



Clark County School District

Jim Thorpe Elementary School

School Performance Plan: A Roadmap to Success

Jim Thorpe 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: Amanda Davis

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School Designations: Title I MRI CSI TSI ATSI

Our SPP was last updated on 9/15/2023



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/jim_thorpe_elementary_school/2023/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
Amanda Davis	Principal(s) <i>(required)</i>
Aaron Walker	Other School Leader(s)/Administrator(s) <i>(required)</i>
Jessica Bennett, Sabrina Hancock	Teacher(s) <i>(required)</i>
Rocio Mejia	Paraprofessional(s) <i>(required)</i>
Laquann Murray	Parent(s) <i>(required)</i>
	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
	Specialized Instructional Support Personnel <i>(if appropriate)</i>
<i>*Add rows as needed</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
SOT Meeting	8/24/22	Discussion of School News and Initiative for School Performance Plan and Roadmap
SOT Meeting	9/13/22	Discussion of School Budget and how it will be used for School Performance Plan and Road Map Initiatives and goals
Open House event	9/14/22	Discuss goals for the 2022-2023 year
Community Meeting/Grades and SPP	1/25/23	Discuss CCSD Grading Reform and SPP update
SOT/Status Check 1/Act 3 Reflection	5/3/23	SOT discussed progress towards SPP: Roadmap goals and continued improvement strategy efforts. Advice and feedback was solicited to inform decisions about SPP: Roadmap revisions.
Act 2 SOT	9/20/23	SOT discussed progress towards SPP: Roadmap goals and continued improvement strategy efforts. Advice and feedback was solicited to inform decisions about SPP: Roadmap revisions.



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			
	<i>Areas of Strength: MGP for math, science proficiency</i>		
	<i>Areas for Growth: Amount of student growth and student attendance</i>		
Problem Statement	<i>We had 31.8% of our students meeting adequate growth percentile on the 2019-2020 state assessment</i>		
Critical Root Causes	<i>There was an inconsistent implementation of curriculum</i>		

Part B

Student Success	
School Goal: Increase the percent of all students meeting Adequate Growth Percentile (AGP) in ELA from 31.8% (2021-2022) to 45% by 2024, as measured by state summative assessments, and reported on the NSPF.	Aligned to Nevada’s STIP Goal: Goal 3- All students experience continued academic growth
Improvement Strategy: <i>Implementing a consistent Tier 1 school-wide curriculum for ELA as well as a Reading Skills Center</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>HMH Into Reading- Level 3</i>	



Intended Outcomes: The percent of students meeting or exceeding the established growth target will be 42% (winter) and 45% (spring) by 2024 as measured by the MAP Growth Assessment.

Action Steps:

- *Gathered materials to be distributed*
- *Strategist provided trainings for staff*
- *Administrators conducted observations and walkthroughs*
- *Administrators will set up differentiated coaching cycles based on walkthrough evidence collected*
- *CTTs provide interventions for small groups*

Resources Needed:

- **MAP Growth Assessment data**
- **CTT for intervention groups**
- **Strategist**
- **Observation schedule**

Challenges to Tackle:

- *Lack of attendance*
- *Consistency in curriculum usage*
- *Hiring additional staff*

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

English Learners: Imagine Learning, Easy CBM progress monitoring

In addition to the school wide goal and considered [equity supports](#), Thorpe ES has adopted the following Student Success Action Plan in alignment to AB 219

AB 219 Data Reviewed

ELL ELA Proficiency: 11.1% of ELs

ELL Math Proficiency: 14.8% of ELs

ELL WIDA Met AGP: 38.7%

AB 219 Student Success Root Causes: As evidenced by the WIDA ACCESS and SBAC, the problem is English language learners are performing in the bottom 30th percentile in Nevada. A root cause of low performance of English language learners in language proficiency and content achievement is due to inconsistent opportunities throughout the instructional day for extended discourse and staff to deliver effective,



grade-level instruction using Tier I instructional materials. Students need consistent opportunities throughout the instructional day for extended discourse on Tier I grade level content and access to Tier I instructional materials.

AB 219 Student Success Goals:

- **Mathematics Summative Assessment**

- Increase the percentage of English learners **meeting Adequate Growth Percentile (AGP)** in math from 35.7% in 2023 to 45.7% by 2024, as measured by the SBAC and reported on the NSPF.

- **Language Arts Summative Assessment**

- Increase the percentage of English learners **meeting Adequate Growth Percentile (AGP)** in ELA from 21.4% in 2023 to 31.4% by 2024, as measured by the SBAC and reported on the NSPF.

- **Language Summative Assessment**

- Increase the percentage of English Learners **meeting Adequate Growth Percentile (AGP)** on the WIDA ACCESS from 38.7% in 2023 to 48.7% by 2024, as measured by the WIDA ACCESS and reported on the NSPF.

AB 219 Student Success Improvement Strategy:

- Reading Skills Centers
- Tier I instructional Curriculum (enVision and 95 Phonics)

AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3

AB 219 Student Success Action

- **Action Step [1]:** The Language Learner Specialist (LLS) will implement a Reading Skills Center to connect language acquisition with literacy through daily instruction in phonics, fluency, vocabulary, reading comprehension, and language development.
 - **Monitoring Plan:** Five days per week from September-May
 - **Person Responsible:** LLS and ELLD Coordinator
- **Action Step [2]:** Staff will attend and engage in professional learning on Tier I curriculum (enVisions, HMH and 95 Phonics). Staff will purposefully plan and embed discourse structures into upcoming Tier I instructional lessons. **Monitoring Plan:** Leadership team and staff will analyze data collected from Instructional Walks using Tier I look for tools and teacher self-reflections.
 - **Person Responsible:** Leadership team, strategists and staff

AB 219 Student Success Professional Learning

- **Professional Learning [1] for Language Learner Specialist and Support Professionals:** *What professional learning does the site need around rigorous content and language practice opportunities for ELL students?*
 - Monthly required professional learning focused on formative assessments, embedding the four language domains, providing discourse tasks and data collection and analysis

AB 219 Student Success Professional Learning

- **Professional Learning [2] for staff:** *What professional learning does the site need around rigorous content and language practice opportunities for ELL students?*
 - Staff will be provided PL on Tier I curriculum (enVision, 95 Phonics and HMH) and receive tiered support based on Look-for tool and observations.



<p>Foster/Homeless: Social Worker/counselor will check in weekly with identified students</p> <p>Free and Reduced Lunch: Send flashcards home for sight word practice</p> <p>Racial/Ethnic Minorities: Achievement gaps will be identified in MAP data</p> <p>Students with IEPs: Grade level teachers will review student's IEP goals</p> <p>Employ educational personnel who provide services for at-risk students</p> <p>Utilize Certified Temporary Tutors to provide instruction for tiered interventions and acceleration.</p> <p>Employ a learning strategist to provide job-embedded coaching for licensed teachers and/or tiered interventions and acceleration for students.</p>

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<i>Areas of Strength: The staff works well together and wants to help each other learn. The strategists are always modeling and assisting the new staff. The forms and structures are now meeting weekly and submitting their agendas and notes from each PLC meeting.</i>		
	<i>Areas for Growth: The PLC and RTI groups need tightening. Staff will engage in RTI PD and PLC PD throughout the year.</i>		
Problem Statement	<i>New administrator needs to identify PLC structures that currently exist and determine needs for school wide structures.</i>		
Critical Root	<i>Consistent structures have not been in place</i>		



Causes	
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Part B

Adult Learning Culture	
<p>School Goal: <i>By the midyear, the leadership team will develop a structure for PLC meetings. By the end of the year, teachers will consistently follow the developed PLC structure. PLC structures will focus on vertical alignment and data analysis.</i></p>	<p>STIP Connection: Goal 3- All students experience continued academic growth</p>
<p>Improvement Strategy: <i>Use of FastBridge data, envision data, HMH Into Reading data and a consistent PLC structure. Teachers will focus on standards and unwrap those standards, focus on vertical alignment, Tier I materials, and reassessments.</i></p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3-4</p>	
<p>Intended Outcomes: All students experience continued academic growth</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● <i>Leadership team will observe PLC</i> ● <i>Leadership team will create a structure for PLC meetings</i> ● <i>Teachers will participate in PLC walkthroughs</i> ● <i>PLC walkthrough at Whitney ES</i> 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● <i>PLC schedule/form</i> ● <i>school/class data</i> ● <i>Schedule for observations</i> 	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> ● <i>Attendance of staff</i> ● <i>Schedules and coverage</i> 	
<p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p>	
<p>English Learners: Imagine Learning, Easy CBM progress monitoring https://docs.google.com/document/d/1WNw2aFgwUqSTBOu0Z5_eyJQIZNetrnczHn5PS0P8_EPc/edit?usp=sharing</p>	



In addition to the school wide goal and considered [equity supports](#), Thorpe ES has adopted the following Adult Learning Culture Action Plan in alignment to AB 219

AB 219 Data Reviewed

Understanding Language Development Professional Learning Participation:

- ULD Session 1: 78% of staff completed during the 22-23 SY.
- ULD Session 2: 61% of staff completed during the 22-23 SY.
- ULD Session 3: 61% of staff completed during the 22-23 SY.
- ULD Session 4: 58% of staff completed during the 22-23 SY.

AB 219 Adult Learning Culture Root Causes: As evidenced by classroom observations, a root cause of low performance of English language learners in language proficiency and content achievement is the need for additional professional learning to build the capacity of staff to deliver effective, grade-level instruction using Tier I instructional materials.

AB 219 Adult Learning Culture [Goals](#):

- **Professional Learning and Collaboration**
 - Increase the usage of the MAP Growth Class Breakdown by Instructional Area Report during Professional Learning Community (PLC) meetings from 0% in Quarter 1 to 100% by Quarter 4 as measured by the PLC Observation Tool.
 - Increase the number of teachers using the class breakdown from MAP to 0% to 100% by Quarter 4 as measured by the PLC Observation Tool.

AB 219 Adult Learning Culture Improvement [Strategy](#): Professional Learning Communities

AB 219 [Evidence Level](#) (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2

AB 219 Adult Learning Culture Action

- **Action Step [1]:** All teachers will engage in effective PLCs focused on the CCSD Teaching and Learning Cycle. Teachers will use assessment and breakdown reports to purposefully plan scaffolds and supports using the PLC template.
 - **Monitoring Plan:** During quarter 1, 2, 3, and 4 administration will analyze PLC monitoring tool to administer support as needed to staff.
 - **Person Responsible:** Administration and teachers

AB 219 Adult Learning Culture Professional Learning

Professional Learning [1] for staff: *What professional learning does the site need around instructional practice for ELL students?*

- Staff will engage in professional learning to review the Teacher Clarity Guides, setting norms and structures during PLCs with the support of administration and PLC activators.

Foster/Homeless: Social Worker/counselor will check in weekly with identified students

Free and Reduced Lunch: Send flashcards home for sight word practice

Migrant: N/A



Racial/Ethnic Minorities: Achievement gaps will be identified in MAP data

Students with IEPs: Grade level teachers will review student’s IEP goals

Employ educational personnel who provide services for at-risk students

Utilize Certified Temporary Tutors to provide instruction for tiered interventions and acceleration.

Employ a learning strategist to provide job-embedded coaching for licensed teachers and/or tiered interventions and acceleration for students.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Areas of Strength: Our families are getting more involved and feel welcomed according to the survey</i>		
	<i>Areas for Growth: Students eloping and staying out of the classroom, transient students need to be aware of expectations and feel welcome/safe to attend school, Panorama Surveys will be analyzed</i>		
Problem Statement	<i>Chronic absenteeism has increased over the years, especially after the pandemic</i>		
Critical Root Causes	Lack of common school wide expectations, lack of student and staff incentives for attendance		

Part B

Connectedness	
School Goal: Decrease the percentage of chronic absenteeism from 45%	STIP Connection: All students and adults learn and work together in



to 30% by 2024 as measured by Attendance Reports on Focus Ed or Datalab.	safe environments where identities and relationships are valued and celebrated - 6
<p>Improvement Strategy: Provide Multi-Tiered Systems of Support to improve attendance</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): MTSS - 1</p>	
Intended Outcomes: We will decrease the amount of chronic absenteeism by 15%	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● Leadership team will create a matrix of school wide expectations- including attendance ● School will implement school wide expectations-including attendance ● Staff will assist in creating attendance plans/calls as needed ● Professional development on restorative justice practices within the classroom ● Monthly incentives for attendance ● Weekly incentives for attendance 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● Money for the program ● Liaison for programs, such as Truancy Diversion and CIS ● Small groups for support 	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> ● Support at home ● Lack of transportation ● Students miss instruction for small group support 	
Equity Supports. What, specifically, will we do to support the following student groups around this goal?	
<p>In addition to the school wide goal and considered equity supports, Thorpe ES has adopted the following Connectedness Action Plan in alignment to AB 219</p> <p><i>AB 219 Data Reviewed</i></p> <p><i>Chronic Absenteeism: 28.8%</i></p> <p>AB 219 Connectedness Root Causes:</p> <p>As evidenced by chronic absenteeism, ELs have a slightly lower chronic absenteeism rate compared to the overall population at Thorpe ES. A root cause of low performance of English language learners in language proficiency and content achievement is due to a lack of awareness by</p>	



family and community of the impact of absenteeism over the course of a school career. Students need increased awareness and connectedness to school.

AB 219 Connectedness Goals:

- Chronic Absenteeism/Behavior
 - Reduce the percent of ELs **chronically absent** from 28.8% in 2023 to 20% by 2024, as measured by the NSPF.

AB 219 Connectedness Improvement Strategy: Truancy Diversion Program and Communities in Schools

AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3

AB 219 Connectedness Action

- **Action Step [1]:** Utilize MTSS and MLT teams to provide a 3 Tiered system of support for students to decrease chronic absenteeism throughout the school year. An attendance plan and incentives will be communicated to staff by administration. Staff will monitor and implement plans according to school expectations.
 - **Monitoring Plan:** Communities in Schools, Truancy Diversion program and administration will meet on a monthly basis to discuss further action steps.
 - **Person Responsible:** Communities in Schools, Truancy Diversion program, staff and administration

AB 219 Connectedness Professional Learning

- **Professional Learning [1] for staff:** *What professional learning does the site need around Connectedness for ELL students?*
 - Staff will receive PL on student expectations and roles and responsibilities for the 23-24 SY at Thorpe ES.

Foster/Homeless: Social Worker/counselor will check in weekly with identified students

Free and Reduced Lunch: Send flashcards home for sight word practice

Migrant: N/A

Racial/Ethnic Minorities: Achievement gaps will be identified in MAP data

Students with IEPs: Grade level teachers will review student's IEP goals

Employ educational personnel who provide services for at-risk students

Utilize Certified Temporary Tutors to provide instruction for tiered interventions and acceleration.

Employ a learning strategist to provide job-embedded coaching for licensed teachers and/or tiered interventions and acceleration for students.



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)
General Budget	3,797,679.06	Staff salaries, supplies, Service Level Agreements	Goals 1 and 2 and 3
Title I Budget	\$215,460	Class size reduction 4th and 5th grade teachers, Community In Schools, Student Success Advocate	Goals 1 and 2
At Risk	\$130,693	Counselor, books, Math Strategist	Goals 1 and 2
ELL (English Learners)	\$118,080	Supplies, Learning Strategist, Temporary Tutors (CTT)	Goals 1 and 2
ESSER	~\$40,000	Staffing Temporary Tutors (CTT), Flashlight EL Program	Goals 1 and 2 and 3
Title III	\$2,574.00	Imagine Learning software for language development,	Goals 1 and 2