

Washoe County School District

Jesse Hall Elementary School

School Performance Plan: A Roadmap to Success

Jesse Hall Elementary School 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.

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School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on October 9, 2022

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Victor Sherbondy	Principal(s) <i>(required)</i>
Carrie Hoffman	Other School Administrator(s) <i>(required)</i>
Anna Madden	Teacher(s) <i>(required)</i>
Shannon Rogers	Paraprofessional(s) <i>(required)</i>
Linsey Carlstedt	Parent(s) <i>(required)</i>
Click here to enter text.	Student(s) <i>(required for secondary schools)</i>
Lizett Arriaga	Tribes/Tribal Orgs <i>(if present in community)</i>
Click here to enter text.	Specialized Instructional Support Personnel <i>(if appropriate)</i>
Katie Emerson	1st Grade Teacher
Kristin Clark	4th Grade Teacher
Nicole Suda	3rd Grade Teacher
Michele Blincoe	5th Grade Teacher
Tim Davies	2nd Grade Teacher
Susan Haenni	Special Educaiton Resource Teacher
Natalie Torres	Music Teacher

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/washoe/jesse_hall_elementary_school/2022/nspf/



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • 88% of our parents agree or strongly agree that they are kept informed of their child’s ongoing learning and progress. • 94% of our parents agree or strongly agree that their child’s teacher is available to discuss their child’s learning needs with them. • 94% of our parents agree or strongly agree that they are kept informed about their child’s behavior at school. • 88% of our parents agree or strongly agree that they are satisfied with the opportunities for them to be involved in their child’s school. • 89% of our parents agree or strongly agree that teachers at Jesse Hall update grades and assignments on Infinite Campus at least twice a month. • 98% of our parents agree or strongly agree that their child feels safe inside the school building. • 96% of our parents agree or strongly agree that their child feels safe outside (on the school grounds). • 92% of our parents agree or strongly agree that their child is receiving the kind of instruction that is appropriate for his or her abilities at Jesse Hall. • 83% of our parents agree or strongly agree that their child’s teacher sets high expectations for their child’s individual learning. • 92% of our parents agree or strongly agree that their child’s teacher provides their child with all of the accommodations needed to do well in his or her classes. 	<ul style="list-style-type: none"> • 32% of our parents feel that their child is only somewhat, slightly or not comfortable asking for help at Jesse Hall. • 39% of our parents feel that activities offered at Jesse Hall either somewhat, slightly or not at all match their child’s interests • 39% of our parents feel that their child works somewhat, slightly or not well independently on learning activities at home. • 28% of our parents feel that their child either somewhat, slightly or not at all works well from feedback received about their work. • 43% of our parents feel that only sometimes, once in a while or almost never reads for fun. • 41% of our parents feel that their child either sometimes, frequently or almost all the time struggles to get organized for school. • 45% of our parents feel that their child either sometimes, frequently or almost all the time gives up on learning activities that they find hard. • 57% of our parents feel that their child is either somewhat, quite or extremely distracted when working on school activities. • 53% of our parents feel that they are only somewhat, slightly or not at all confident in their ability to connect with other parents.



- 90% of our parents agree or strongly agree that if their child needs extra help their teacher is available.
- 94% of our parents agree or strongly agree that the staff at Jesse Hall really cares about their child.
- 90% of our parents agree or strongly agree that their child has at least one staff member at the school that they can confide in.
- 90% of our parents agree or strongly agree that the rules and expectations for behavior are the same for every student at Jesse Hall.
- 96% of our parents agree or strongly agree that their child is treated fairly by all teachers and staff, no matter his or her race, culture, or family background.
- 90% of our parents agree or strongly agree that they have at least one person at Jesse Hall that they can contact to discuss their child's education.

Problem Statement: 15% of our families are not satisfied with the current level of the school's communication regarding their children's scores/progress on District/State assessments.

Critical Root Causes of the Problem:

- We need to be more mindful and purposeful in engaging our families at Jesse Hall during the 2022-23 school year.

Student Success

School Goal: By Fall of 2023, 90% or greater of our families that take the survey will agree or strongly agree that they are satisfied with current level of communication during Fall & Spring conferences regarding their children's scores/progress on class/schoolwide assessments.

Formative Measures:

- Parent survey

Aligned to Nevada's STIP Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5



Improvement Strategy: Use technology as an additional form of communication and Parent University

Clubs Parent University Clubs - ESSA Evidence-based Criteria

Supporting Research: WCSD's Parent University has been providing families with literacy support for the last six years. Parent University has a 6-week Family Literacy Club that includes: Understanding your Child's Assessment Data, Phonemic Awareness, Phonics, Fluency, Vocabulary Development and Comprehension, the Writing Process, a family field trip to a Washoe County Public 7 Library and leveraged family literacy tip sheets and videos built previously through the Striving Reader grant. The content used in the Literacy Club is aligned to the concepts used in Fountas & Pinnell's Tier I ESSA-based LLI. Parent U will use the evidence-based practice of PLC's to implement this model in WCSD with teachers taking the lead to support their own families in building parent efficacy with literacy at home. A meta-analysis by Jeynes (2012) which included 51 different studies, it was determined that there is a relationship between pre-k through 12th grade parental involvement programs and the academic success of students. In fact, some of the studies with the highest effect size included working with families of English Language Learner students and working with families of students with low reading scores. *Update after Strategy Selection*

Evidence Level: Tier 3 - Promising Evidence

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Confirm that parent contact information is updated
- In addition to traditional forms of communication, teachers will also increase communication through email/text
- Building the capacity for staff and parents to understand the technology
- Hold a 6 week Family Literacy Club

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Dedicated time for office staff to gather and update parent contact information

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:*
 - Families' access to technology (internet, hotspots, devices)
- *Potential Solution:*
 - Shift in communication practice

Lead: *Who is responsible for implementing this strategy?*

One of our first grade teachers (Katie Emerson) will lead this work at Jesse Hall.



Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

Family School Partnerships will be providing stipends to teachers at Jesse Hall for running Family Literacy Clubs. They will also provide free child care for our families so that they can attend.

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners

- *Challenge:* Use of home language in parent communication
- *Support:* Free Child Care and books + resources during Family Literacy Nights

Foster/Homeless:

- *Challenge:* Finding resource for connectivity/devices
- *Support:* Free Child Care and books + resources during Family Literacy Nights

Free and Reduced Lunch:

- *Challenge:* N/A based on current situation
- *Support:* N/A

Migrant:

- *Challenge:* N/A
- *Support:* N/A



Racial/Ethnic Groups:

- *Challenge:* Finding resource for connectivity/devices for students if disabilities
- *Support:* Free Child Care and books + resources during Family Literacy Nights

Students with IEPs:

- *Challenge:* Encourage consistency and communication between Resource teachers, general education teachers, and families
- *Support:* Free Child Care and books + resources during Family Literacy Nights

Add other student groups as needed.

- *Challenge:* N/A
- *Support:* N/A

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • 88% of the teachers at Jesse Hall have fully incorporated the new ELA instructional materials (Benchmark) into their teaching practices. • 100% of the teachers at Jesse Hall either agree or strongly agree that the time provided for early release Wednesday's is used productively. • 100% of the teachers at Jesse Hall either agree or strongly agree that they apply the knowledge that they gain from participation in early release Wednesdays. • 100% of the teachers at Jesse Hall either agree or strongly agree that the discussion focus of early release Wednesdays is consistent over time. • 100% of the teachers at Jesse Hall either agree or strongly agree that the staff sets high expectations for students' achievement, work hard to motivate students who show low interest in school work and make sure that students stay in school. • 100% of the staff at Jesse Hall agrees or strongly agrees that 	<ul style="list-style-type: none"> • 87% of the teachers at Jesse Hall either feel somewhat or not at all supported to use the new ELA (Benchmark) instructional materials. • 63% of the teachers at Jesse Hall only feel somewhat prepared to use the new ELA instructional materials to teach the ELA Nevada Academic Content Standards. • 38% of the teachers at Jesse Hall feel that they could use more time during early release Wednesdays. • 54% of the teachers at Jesse Hall disagree that students who graduate from WCSD schools are nationally competitive in the job market. • 71% of the teachers at Jesse Hall either disagree or strongly disagree that they feel valued by the district. • 50% of the teachers either disagree or strongly disagree about being optimistic about the direction WCSD is headed. • 38% of the teachers and staff at Jesse Hall disagree that the culture in the district does not support the development of students' social and emotional skills.



staff respects all students, are professional when speaking of each other and or administrators, and students of different social backgrounds get along well at Jesse Hall.

- 100% of the the teachers at Jesse Hall either agree or strongly agree that staff at Jesse Hall believe that parents are partners in the educational process, Jesse Hall is welcoming to parents, staff are expected to provide parents with ways to support their child's learning at home and staff frequently update parents about their child's progress in their classrooms.
- 100% of the teachers at Jesse Hall either agree or strongly agree that the parents know how well their child is doing in class and feel that they have met either all or nearly all of their parents during the school year.
- 93% of the teachers at Jesse Hall either agree or strongly agree that they feel safe inside, outside and leaving school late or on the weekends.
- 100% of the teachers and staff at Jesse Hall either agree or strongly agree that the adults in the school interact with one another in a way that models social and emotional competence and they are expected to actively promote students' social and emotional development.
- 100% of the teachers and staff at Jesse Hall agree or strongly agree that the adults interact with students in a way that supports students' social and emotional skills, the culture at Jesse Hall supports social and emotional learning and all staff are expected to address students' social and emotional needs.
- 93% of the teachers and staff at Jesse Hall either agree or strongly agree that there is a sense of teamwork among all school staff, the school's leadership makes a sustained effort to address staff concerns, staff are recognized and appreciated for good work and the school leadership makes sure that staff are involved in making plans and decisions that affect the school.

- 57% of teachers and staff either agree or strongly agree that they feel burnt out.

Problem Statement: 25% of our staff, who took the survey, disagree that our PLCs at Jesse Hall are making a positive impact in our instruction.



Critical Root Causes of the Problem:

- The critical root causes are the grade-level/individual buy-in to a required meeting. We hope to build PLC expectations for all staff members.

Adult Learning Culture

School Goal: *By Spring 2023, 90% or greater of the certified staff (who take the survey) will agree/strongly agree that our PLCs at Jesse Hall are making a positive impact in their instruction.*

Formative Measures:

- Staff Climate Survey

Aligned to Nevada’s STIP Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5

Improvement Strategy: Creating a clear objective around PLCs as a staff.

Evidence Level: Tier 3 - Promising Evidence

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Create binders and PLC forms to organize discussion points
- Create PLC norms for meetings
- Move from an independent classroom to interdependent school community

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Time for LF to prepare documents/binders
- Time for staff to meet consistently and have more focused and meaningful conversations
- Supplies for PLC binders
- Test results/curriculum to discuss

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* • Shift in the PLC process • Vulnerability to openly discuss scores • All members are prepared to discuss data • Time to go through the whole PLC process
- *Potential Solution:* Through the guidance and help from our school’s learning facilitator, dean of students and principal the teachers at Jesse Hall will gain a better understanding of the importance of PLCs, how to look at analyze data, increase student academic performacne in their classrooms and on state assessments.

Lead: *Who is responsible for implementing this strategy?*
Administration, teachers and site learning facilitator



Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- We will use the remaining early release Wednesdays to focus on this PLC work.

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners

- *Challenge:* Invite EL teachers to PLCs, discuss language acquisition strategies that can improve student outcomes
- *Support:* We will need additional support from the MTSS department as we make the big shift in PLC outcomes and focus

Foster/Homeless:

- *Challenge:* Discuss SEL strategies that could help to reach students where they are
- *Support:* We will need support from WCSD's intervention department.

Free and Reduced Lunch:

- *Challenge:* N/A based on current situation
- *Support:* N/A

Migrant:

- *Challenge:* N/A
- *Support:* N/A



Racial/Ethnic Groups:

- *Challenge:* Discuss strategies that can improve student outcomes
- *Support:* We will need additional support from the MTSS department as we make the big shift in PLC outcomes and focus

Students with IEPs:

- *Challenge:* Invite Resource teachers to PLCs, discuss strategies that can improve student outcomes
- *Support:* We will need support from WCSD’s SEA and SEF

Add other student groups as needed.

- *Challenge:* N/A
- *Support:* N/A

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • PTA Leadership is strong and willing to help connect more Jesse Hall families to the school. 	<ul style="list-style-type: none"> • Continue to provide opportunities for families to become re-engaged at Jesse Hall.
<p>Problem Statement: After two years of not being able to enter our school building, parents still feel disconnected from our school and would like more ideas of ways they can support their child’s learning at home.</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • The critical root cause is that during the 2020-2021 school year, there was a National Pandemic. Jesse Hall learned that technology was the primary source of communication to families. The Jesse Hall families used various types of communication that they felt comfortable using. 	

Connectedness	
<p>School Goal: During the 2022-2023 school year, Jesse Hall will welcome at least 75% of our families back into our school building during specific family centered events included Back to School Night, Book Fair, Science Night, and Conference week.</p>	<p>Aligned to Nevada’s STIP Goal:</p> <p> <input checked="" type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2 <input type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4 </p>



<p>Formative Measures:</p> <ul style="list-style-type: none">• Update after <i>School Data Dive</i>.	<p>✓ STIP Goal 5</p>
<p>Improvement Strategy: Hold actual events including, Engaging families and students in poverty through SEL. ESSA Evidence-Based Criteria</p> <p>Evidence Level: Tier 1 - Strong Evidence</p> <p>Action Steps: <i>What steps do you need to take to implement this improvement strategy?</i></p> <ul style="list-style-type: none">• Plan the events• Advertise the events• Strengthen/build relationships• Communication and personal invitations• Recruit volunteers• Provide food at events <p>Resources Needed: <i>What resources do you need to implement this improvement strategy?</i></p> <ul style="list-style-type: none">• Community partnerships• Supplies needed for the event and advertising• PTA and fundraising• Time for collaboration and scheduling <p>Challenges to Tackle: <i>What implementation challenges do you anticipate What are the potential solutions?</i></p> <ul style="list-style-type: none">• <i>Implementation Challenge:</i> • Time for collaboration and scheduling • Having the volunteers • Shift from involvement to engagement • Cultural sensitivity to differentiate activities • Current COVID restrictions • Funding• <i>Potential Solution:</i> We need to shift our mindset and make these events a priority at Jesse Hall <p>Funding: <i>What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?</i></p> <ul style="list-style-type: none">• PTA	<p>Lead: <i>Who is responsible for implementing this strategy?</i> School administration, teachers and staff.</p>



Equity Supports: Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?

English Learners

- *Challenge:* Leverage personal relationships with families to encourage attendance. Accessibility for students and families to the event
- *Support:* We need support from all stakeholders including parents/PTA, teachers and students

Foster/Homeless:

- *Challenge:* Leverage personal relationships with families to encourage attendance.
- *Support:* Work with WCSD's intervention department.

Free and Reduced Lunch:

- *Challenge:* N/A based on current situation
- *Support:* N/A

Migrant:

- *Challenge:* N/A
- *Support:* N/A

Racial/Ethnic Groups:

- *Challenge:* Leverage personal relationships with families to encourage attendance.
- *Support:* We need support from all stakeholders including parents/PTA, teachers and students

Students with IEPs:

- *Challenge:* Leverage personal relationships with families to encourage attendance.
- *Support:* Work with WCSD's Area 2 Special Ed. Administrator and Special Ed. Facilitator

Add other student groups as needed.

- *Challenge:* N/A
- *Support:* N/A

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
1 st Grade Balloon Launch	9/9/2022	<ul style="list-style-type: none">• Parents like to be involved in their child's learning at Jesse Hall
5 th Grade Tie Dye	9/27/2022	<ul style="list-style-type: none">• Parents like to be involved in their child's learning at Jesse Hall
Goodies with Grandparents	10/14/2022	<ul style="list-style-type: none">• All parents like to be involved in their child's events
Fall Book Fair	10/14/2022	<ul style="list-style-type: none">• Parents and community members like to participate in events that promote reading
Kinder Fashion Show	10/14/2022	<ul style="list-style-type: none">• Parents like to be involved in their child's learning at Jesse Hall
HALL-o-ween Fall Carnival	10/27/2022	<ul style="list-style-type: none">• All Jesse Hall Stakeholders take part in this traditional event
5 th Grade Pumpkin Day	10/31/2022	<ul style="list-style-type: none">• Parents like to be involved in their child's learning at Jesse Hall
3 rd Grade Musical Performance	11/1/2022	<ul style="list-style-type: none">• All Jesse Hall Stakeholders take part in this traditional event
5 th Grade Colonial Day	11/4/2022	<ul style="list-style-type: none">• Parents like to be involved in their child's learning at Jesse Hall
Kinder Friendship Feast	11/22/2022	<ul style="list-style-type: none">• Parents like to be involved in their child's learning at Jesse Hall
1 st Grade PIE Day	11/22/2022	<ul style="list-style-type: none">• Parents like to be involved in their child's learning at Jesse Hall
Breakfast with Santa	12/3/2022	<ul style="list-style-type: none">• All Jesse Hall Stakeholders take part in this traditional event



1 st Grade Music Performance	12/13/2022	<ul style="list-style-type: none">• Parents like to be involved in their child’s learning at Jesse Hall
Kinder Gingerbread Houses	12/16/2022	<ul style="list-style-type: none">• Parents like to be involved in their child’s learning at Jesse Hall
Kinder Dental Day	2/6/2023	<ul style="list-style-type: none">• Parents like to be involved in their child’s learning at Jesse Hall
Family Science Night	2/7/2023	<ul style="list-style-type: none">• Parents like to be involved in their child’s learning at Jesse Hall
Spring Book Fair	2/27/2023	<ul style="list-style-type: none">• Parents and community members like to participate in events that promote reading
Donuts for Dads	3/3/2023	<ul style="list-style-type: none">• All parents like to be involved in their child’s events
Apple for My Eye Dance	3/10/2023	<ul style="list-style-type: none">• All Jesse Hall Stakeholders take part in this traditional event
Kinder Egg Hunt	4/7/2023	<ul style="list-style-type: none">• Parents like to be involved in their child’s learning at Jesse Hall
1 st Grade Egg Drop	4/7/2023	<ul style="list-style-type: none">• Parents like to be involved in their child’s learning at Jesse Hall
Volunteer Breakfast	4/21/2023	<ul style="list-style-type: none">• It is important to say “Thank You” to all of the volunteers for the year!
Mental Health Expo	5/9/2023	<ul style="list-style-type: none">• It is important to provide SEL opportunities around mental health to all of our stakeholders.
Muffins for Moms and Art Auction	5/12/2023	<ul style="list-style-type: none">• All Jesse Hall Stakeholders take part in this traditional event
5 th Grade We the People	5/18/2023	<ul style="list-style-type: none">• Parents like to be involved in their child’s learning at Jesse Hall
2 nd Grade Life Cycle Program	5/23/2023	<ul style="list-style-type: none">• Parents like to be involved in their child’s learning at Jesse Hall
Kinder Graduation	6/2/2023	<ul style="list-style-type: none">• All Jesse Hall Stakeholders take part in this traditional event



5 th Grade Promotion	6/9/2023	<ul style="list-style-type: none">• All Jesse Hall Stakeholders take part in this traditional event
Night of Academic Excellence	6/8/2023	<ul style="list-style-type: none">• A night to honor and celebrate the students at Jesse Hall who worked hard all year and received excellent academic performance