



## Clark County School District

# Jan Jones Blackhurst ES

## School Performance Plan: A Roadmap to Success

*Jan Jones Blackhurst ES 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:** Jennifer Boccia

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**Phone:** 702-799-1252

**School Designations:**  Title I     MRI     CSI     TSI     ATSI

*Our SPP was last updated on 10/12/2023*



## 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/jan\\_jones\\_blackhurst\\_elementary\\_school/2022/nspf/](http://nevadareportcard.nv.gov/DI/nv/clark/jan_jones_blackhurst_elementary_school/2022/nspf/).

## 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
Jennifer Boccia	<b>Principal(s)</b> <i>(required)</i>
Selina Angelo, Janet Burkland (CIP Team Lead)	<b>Other School Leader(s)/Administrator(s)</b> <i>(required)</i>
Sara Austin, Crystal Erickson, Christy Ferrari, Neil Greenhalgh, Jennifer Kotch, Hee-Jin McClain, Joy Myers, Jenny Nicholas, Damon Rex, Carey Rogers, and Lauren Stanley	<b>Teacher(s)</b> <i>(required)</i>
Tracy Han	<b>Paraprofessional(s)</b> <i>(required)</i>
<i>Laura Torchia</i>	<b>Parent(s)</b> <i>(required)</i>
<i>Wendy Adams (RBG3 Strategist)</i>	<b>Specialized Instructional Support Personnel</b> <i>(if appropriate)</i>



## 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
Leadership Meeting	5/3/2023	Consensus with Action Steps.
Staff Meeting	5/9/2023	Consensus with Action Steps.
SOT Meeting	5/9/2023	Input received for Action Steps for Inquiry Area 1 and Inquiry Area 2. Waiting to receive data for Inquiry Area 3.
Email Sent to CIP Team and SOT	5/31/2023	Consensus with Action Steps for Inquiry Areas 1, 2, and 3.



# 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>	MAP 2021 - 2022 (Fall) (Winter) (Spring) MAP 2022 - 2023 (Fall) (Winter) (Spring)	Panorama Survey (Fall) (Winter) (Spring)	Lesson Plans 2021-2022 School Year Lesson Plans 2022-2023 School Year
	Areas of Strength: A higher percentage of students are scoring above the 40th percentile for MAP Math during Fall 2022 then were for Fall 2021 in grades kindergarten through 4th grade.		
	Areas for Growth: Math MAP Data demonstrates inconsistent growth in every grade level between administration of the assessment.		
<b>Problem Statement</b>	The percentage of students who were proficient in math (SBAC) decreased significantly between 18 -19 school year to 21-22 school year and 69% of K-5 students scored 50 <sup>th</sup> percentile or higher for math (MAP spring 2023).		
<b>Critical Root Causes</b>	Difficulty finding resources that match NVACS. Lack of hands-on practice for students. Did not meet the 70 minutes of math instruction everyday in every class. Instruction didn't meet the individual needs of students, more specifically students performing above grade level. RTI focused on reading deficits rather than math deficits.		



## Part B

Student Success	
<b>School Goal:</b> Increase the percent of students scoring above the 61st percentile in math from 44% (spring 2023) to 45% (fall 2023) to 45% (winter 2023) to 46% (spring 2024) as measured by MAP Growth Assessment.	<b>Aligned to Nevada's STIP Goal:</b> <i>Close pre-K-8 opportunity gaps.</i>
<b>Improvement Strategy:</b> <i>Gain familiarity with resources, including activities for hands-on instruction, available with enVisionMathematics Common Core 2020, research additional materials to fill in resource gaps, and implement Bridges Intervention Materials.</i>	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>enVisionMathematics Common Core 2020 - 3</i>	
<b>Intended Outcomes:</b> Increase the percent of students scoring above the 61st percentile in math from 44% (spring 2023) to 45% (fall 2023) to 45% (winter 2023) to 46% (spring 2024) as measured by MAP Growth Assessment.	
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● During PLC, review data to drive instruction</li><li>● Provide time for teachers to become proficient on enVisionMathematics Common Core 2020 instructional materials and tools and research additional materials to fill in resource gaps.</li><li>● Provide for small group instruction to address learning delays/gaps.</li><li>● Additional communication to parents about program components to help them assist students with learning math at home.</li><li>● Implement Bridges Intervention Materials</li><li>● Provide RTI opportunities</li><li>● Provide enrichment opportunities</li><li>● All students receive Tier 1 Instruction, master schedule with limited pull out for programs (resource/speech/GATE/etc) during Tier I Instruction</li><li>● One administrator will observe math in all classrooms (kindergarten through 5)</li><li>● Classroom walk throughs to ensure a consistent 70 minute math block</li><li>● Implementation of Exact Path to individualize instruction (connected to the MAP assessment)</li></ul>	
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● Time</li></ul>	



- Staff

**Challenges to Tackle:**

- Parent Partnership | Parents learned math differently - Parents not feeling confident when providing homework assistance; encourage families to utilize Paper to assist with homework when unsure of expectations.
- Time; include prep-buyout for grade level PLC with administration.
- Administrator that will focus observation on math instruction

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

English Learners: Make sure instructional resources meet Regulation 6150 , Provide instruction on math vocabulary during math instruction, and provide small group instruction through Extended Day Tutoring and Teacher Prep Buy.

Foster/Homeless: Foster - Academic Plans can be generated as needed. Homeless - If assistance is needed and parents request it, Title 1 Hope provides assistance. Request for Title I Hope assistance will be facilitated by the school counselor.

Free and Reduced Lunch: NA - All students currently receive free lunch. Make sure instructional resources meet Regulation 6150 and provide small group instruction provided via Extended Day Tutoring.

Migrant: NA

Racial/Ethnic Minorities: Make sure instructional resources meet Regulation 6150 and provide small group instruction through Extended Day Tutoring.

Students with IEPs: Tier 3 supports



## Inquiry Area 2 - Adult Learning Culture

### Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
	PLC Agendas	Classroom Walkthrough Data Classroom Observation Notes	PLC Agendas
<b>Data Reviewed</b>	Areas of Strength: A higher percentage of students are scoring above the 50th percentile for MAP Math during Fall 2022 than were for Fall 2021 in grades kindergarten through 4th grade.		
	Areas for Growth: Continuing to close the learning gaps caused by COVID-19 in grades 2 through 5 and ensuring that all teachers are aligning instruction to the standards.		
<b>Problem Statement</b>	The percentage of students who were proficient in math (SBAC) decreased significantly between 18 -19 school year to 21-22 school year and 69% of K-5 students scored 40 <sup>th</sup> percentile or higher for math (MAP spring 2023). In addition, during classroom observations, it was noted that teachers were not consistently aligning instruction/tasks to the standards.		
<b>Critical Root Causes</b>	Lack of training/experience from newer teachers Insufficient time to meet with grade levels to ensure vertical and horizontal alignment on math standards.		

### Part B

Adult Learning Culture	
<p><b>School Goal:</b> The percent of classroom observations that show evidence that the teacher and students interacted with the success criteria and learning intentions will be 70% at the end of semester 1 to 90% at the end of semester 2, 2024 as measured by the Tier I Monitoring Tool (Focal Point).</p>	<p><b>STIP Connection:</b> Close pre-K-8 opportunity gaps.</p>
<p><b>Improvement Strategy:</b> Provide Professional Development / Coaching on math instruction.</p>	



<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Coaching - Level 2</i>
<b>Intended Outcomes:</b> The percent of classroom observations that show evidence that the teacher and students interacted with the success criteria and learning intentions will be 70% at the end of semester 1 to 90% at the end of semester 2, 2024 as measured by the Tier I Monitoring Tool (Focal Point).
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● PLC Opportunities - our strategic budget will include funds for teacher prep buy for consistent grade level PLC time, facilitated by administration to unwrap standards, discuss learning intentions and success criteria, and analyze formative assessment data.</li><li>● Provide for PD / Coaching for math - Classroom Walkthroughs</li><li>● Provide for Training - Bridges Intervention Materials</li><li>● Prep Buy-Out for 10 planning periods for focused PLC discussion related to math instruction and growth.</li><li>● One administrator will observe math in all classrooms (kindergarten through 5) to support vertical alignment</li><li>● Classroom walk throughs to ensure a consistent 70 minute math block</li><li>● Teachers will ensure consistent implementation of Exact Path, monitoring student data, and intervene when appropriate.</li><li>● Professional Learning opportunities for Into Reading curriculum and 95 Core.</li></ul>
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● Time</li><li>● Staff</li><li>● Budget for Prep Buy-Outs</li></ul>
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● Time and money, include funds to provide extra duty pay for grade level PLCs that focus on the teaching and learning cycle (ensuring consistent alignment to the standards).</li></ul>
<b>Improvement Strategy:</b> During PLC, staff meetings, etc., allow for discourse between teachers to address vertical and horizontal alignment for math standards.
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>PLCs - Level 2</i>
<b>Intended Outcomes:</b> Increase the percent of students scoring above the 61st percentile in math from 44% (spring 2023) to 45% (fall 2023) to





45% (winter 2023) to 46% (spring 2024) as measured by MAP Growth Assessment.

**Action Steps:**

- Providing time during PLC, staff meetings, etc., to review data to drive instruction.
- Providing for PD / Coaching for math.
- Providing for Training - Bridges Intervention Materials

**Resources Needed:**

- Time
- Staff

**Challenges to Tackle:**

- Time and money, include funds to provide extra duty pay for grade level PLCs that focus on the teaching and learning cycle (ensuring consistent alignment to the standards).

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

English Learners: Make sure instructional resources meet Regulation 6150 , Provide instruction on math vocabulary during math instruction, and provide small group instruction through Extended Day Tutoring and Teacher Prep Buy.

Foster/Homeless: Foster - Academic Plans can be generated as needed. Homeless - If assistance is needed and parents request it, Title 1 Hope provides assistance. Request for Title I Hope assistance will be facilitated by the school counselor.

Free and Reduced Lunch: NA - All students currently receive free lunch. Make sure instructional resources meet Regulation 6150 and provide small group instruction via Extended Day Tutoring.

Migrant: NA

Racial/Ethnic Minorities: Make sure instructional resources meet Regulation 6150 and provide small group instruction through Extended Day Tutoring,

Students with IEPs: SETs to collaborate with GETs regarding strategies, Tier 3 supports and make sure instructional resources meet Regulation 6150.



## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
	<i>Panorama Survey Results</i>	<i>Classroom Walkthrough Data</i>	<i>JJB Conference Feedback Survey</i>
<b>Data Reviewed</b>	The percentage of students who responded favorably to the question, “How often are you able to control your emotions when you need to?” was higher in Spring 2023 (56%) than it was in Spring 2022 (51%).		
	Areas for Growth: Continue to provide supplemental lessons for Social Emotional Learning.		
<b>Problem Statement</b>	The percentage of students who responded favorably to the question, “How often are you able to control your emotions when you need to?” decreased between 3rd graders (58%) and 5th graders (54%).		
<b>Critical Root Causes</b>	<p>Not having a Growth Mindset (including how to utilize Mindfulness strategies) as students get older.</p> <p>Not having an understanding of hormonal changes (puberty) and dealing with it, not knowing who to ask questions.</p> <p>Uncertainty of their future (transition to middle school).</p>		



## Part B

Connectedness	
<p><b>School Goal:</b> The percentage of 3rd to 5th students who respond favorably to the question “How often are you able to control your emotions when you need to?” will increase from 56% (Spring 2023) to 57% (Fall 2023) to 58% (Winter 2023), and 59% (Spring 2024).</p>	<p><b>STIP Connection:</b> Increase school safety</p>
<p><b>Improvement Strategy:</b> Students will be provided with instruction on developing a growth mindset (including how to utilize Mindfulness strategies).</p>	
<p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Creating a positive school climate and culture - Level 3</i></p>	
<p><b>Intended Outcomes:</b> The percentage of 3rd to 5th students who respond favorably to the question “How often are you able to control your emotions when you need to?” will increase from 56% (Spring 2023) to 57% (Fall 2023) to 58% (Winter 2023), and 59% (Spring 2024).</p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● Students will explicitly be taught Mindfulness strategies and incorporate breathing/mindfulness strategies into morning meeting in each class.</li> <li>● School Counselor will work with small groups on Growth Mindset and Mindfulness techniques, focusing on 5th graders.</li> <li>● School Counselor will work with students 1 to 1 on Growth Mindset and Mindfulness techniques.</li> <li>● Students in 3rd to 5th will take the Panorama Survey three times (fall, winter and spring) 2023-2024.</li> <li>● Communication to parents about mindfulness resources and strategies.</li> <li>● Diversification of communication to parents about mindfulness resources and strategies.</li> <li>● Provide Opportunities to Participate in Afterschool Programs.</li> <li>● Wellness/Behavior Intervention Program, including a “PAWS Den” to assist students with self regulation skills.</li> <li>● Designate a school staff member to assist students with self regulation skills (assisting the counselor).</li> <li>● Incorporate Zones of Regulation (Tier 3 Behavioral Support).</li> <li>● School Counselor will facilitate a Middle School Transition for 5th grade student families.</li> <li>● School Counselor will facilitate a Middle School Transition lesson for 5th grade students.</li> <li>● PBIS Rewards program to recognize students meeting school expectations and self regulation.</li> </ul>	
<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>● Professional Development on Growth Mindset and Mindfulness Techniques</li> </ul>	



- Mindful Moments Videos on Good Morning Jags
- Time
- Staff
- PAWS Den
- PBIS Rewards

**Challenges to Tackle:**

- Budget for PAWS Den, funds have been provided through PBIS to purchase furniture, games, etc.
- Budget for staff member to coordinate the PAWS Den and assist with student self regulation, funds have been allocated through the strategic budget for a Student Success Coordinator
- Funding for PBIS rewards, provided through PBIS

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

English Learners: Provide instruction on vocabulary regarding emotions and make sure instructional resources meet Regulation 6150 and provide small group instruction through Extended Day Tutoring and Teacher Prep Buy.

Foster/Homeless: Foster - Academic Plans can be generated as needed. Homeless - If assistance is needed and parents request it, Title 1 Hope provides assistance. Request for Title I Hope assistance will be facilitated by the school counselor.

Free and Reduced Lunch: NA - All students currently receive free lunch - Make sure instructional resources meet Regulation 6150 and provide small group instruction via Extended Day Tutoring.

Migrant: NA

Racial/Ethnic Minorities: Make sure instructional resources meet Regulation 6150 and provide small group instruction via Extended Day Tutoring.

Students with IEPs: Provide all staff who work with students with IEPs - accommodations and modifications and BIPs per students' IEP.



## 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)
<i>Strategic Budget</i>	<i>\$4,786,353</i>	<i>Salaries, instructional materials, extra duty pay for teacher professional development</i>	<i>Goals 1, 2, and 3</i>
<i>English Learners</i>	<i>\$1,994.95</i>	<i>Extra Duty pay for teacher professional development</i>	<i>Goals 1, 2, and 3</i>
<i>At-Risk Learners</i>	<i>\$2,126.35</i>	<i>Extra Duty pay for teacher professional development</i>	<i>Goals 1, 2, and 3</i>
<i>Title III</i>	<i>\$3,498</i>	<i>Imagine Learning licenses for students that qualify</i>	<i>Goals 1 and 2</i>