



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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School Designations: Title I MRI CSI TSI ATSI

Our SPP was last updated on 9/20/24



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/2024/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	Principal(s) <i>(required)</i>
Hannibal Nisperos, Janet Burkland (CIP Team Lead)	Other School Leader(s)/Administrator(s) <i>(required)</i>
Sara Austin, Melissa Wells, Christy Ferrari, Jennifer Kotch, Jonathan Diehl, Joy Myers, Jaime TabEEK, Ashley Chatham, Carey Rogers, and Kyle Lemay	Teacher(s) <i>(required)</i>
Tina Bohr	Paraprofessional(s) <i>(required)</i>
Ryan Cordia	Parent(s) <i>(required)</i>
<i>Wendy Adams (RBG3 Strategist)</i>	Specialized Instructional Support Personnel <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
Staff Meeting	5/9/2024	Consensus and continue with Action Steps.
SOT Meeting	5/9/2024 and 5/28/2024	5/9/24 Input received for Action Steps for Inquiry Area 2 and Inquiry Area 3. Waiting to receive data for Inquiry Area 1. 5/28/24 Input received for updated Goals and Action Steps for Inquiry Areas 1, 2, and 3.
Email Sent to CIP Team and SOT	5/28/2024	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
Data Reviewed	MAP 2023 - 2024 (Fall) (Winter) (Spring)	Panorama Survey 2023 - 2024 (Fall) (Winter) (Spring)	Tier I Monitoring Tool 2023-2024
	Areas of Strength: Increased the percentage of students scoring at or above the 61st percentile on the MAP Math from 46% in fall of 2023 to 59% in spring of 2024.		
	Areas for Growth: Decreased the percentage of students scoring at or above the 61st percentile on the MAP Reading from 54% in winter of 2023 to 53% in spring of 2024.		
Problem Statement	During the past two years, we have not made any growth in the area of reading on the MAP assessment, with 53% of students scoring at or above the 61st percentile in Spring 2023 and Spring 2024.		
Critical Root Causes	<p>Difficulty finding resources that match NVACS during the 2022-2023 school year.</p> <p>New programs introduced with minimal staff development during the 2023-2024 school year (HMH and 95 CORE).</p> <p>Change in instructional minutes on the district allocation of time in elementary schools, decreasing ELA instruction to 120 minutes per day during the 2023-2024 school year. Teachers struggled with this decrease and pacing of lessons. In addition, this created less time for small group instruction.</p> <p>Instruction didn't meet the individual needs of students.</p>		



Part B

Student Success	
<p>School Goal: Increase the percent of students scoring above the 61st percentile in reading from 53% (spring 2024) to 53% (fall 2024) to 54% (winter 2024) to 56% (spring 2025) as measured by MAP Growth Assessment.</p>	<p>Aligned to Nevada’s STIP Goal: <i>Close pre-K-8 opportunity gaps.</i></p>
<p>Improvement Strategy: <i>Gain familiarity with resources, including activities for small group instruction, available with HMH Into Reading, research additional materials to fill in resource gaps, and implement 95 CORE Foundational Skills into Tier I instruction.</i></p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>HMH - 3 and 95 CORE- 1</i></p>	
<p>Intended Outcomes: Increase the percent of students scoring above the 61st percentile in reading from 53% (spring 2024) to 53% (fall 2024) to 54% (winter 2024) to 56% (spring 2025) as measured by MAP Growth Assessment.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● During PLC, review data to drive instruction ● Provide time for teachers to become proficient on HMH and 95 CORE instructional materials. ● Provide for small group instruction to address learning delays/gaps. ● Additional communication to parents about program components to help them assist students with learning reading at home. ● Implement HMH/95 CORE Intervention Materials ● Provide RTI opportunities ● Provide enrichment opportunities ● All students receive Tier 1 Instruction, master schedule with limited pull out for programs (resource/speech/GATE/etc) during Tier I Instruction ● Implementation of Exact Path to individualize instruction (connected to the MAP assessment) 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● Time for PLC, HMH/95CORE professional development ● Grade level staff for PLC discussion, Certified Temporary Tutors to provide small group instruction 	



Challenges to Tackle:

- Parent Partnership | Parents not feeling confident when providing homework assistance; encourage families to reach out to teachers to assist with homework when unsure of expectations.
- Time; grade level PLC with administration.
- Administrator that will focus observation on ELA 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 vocabulary, and provide small group instruction through Extended Day Tutoring and Teacher Prep Buy (pending funding availability).

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 (pending funding availability).

Migrant: NA

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

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
Data Reviewed	PLC Agendas Posted learning intentions/success criteria	Classroom Walkthrough Data: Tier I Monitoring Tool	PLC Agendas Posted learning intentions/success criteria
	Areas of Strength: 85% of lessons aligned to the CCSD Pacing Guide and 88% of lessons aligned with the standard being taught during classroom walkthroughs during the 2023-2024 school year.		
	Areas for Growth: During classroom walkthroughs, teachers and students interacted with the learning intention and success criteria 52% of the time (2023-2024 school year).		
Problem Statement	Students scoring at or above the 61st percentile on the Reading MAP assessment during the 2022-2023 school year and 2023-2024 school year, remained the same (53%), demonstrating no growth despite implementation of a Tier I reading program. In addition, during classroom walkthroughs, it was noted that teachers and students inconsistently interacted with reading learning intentions and success criteria.		
Critical Root Causes	<p>Teachers were not proficient in writing learning intentions and success criteria for ELA.</p> <p>Teachers had difficulty deciding which learning intention and success criteria was the most critical to interact with during HMH instruction due to multiple standards being addressed in one lesson.</p> <p>Lack of training/experience teaching HMH and 95 CORE.</p> <p>Insufficient time to meet with grade levels to ensure vertical and horizontal alignment on ELA standards.</p>		

Part B

Adult Learning Culture	
<p>School Goal: The percent of classroom observations that show evidence that the teacher and students interacted with the success criteria and learning intentions will be 60% at the end of semester 1 to 70% at the end</p>	<p>STIP Connection: Close pre-K-8 opportunity gaps.</p>



of semester 2, 2025 as measured by the Tier I Monitoring Tool (Focal Point).	
Improvement Strategy: Provide Professional Development / Coaching on reading instruction. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Coaching - Level 2</i>	
Intended Outcomes: The percent of classroom observations that show evidence that the teacher and students interacted with the success criteria and learning intentions will be 60% at the end of semester 1 to 70% at the end of semester 2, 2025 as measured by the Tier I Monitoring Tool (Focal Point).	
Action Steps: <ul style="list-style-type: none">● PLC Opportunities -Provide consistent scheduling of grade level PLC time, facilitated by administration to unwrap standards, discuss learning intentions and success criteria, and analyze formative assessment data.● Provide for PD / Coaching for ELA - Classroom Walkthroughs● Provide for Training - HMH / 95 CORE● Classroom walk throughs to ensure a consistent 120 minute ELA block● Teachers will ensure consistent implementation of Exact Path, monitoring student data, and intervene when appropriate.● Professional Learning opportunities for HMH Into Reading curriculum and 95 CORE.	
Resources Needed: <ul style="list-style-type: none">● Time for PLC, HMH/95CORE professional development● Grade level staff for PLC discussion, Certified Temporary Tutors to provide small group instruction	
Challenges to Tackle: <ul style="list-style-type: none">● Time: provide prep buy for PLC discussion	
Improvement Strategy: During PLC, staff meetings, etc., allow for discourse between teachers to address vertical and horizontal alignment for ELA standards. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>PLCs - Level 2</i>	
Intended Outcomes: The percent of classroom observations that show evidence that the teacher and students interacted with the success criteria and learning intentions will be 60% at the end of semester 1 to 70% at the end of semester 2, 2025 as measured by the Tier I	



Monitoring Tool (Focal Point).

Action Steps:

- Providing time during PLC, staff meetings, etc., to review data to drive instruction.
- Providing for PD / Coaching for ELA.
- Providing for Training - HMH Into Reading and 95 CORE

Resources Needed:

- Time for PLC, HMH/95CORE professional development
- Grade level staff for PLC discussion, Certified Temporary Tutors to provide small group instruction

Challenges to Tackle:

- Time: provide prep buy for PLC discussion

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 vocabulary, and provide small group instruction through Extended Day Tutoring and Teacher Prep Buy (pending funding availability).

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 (pending funding availability).

Migrant: NA

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

Students with IEPs: Tier 3 supports



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>
Data Reviewed	Area of Strength: The percentage of students who responded favorably to Supportive Relationships on the Panorama Survey in Spring of 2024 was 92% compared to the district result of 88%.		
	Areas for Growth: The percentage of students who responded favorably to Emotion Regulation on the Panorama Survey in Spring of 2024 was 49%. More specifically, 39% of students responded favorably to the question “How often are you able to pull yourself out of a bad mood?”		
Problem Statement	The percentage of students who responded favorably to the question, “How often are you able to pull yourself out of a bad mood?” remained 39% between the winter 2023 administration of the Panorama survey and the spring 2024 administration.		
Critical Root Causes	Not having a Growth Mindset (including how to utilize Mindfulness strategies) as students get older. Not having an understanding of hormonal changes (puberty) and dealing with it, not knowing who to ask questions. Uncertainty of their future (transition to middle school).		



Part B

Connectedness	
<p>School Goal: The percentage of 3rd to 5th students who respond favorably to the question “How often are you able to pull yourself out of a bad mood?” will increase from 39% (Spring 2024) to 39% (Fall 2024) to 41% (Winter 2024), and 43% (Spring 2025).</p>	<p>STIP Connection: Increase school safety</p>
<p>Improvement Strategy: Students will be provided with instruction on developing a growth mindset (including how to utilize Mindfulness strategies).</p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Creating a positive school climate and culture - Level 3</i></p>	
<p>Intended Outcomes: The percentage of 3rd to 5th students who respond favorably to the question “How often are you able to pull yourself out of a bad mood?” will increase from 39% (Spring 2024) to 39% (Fall 2024) to 41% (Winter 2024), and 43% (Spring 2025).</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● Students will explicitly be taught Mindfulness strategies and incorporate breathing/mindfulness strategies into morning meeting in each class. ● School Counselor will work with small groups on Growth Mindset and Mindfulness techniques, focusing on 5th graders. ● School Counselor will work with students 1 to 1 on Growth Mindset and Mindfulness techniques. ● Students in 3rd to 5th will take the Panorama Survey three times (fall, winter and spring) 2024-2025. ● Communication to parents about mindfulness resources and strategies. ● Diversification of communication to parents about mindfulness resources and strategies. ● Provide Opportunities to Participate in Afterschool Programs (dependent on funding availability). ● Wellness/Behavior Intervention Program, including a “PAWS Den” to assist students with self regulation skills. ● Designate a school staff member to assist students with self regulation skills (assisting the counselor). ● Incorporate Zones of Regulation (Tier 3 Behavioral Support). ● School Counselor will facilitate a Middle School Transition for 5th grade student families. ● School Counselor will facilitate a Middle School Transition lesson for 5th grade students. ● PBIS Rewards program to recognize students meeting school expectations and self regulation. 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● Professional Development on Growth Mindset and Mindfulness Techniques 	



- Mindful Moments Videos on Good Morning Jags
- Time for SEL lessons and small group instruction with the counselor
- Staff: Counselor
- 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: Make sure instructional resources meet Regulation 6150 , Provide instruction on vocabulary, and provide small group instruction through Extended Day Tutoring and Teacher Prep Buy (pending funding availability).

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 (pending funding availability).

Migrant: NA

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

Students with IEPs: Tier 3 supports



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>TBD: Fall Budget 2024</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>TBD: Fall Budget 2024</i>	<i>Extra Duty pay for teacher professional development</i>	<i>Goals 1, 2, and 3</i>
<i>At-Risk Learners</i>	<i>TBD: Fall Budget 2024</i>	<i>Extra Duty pay for teacher professional development</i>	<i>Goals 1, 2, and 3</i>
<i>Title III</i>	<i>TBD: Fall Budget 2024</i>	<i>Imagine Learning licenses for students that qualify</i>	<i>Goals 1 and 2</i>