

Washoe County School District
Jesse Hall Elementary School School
2024-2025 School Performance Plan

Classification: 3 Star School

Mission Statement

Jesse Hall Elementary School is dedicated to excellence in learning and instruction. Through the cooperative efforts of the home, school and community, we strive to foster responsibility, independence, and self-esteem. This will enable each child to achieve his/her maximum academic and social potential.

Value Statement

Nevada Report Card

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 [Data Interaction \(nv.gov\)](https://data.nv.gov/)

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Comprehensive Needs Assessment

Student Success

Student Success Summary

- Improvement in chronic absenteeism
- Successful implementation of iReady
- Students feel safe at school in a welcoming environment
- More EL students passed the WIDA Access assessment
- Native American population showed improvement in standardized testing and absenteeism declined.
- All grades 2-5 had 1:1 technology
- Check-in system by all support staff to support student attendance
- Implementation of school-wide communication platform using Class Dojo - increasing communication with families
- Family engagement nights including Family Literacy Nights & Science Night
- Progressive Discipline Model was consistent and effective
- Majority of students have at least one trusted adult to go to for guidance
- Teachers implemented strategies to celebrate iReady performance

Student Success Strengths

- Student attendance improved
- At-risk populations showed academic growth
- Over 90% of students want to be at school
- Students successfully access iReady

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Currently, 50 % of Jesse Hall's 3rd, 4th, & 5th grade students are not yet at or above standard in math. **Critical Root Cause:** Our 3-5 grade students are lacking foundational skills that they should have gained during their kinder, first and second grade years. The teachers at Jesse Hall have also experienced several curriculum changes over the years. This has resulted in lack on continuity between curriculums. There is also an alignment issue between Bridges and Envision curriculums.

Adult Learning Culture

Adult Learning Culture Summary

Peer Learning Communities (PLCs) at Jesse Hall Elementary School are used to connect grade level teachers on a bi-weekly basis (throughout the school year) so they can discuss students academic performance using iReady data (MTSS Tier 1+ and 2), design common grade level assessments, and compare results from those assessments during their PLC conversations.

Adult Learning Culture Strengths

Teachers at Jesse Hall have been willing to be vulnerable and share their students performance on common assessments with their grade level colleagues to identify best practices within that grade level so that all teachers and students can benefit from successful models.

We have shifted the culture of PLCs at Jesse Hall away from compliance based PLCs to teachers excited to engage in the conversations as they recognize that these conversations directly impact their teaching and students learning (retention).

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Students are exposed to different vocabulary and mathematical strategies which are potentially confusing students in their mathematical understanding. **Critical Root Cause:** There is incongruence within curriculum, having two different math curriculums in elementary school. Years of exposure to different teaching of mathematical academic vocabulary and lack of progression from concrete to the abstract models.

Connectedness

Connectedness Summary

After three post-pandemic years, we are still working on getting our families reacquainted with Jesse Hall. Some stakeholders still feel disconnected from our site and would like more ideas or ways they can support their child's learning at home and how to be involved at Jesse Hall.

Connectedness Strengths

PTA Leadership is strong and willing to help make connections our families.

90% of Jesse Hall families are satisfied with the opportunities to be involved in their child's school.

Universal platform of communicating with all stakeholders through ClassDojo is in place.

We offer dozens of events throughout the year to attract a diverse group of families to the school

81% of families are confident in their ability to support their child's learning at home.

93% of families feel that school employees make them feel welcome at the school.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Families feel unequipped to support their children in their learning modalities and standards. **Critical Root Cause:** Teaching strategies and curriculum have evolved since families attended school, leaving them to feel confused, frustrated and embarrassed in supporting their children.

Priority Problem Statements

Problem Statement 1: Currently, 50 % of Jesse Hall's 3rd, 4th, & 5th grade students are not yet at or above standard in math.

Critical Root Cause 1: Our 3-5 grade students are lacking foundational skills that they should have gained during their kinder, first and second grade years. The teachers at Jesse Hall have also experienced several curriculum changes over the years. This has resulted in lack on continuity between curriculums. There is also an alignment issue between Bridges and Envision curriculums.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Students are exposed to different vocabulary and mathematical strategies which are potentially confusing students in their mathematical understanding.

Critical Root Cause 2: There is incongruence within curriculum, having two different math curriculums in elementary school. Years of exposure to different teaching of mathematical academic vocabulary and lack of progression from concrete to the abstract models.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Families feel unequipped to support their children in their learning modalities and standards.

Critical Root Cause 3: Teaching strategies and curriculum have evolved since families attended school, leaving them to feel confused, frustrated and embarrassed in supporting their children.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- School goals
- Prior year improvement plans - Actions and strategies
- Covid-19 factors, and/or waivers

Accountability Data

- State assessment performance report

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- At-risk
- EL
- Section 504 data
- Gifted and talented data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data

- Teacher/Student Ratio
- Professional development needs assessment data
- Teacher retention
- Teacher evaluation
- Administrator evaluation

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Volunteer opportunities, attendance, and participation

Support Systems and Other Data

- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity building resources data
- Study of best practices

Goals

Goal 1: Student Success
Aligns with District Priority

Annual Performance Objective 1: 100% of Jesse Hall students in K-5 will meet their typical growth target in Math by May 2025 as measured by their end-of-year diagnostic.

Evaluation Data Sources: iReady diagnostic results from beginning, middle & end

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: iReady Implementation of 30-45 minutes of iReady weekly with focus on My Path lessons. Design and deliver curriculum and instruction that increases teacher efficiency and effectiveness and maximize student learning. Formative Measures: Weekly Check for iReady minutes using Personalized Instruction Report iReady Diagnostic Reports Position Responsible: Teacher/ iReady Coach Intervention, Classroom and Resource Teachers Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Promising Problem Statements/Critical Root Causes: Student Success 1	Status Check		
	Jan	Apr	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>			

Annual Performance Objective 1 Problem Statements:

Student Success
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Goal 2: Adult Learning Culture
Aligns with District Priority

Annual Performance Objective 1: By Spring of 2025, 90% of certified staff will implement the school-wide math agreements generated from the professional development work pertaining to The Math Pact.

Evaluation Data Sources: classroom observation, PLC notes, implementation survey

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: PLCs Participate in Math Pact professional development and implement school-wide agreements Formative Measures: Walk-through classroom observations Position Responsible: Principal, Dean, Teacher visits Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Moderate Problem Statements/Critical Root Causes: Adult Learning Culture 1	Status Check		
	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

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Goal 3: Connectedness
Aligns with District Priority

Annual Performance Objective 1: During the 2024-2025 school year, Jesse Hall will welcome at least 75% of our families into several family engagement events. These family events include our Welcome Back Ice Cream Social, Back to School Night, Book Fair, Science Night, Math Night, Family Literacy Club, Conference weeks and the universal use of Class Dojo to communicate with all stakeholders.

Evaluation Data Sources: Attendance at events, sign in sheets and feedback forms.

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Family Engagement Hold in-person events that encourage the engagement of all stakeholders. Formative Measures: Collect survey data to measure effectiveness of family engagement event Position Responsible: Administration, Event Coordinator Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Promising Problem Statements/Critical Root Causes: Connectedness 1	Status Check		
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Connectedness
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