunity each semester facilitated by qualified personnel focused on cultural competency and building positive relationships with students.	People: Various staff members. Time: August 2018-May 2019. Materials: Varied, depending on topic. Funding Sources: General Budget.	Sign-in sheets, classroom observations	Timeline: August 2018- May 2019. People Responsible: Administration, Equity and Diversity Department, site liaison.	N/A

Comments:

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

Comments:

3.3 Curriculum/Instruction/Assessment (Optional)	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)
General Budget	\$8000	Chapter books Math materials	Goals 1 and 2
Title 1 and Parent Involvement Set-Aside	\$107, 380	Learning Strategist (\$79,833), Certified Temporary Tutor (\$12,320), Ascend Math (\$9600), Brain Pop and Brain Pop Jr. (\$2395), Learning A to Z (\$2357.58), Instructional Materials (\$875).	Goals 1 and 2

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.

2. Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB (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, ParentLink, Infinite Campus, monthly progress reports, monthly Coffee Talk with the Principal, FACES Trainings, school marquee, site-based social worker, and school website 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), Professional Learning Communities (PLC), grade level Collaborative Planning meetings 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. The Josh Stevens "Be Kind" Foundation and Sanford Harmony have been adopted by Jacobson ES to encourage our students to learn positive social skills. We also have a full time social worker who assists our families with services specific to their needs.

APPENDIX A - Professional Development Plan

1.1

Teachers will participate in weekly Data Team meetings focused on Pre-mid-post test data, effective instructional strategies and student outcomes in both reading and math. Teams will highlight major standard strands for each grade level and will purposefully plan around those 'big picture' standards to increase student growth and proficiency.

Goal 1 Additional PD Action Step (Optional)

2.1

Teachers will participate in weekly SBCT focused on effective reading and math strategies including but not limited to skill-specific interventions and differentiated instructional strategies.

Goal 2 Additional PD Action Step (Optional)

3.1

Staff will participate in at least 1 professional development opportunity each semester facilitated by qualified personnel focused on cultural competency and building positive relationships with students.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Teachers will facilitate collaborative parent meetings at least 3 times a year (Title 1 Parent Meeting, Literacy Night, Math Expo, PSTAPT, Coffee Talk, FACES classes, SOT meetings etc.) in order to introduce parents to specific skill strategies and activities in order to increase student achievement.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Teachers will facilitate collaborative parent meetings at least 3 times a year (Title 1 Parent Meeting, Literacy Night, Math Expo, PSTAPT, etc.) in order to introduce parents to specific skill strategies and activities in order to increase student achievement.

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:

All students will increase proficiency in ELA and Math as measured by the 2019 SBAC assessment.

Measurable Objective(s):

- Increase percentage of proficient 3rd grade students in ELA from 51% to 54% as measured by the 2019 SBAC assessments.
- Increase percentage of proficient 4th grade students in Math from 34% to 40% as measured by the 2019 SBAC assessments.
- Increase percentage of proficient 5th grade students in Math from 23% to 30% as measured by the 2019 SBAC assessments.

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 weekly Data Team meetings focused on Pre-mid-post test data, effective instructional strategies and student outcomes in both reading and math. Teams will highlight major standard strands for each grade level and will purposefully plan around those 'big picture' standards to increase student growth and proficiency.	
Progress		
Barriers		
Next Steps		
1.2	Teachers will facilitate collaborative parent meetings at least 3 times a year (Title 1 Parent Meeting, Literacy Night, Math Expo, PSTAPT, Coffee Talk, FACES classes, SOT meetings etc.) in order to introduce parents to specific skill strategies and activities in order to increase student achievement.	
Progress		

Barriers		
Next Steps		
1.3	Teachers will utilize Novel Units and Engage NY Math and ELA instructional materials in order to effectively facilitate Tier 1 instruction and foster increased student achievement.	
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 and ELA as measured by the SBAC assessment and reported on the Nevada School Performance Framework.

Measurable Objective(s):

- Increase the percent of students meeting Adequate Growth Percentile in Math from 16.2% to 20% as measured by the SBAC assessment and reported on the Nevada School Performance Framework.
- Increase the percent of students meeting Adequate Growth Percentile in ELA from 42.2% to 45% as measured by the SBAC assessment and reported on the Nevada School Performance Framework.

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 weekly SBCT focused on effective reading and math strategies including but not limited to skill-specific interventions and differentiated instructional strategies.	
Progress		
Barriers		
Next Steps		
2.2	Teachers will facilitate collaborative parent meetings at least 3 times a year (Title 1 Parent Meeting, Literacy Night, Math Expo, PSTAPT, etc.)in order to introduce parents to specific skill strategies and activities in order to increase student achievement.	

Progress		
Barriers		
Next Steps		
2.3	Teachers will participate in weekly Data Team meetings focused on Pre-mid-post test data, effective instructional strategies and student outcomes in both reading and math. Teams will highlight major standard strands for each grade level and will purposefully plan around those 'big picture' standards to increase student growth and proficiency. This data will be used to guide classroom instruction, whole group and small group.	
Progress		
Barriers		
Next Steps		
2.4	Based upon data results, a Certified Temporary Tutor will provide instruction to selected students during a daily intervention reading block for 30 minutes focused on phonemic awareness, phonics, reading fluency and comprehension.	
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Increase the percentage of school-based personnel participating in professional development sessions focused on building positive relationships with students in order to increase student achievement.

Measurable Objective(s):

- 100% of Jacobson ES staff will participate in at least 2 mandatory on-site relationship building trainings during the 2018-2019 school year.

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	Staff will participate in at least 1 professional development opportunity each semester facilitated by qualified personnel focused on cultural competency and building positive relationships with students.	
Progress		
Barriers		
Next Steps		
3.2		
Progress		

Barriers		
Next Steps		
3.3		
Progress		
Barriers		
Next Steps		
3.4		
Progress		
Barriers		
Next Steps		