



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

School Website: <https://www.jimthorpeelementary.org/>

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Phone: 702-799-0740

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on 6/13/2023



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/2022/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.



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	<p><i>We had 31.8% of our students meeting adequate growth percentile on the 2019-2020 state assessment</i></p> <p>AB 219</p> <ul style="list-style-type: none"> For ELs, there is a 7 percentage gap between students identified as LEP and not-LEP in ELA, as reported in the 2022-2023 Winter MAP Growth Assessment data. For ELs, there is a 4.1 percentage gap between students identified as LEP and not-LEP in ELA, as reported in the 2021-2022 SBAC ELA State Assessment. 		
Critical Root Causes	<p><i>There was an inconsistent implementation of curriculum</i></p> <p>AB 219 Identification of root causes</p> <ul style="list-style-type: none"> A root cause of the low performance of English language learners is the need to consistently provide opportunities throughout the day for extended discourse on grade-level content. A second root cause of the low performance of English language learners is the consistency of staff to deliver effective, grade-level instruction using Tier I instructional materials. <p>AB 219: Plans to address those root causes</p> <ul style="list-style-type: none"> To increase the performance of English language learners in language proficiency and content achievement, Thorpe ES will provide professional learning focused on designing learning tasks for students that ensure reciprocal, academic 		



	discourse on grade-level content. Increase turn and talk opportunities with appropriate scaffolding to support language development.
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Part B

Student Success	
<p>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.</p> <p>AB 219: Quantitative Attainable Goal</p> <p>Increase the percent of EL students meeting Adequate Growth Percentile (AGP) in WIDA from 30% (2021-2022) to 40% by 2024, as measured by the WIDA ACCESS and reported on the NSPF.</p>	<p>Aligned to Nevada’s STIP Goal: Goal 3- All students experience continued academic growth</p>
<p>Improvement Strategy: <i>Implementing a consistent Tier 1 school-wide curriculum</i></p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>HMH Into Reading- Level 3</i></p>	
<p>Intended Outcomes: The percent of students meeting or exceeding the established growth target will be 39% (winter) and 42% (spring) by 2023 as measured by the MAP Growth Assessment.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● <i>Gathered materials to be distributed</i> ● <i>Strategist provided trainings for staff</i> ● <i>Administrators conducted observations and walkthroughs</i> ● <i>Administrators will set up differentiated coaching cycles based on walkthrough evidence collected</i> ● <i>CTTs provide interventions for small groups</i> <p>AB 219 Action Steps (Responsible: Administration, teachers, ELLD Coordinator and strategists)</p> <ul style="list-style-type: none"> ● Teachers will identify their EL students and the level of language proficiency by disaggregating their WIDA domains to purposefully plan for effective Tier I instruction. ● Administration will conduct classroom observations to monitor how and when teachers are purposefully planning tasks that support language development. Tasks will include: <ul style="list-style-type: none"> ○ Using a variety of strategies and supplemental visuals to align with Tier I instruction ○ Providing differentiated scaffolds for students with language development needs 	



- Including opportunities for turn and talks and/or academic discourse structures with appropriate scaffolding for students at various stages of language development

AB 219 Plans to provide professional development

All educators at Thorpe ES will complete Understanding Language Development (ULD) professional learning series, sessions 1-4 to increase the knowledge and skills of teachers at Sample MS to deliver effective, grade-level instruction in Tier I designed to provide English learners' access to the content.

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

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

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

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.



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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 Causes	<i>Consistent structures have not been in place</i>		

Part B

Adult Learning Culture	
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>	STIP Connection: Goal 3- All students experience continued academic growth
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>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3-4	



Intended Outcomes: All students experience continued academic growth

Action Steps:

- *Leadership team will observe PLC*
- *Leadership team will create a structure for PLC meetings*
- *Teachers will participate in PLC walkthroughs*
- *PLC walkthrough at Whitney ES*

Resources Needed:

- *PLC schedule/form*
- *school/class data*
- *Schedule for observations*

Challenges to Tackle:

- *Attendance of staff*
- *Schedules and coverage*

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

English Learners: Imagine Learning, Easy CBM progress monitoring

https://docs.google.com/document/d/1WNw2aFgwUqSTBOu0Z5_ iyQIZNetrnczHn5PS0P8_EPc/edit?usp=sharing

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

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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 rules and feel welcome/safe, Panorama Surveys will be analyzed</i>		
Problem Statement	<i>Behaviors have increased over the years, especially after the pandemic</i>		
Critical Root Causes	Lack of appropriate socialization, lack of common school wide expectations		

Part B

Connectedness	
School Goal: Decrease the percentage of major behavior incidents by 10% (100 major events at the end of semester 1 to 90) by 2024 as measured by Infinite Campus/Behavior Analysis Visualization.	STIP Connection: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated - 6
Improvement Strategy: Social Worker, Counselor, Wraparound Services	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4, 1, 4	
Intended Outcomes: We will decrease the amount of behaviors and class disruptions	
Action Steps: <ul style="list-style-type: none"> • Leadership team will create a matrix of school wide expectations • School will implement school wide expectations • Clear understanding of when to submit a minor/major behavior report in IC 	



- *Continued professional development within IC*
- *Staff will assist in creating behavior plans as needed*
- *Professional development on restorative justice practices within the classroom*
- *Implement 6 Pillars of Character (Student of the month, Outstanding Olympian)*

Resources Needed:

- *Money for the program*
- *Social worker/counselor class lessons*
- *Small groups for emotional support*

Challenges to Tackle:

- **Attendance**
- **Support at home**
- **Lack of training**
- **Students miss instruction for small group emotional support**

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

AB 219- English Learners: Root causes- Lack of appropriate discourse from student to student utilizing the supports and language development framework.

Action Steps- For students in year 1 of language development: Utilize Imagine Learning with fidelity, in subsequent years, continue to provide supports with sentence frames and visual learning.

PD- Provide teachers with professional development in determining levels of language development and supports for students at each stage.

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)	Goals 1 and 2 and 3
Title III	\$2,574.00	Imagine Learning software for language development ,	Goals 1 and 2