



## 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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**Phone:** 702-799-0740

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

*Our SPP was last updated on 11/11/2024*



## 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/2024/nspf/](http://nevadareportcard.nv.gov/DI/nv/clark/jim_thorpe_elementary_school/2024/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	<b>Principal(s)</b> <i>(required)</i>
Aaron Walker	<b>Other School Leader(s)/Administrator(s)</b> <i>(required)</i>
Jessica Bennett, Sabrina Hancock	<b>Teacher(s)</b> <i>(required)</i>
Rocio Mejia	<b>Paraprofessional(s)</b> <i>(required)</i>
Laquann Murray	<b>Parent(s)</b> <i>(required)</i>
	<b>Student(s)</b> <i>(required for secondary schools)</i>
	<b>Tribes/Tribal Orgs</b> <i>(if present in community)</i>
	<b>Specialized Instructional Support Personnel</b> <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.
Act 2 Status Check 2	1/12/24	Leadership 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 Status Check 2	1/24/24	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 3 & Act 1- Revisions SOT	5/15/24	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 3 & Act 1- Revisions & Status Check	5/17/24	Leadership discussed progress towards SPP: Roadmap goals and continued improvement strategy efforts. Advice and feedback was solicited to inform decisions about SPP: Roadmap revisions.
Act 3 Status Check Data Review	5/22/24	SOT discussed progress towards SPP: Roadmap goals and continued improvement strategy efforts. Advice and feedback was solicited to inform decisions about SPP: Roadmap revisions.
<a href="#">SOT Meetings</a>	Fall 2024 to Spring 2025	See linked meeting agendas and notes.
SSPP Action Step Meeting	8/2/24	Leadership team and region worked together to create specific action steps for first quarter for the Supplemental School Performance Plan
SPP Review SOT	8/21/24	See linked meeting agendas and notes.
SPP Status Check <a href="#">SOT/Leadership</a>	9/27/24	See linked meeting agenda and notes



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

### Part B

Student Success	
<b>School Goal:</b> Increase the percent of all students meeting Adequate Growth Percentile (AGP) in ELA from 51% (2023-2024) to 55% by 2025, as measured by state summative assessments, and reported on the NSPF.	<b>Aligned to Nevada’s STIP Goal: Goal 3- All students experience continued academic growth</b>
<b>Improvement Strategy:</b> <i>Implementing a consistent Tier 1 school-wide curriculum for ELA as well as a Reading Skills Center</i>	
<b>Evidence Level</b> (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 in ELA will be 42% (winter) and 45% (spring) by 2025 as measured by the MAP Growth Assessment.

**Action Steps:**

- *Strategist provide trainings for staff (continuous PD)*
- *PL on writing instruction*
- *Quarterly student data chats*
- *Monthly teacher data chats*
- *Administrators conduct observations and walkthroughs*
- *Administrators will set up differentiated coaching cycles based on walkthrough evidence collected*
- *CTTs provide interventions for small groups*
- *Trainings/refreshers for staff on HMM components*
- *Peer walkthroughs*
- *Complete LETRS trainings*
- *Review lesson plans and assessments weekly*
- *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.*

**Resources Needed:**

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

**Challenges to Tackle:**

- *Lack of consistent attendance- Form an attendance team to assist with attendance needs.*
- *Consistency in curriculum usage- Complete walkthroughs to ensure all Tier I materials are being utilized consistently.*
- *Hiring additional staff- Review budget with SOT to find potential solutions and additional support*

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

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



### **AB 219 Data Reviewed**

*ELL ELA Proficiency: 7.1% of ELs*

*ELL Math Proficiency: 10.7% of ELs*

*ELL WIDA Met AGP: 77.4%*

**AB 219 Student Success Root Causes:** As evidenced by SBAC data, the problem is ELs are performing in the bottom 30th percentile. A root cause of low performance of ELs in language proficiency and content achievement is due to the implementation of a new Tier I ELA curriculum. Students need consistent Tier I instruction with a focus on supporting the development of language and content for ELs.

### **AB 219 Student Success Goals:**

- **Mathematics Summative Assessment**
  - Increase the percentage of ELs **proficient** in math from 10.7% in 2024 to 13% by 2025, as measured by SBAC and reported on the NSPF.
- **Language Arts Summative Assessment**
  - Increase the percentage of ELs **proficient** in ELA from 7.1% in 2024 to 11% by 2025, as measured by SBAC and reported on the NSPF.
- **Language Summative Assessment**
  - Increase the percentage of ELs meeting AGP from 77.4% in 2024 to 80% by 2025, as measured by WIDA assessment and reported on NSPF

### **AB 219 Student Success Improvement Strategy:**

- Reading Skills Center
- Implement small group instruction during Tier I

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

### **AB 219 Student Success Action**

- **Action Step [1]: Reading Skill Center**
  - Implement a Reading Skills Center **for English learners** to connect language acquisition with literacy through daily instruction in phonics, fluency, vocabulary, reading comprehension, and language development.
  - **Monitoring Plan:** Quarters 1, 2, and 3
  - **Person Responsible:** Language Learner Strategist
- **Action Step [2]:** Staff will purposefully plan and embed discourse structures into upcoming Tier I instructional lessons.
  - **Monitoring Plan:** Quarters 1, 2, 3, 4
  - **Person Responsible:** Leadership team and classroom teachers

### **AB 219 Student Success Professional Learning**

- **Professional Learning [1] for Language Learner Specialist (LLS) and/or Title I Literacy and Language Intervention Specialists:** *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.



- **Professional Learning [1] for [audience]:** *What professional learning does the site need around rigorous content and language practice opportunities for ELL students?*
  - Staff will attend and engage in professional learning on Tier I curriculum (enVisions, HMH and 95 Phonics).

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

## Inquiry Area 2 - Adult Learning Culture

### Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
<b>Data Reviewed</b>	<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>		
<b>Problem Statement</b>	<i>Administration needs to refine PLC structures that currently exist and determine needs for school wide structures.</i>		
<b>Critical Root</b>	<i>Consistent structures have not been in place and the teachers have had to learn a new program/assessments to analyze</i>		





<b>Causes</b>	
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**Part B**

Adult Learning Culture	
<p><b>School Goal:</b> <i>By the end of the year, 100% of PLCs will be refined to use materials to plan instruction and analyze data while consistently following the developed PLC structure. PLC structures will include vertical alignment, leveraging instructional and engagement strategies, and data analysis. Coaches and administrators will use Tier I materials as measured by PLC forms, agendas, and observations.</i></p>	<p><b>STIP Connection: Goal 3- All students experience continued academic growth</b></p>
<p><b>Improvement Strategy:</b> <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><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3-4</p>	
<p><b>Intended Outcomes:</b> All students experience continued academic growth</p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● <i>Leadership team will observe PLC</i></li> <li>● <i>Teachers will participate in PLC walkthroughs</i></li> <li>● <i>Grade levels will have a PLC activator to facilitate PLC meetings</i></li> <li>● <i>Teachers will analyze assessment data with the assistance of coaches and administration</i></li> <li>● <i>Teachers will utilize Tier I materials and assessments</i></li> <li>● <i>Employ educational personnel who provide services for at-risk students</i></li> <li>● <i>Utilize Certified Temporary Tutors to provide instruction for tiered interventions and acceleration.</i></li> <li>● <i>Employ a learning strategist to provide job-embedded coaching for licensed teachers and/or tiered interventions and acceleration for students.</i></li> </ul>	
<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>● <i>PLC schedule/form</i></li> <li>● <i>school/class data</i></li> <li>● <i>Schedule for observations</i></li> </ul>	
<p><b>Challenges to Tackle:</b></p> <ul style="list-style-type: none"> <li>● <i>Attendance of staff- Incentive attendance for staff by holding raffles</i></li> </ul>	



- *Schedules and coverage-Review/restructure school calendar to ensure we are leveraging all staff*

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

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**

*Classroom Observations*

**AB 219 Adult Learning Culture Root Causes:**

As evidenced by observation data, the problem is a lack of consistent implementation and observation of academic discourse during Tier I instruction. A root cause of low performance of ELs in language proficiency and content achievement is due to students not having ample opportunities to engage in discourse using academic vocabulary. Students need a variety of opportunities to engage in academic discourse, oral and written, daily. *Resource: [NV ELD-NEPF Connections](#)*

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

- Increase the percentage of classroom observations that show evidence of **differentiated instruction** to assist students in understanding skills and concepts from 24% at the end of the first semester to 100% at the end of the second semester, 2025, as measured by the Tier I Monitoring Tool.

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

- Leadership walkthroughs

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

**AB 219 Adult Learning Culture Action**

- **Action Step [1]:**
  - Leadership team will engage in on-going walkthroughs with a focus on academic discourse.
  - Leadership team will debrief after each walkthrough to discuss next steps.
  - **Monitoring Plan:** Quarters 1,2,3,4
  - **Person Responsible:** Leadership team

**AB 219 Adult Learning Culture Professional Learning**

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

- Provide staff with PL on discourse and engagement strategies.

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

### Inquiry Area 3 - Connectedness

#### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
<b>Data Reviewed</b>			
	<i>Areas of Strength: Our families are getting more involved and feel welcomed according to the survey given in 2023</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>		
<b>Problem Statement</b>	<i>Chronic absenteeism has increased over the years, especially after the pandemic</i>		
<b>Critical Root Causes</b>	Lack of common school wide expectations, lack of positive relationships, lack of student and staff incentives for attendance		

#### Part B

Connectedness	
School Goal: Enhance students' interest in coming to school and decrease the percentage of chronic absenteeism from 45% in 2023-2024 to 30% by the end of 2024-2025 as measured by Attendance Reports on Focus Ed or Datalab through positive behavior supports, relationship building, and monthly check ins.	STIP Connection: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated - 6
Improvement Strategy: Provide Multi-Tiered Systems of Support to improve attendance	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): MTSS - 1	



Intended Outcomes: We will decrease the amount of chronic absenteeism by 15%

Action Steps:

- 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
- Teachers purposefully planning for student engagement
- CHAMPS training and coaching for staff
- PD for positive relationships with students/families
- 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.

Resources Needed:

- Money for the program
- Liaison for programs and/or staff support for family relationship building
- Small groups for support

Challenges to Tackle:

- *Support at home-Send notification to families that explain the importance of being in school*
- *Lack of transportation-Advocate for families eligible for bus passes, etc.*
- *Students miss instruction for small group support- Provide after school tutoring*

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

**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**

***AB 219 Data Reviewed***

*Chronic Absenteeism: 22.6%*

**AB 219 Connectedness Root Causes:** 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 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:**

- Reduce the percent of ELs **chronically absent** from 22.6% in 2024 to 18% by 2025, as measured by the NSPF.

**AB 219 Connectedness Improvement Strategy:**

- Utilize MTSS and MLT team

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

**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.
  - **Monitoring Plan: Quarters 1, 2, 3,4**
  - **Person Responsible:** Leadership team, MTSS and MLT team

**AB 219 Connectedness Professional Learning**

- **Professional Learning [1] for [audience]:**
  - Staff will receive PL on student expectations and roles and responsibilities for the 24-25 school year

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

Free and Reduced Lunch: Send flashcards home for sight word practice so students don't fall behind when/if they miss

Migrant: N/A

Racial/Ethnic Minorities: Achievement gaps will be identified in MAP data. Continue to monitor students for attendance issues to support

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

**COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS**

Funding Source	Amount Received for Current	Purpose(s) for which funds are	Applicable Goal(s)
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	School Year	used	
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