



Washoe County School District
Jesse Hall Elementary
2021-2022 School Performance Plan:
A Roadmap to Success

Jesse Hall has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Mr. Victor Sherbondy for more information.

Principal: Victor Sherbondy

School Website:

Email: vsherbondy@washoeschools.net

Phone: (775) 425-7755

School Designations: Title I CSI TSI ATSI Zoom Victory



Directions: The School Performance Plan (SPP) is intentionally designed to be filled out as Continuous Improvement (CI) Teams complete Events 1-5. The directions in each section note at what point the CI Team should fill in the table. After being submitted, schools will continue to use this document throughout the year to inform resources, strategies, and other school efforts through progress monitoring and assessment of goals outlined in this SPP.

School Information

Directions: Update the tables below with information from the [Nevada Accountability Portal](#).

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	448	12.7%	.2%	21%	.9%	58.3%	.5%	6.5%	11.4%	3.8%	27.9%
District	61599	1.3%	4.2%	41.8%	2.6%	42.6%	1.4%	6.2%	14.3%	14.3%	47.4%
State	496938	.8%	5.4%	42.7%	11.5%	31.4%	1.5%	6.8%	12.7%	14.1%	65.8%

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	46.1%	53.5%	39.8%	52.6%	53%	53.3%	27.8%	17.3%	61.5%
2019	School	51%	58%	46.5%	55.9%	53%	55.5%	29.2%	N/A	45%
2020	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	7%	45%

4 Year ACGR		
Grad Rate 2017-	Grad Rate 2018-	Grad Rate 2019-

School Climate Data		
Cultural & Linguistic	Relationships	Emotional Safety



	2018	2019	2020
School	N/A	N/A	N/A

	Competence		
School	372	358	361
District	359	345	334

School Continuous Improvement (CI) Team

Directions (delete prior to posting to school website): Complete the table below by listing the names and roles of the members of your school's CI team.

Name	Role
Victor Sherbondy	Principal
Katrina Fries (Guidance Counselor)	Other School Leader; Counselor
Kim McVey	Kindergarten Teacher
Joni Martindale	Third Grade Teacher
Nicole Suda	Third Grade Teacher
Kristin Clark	Fourth Grade Teacher
Ryan Rogers	Fifth Grade Teacher
Susan Haenni	Resource Teacher
Bridget Burckhard	Paraprofessional; Librarian
Claire Parker	Parent
Trista Hintze	Parent
Christan Doyle	Specialized Instructional Support Personnel; BLF



School Community Outreach

Directions: Complete the table below by listing events held where you engaged the school community (e.g., parents, students, local non-profits). Key takeaways may include themes heard during event 2 and/or community reactions to data presented. Each school is required to host at least one outreach event.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Back To School	08/24/2021 08/31/2021	251	Optional Meet the Principal prior to each grade-level.
Book Fair	10/11/2021	1100	The event was offered throughout the week due to COVID protocols.
Goodies for Grandparents	10/12/2021	190	The event was offered throughout the week due to COVID protocols.
Halloween Carnival	11/22/2021	1190	Events were held inside and outside due to capacity and COVID protocols.
Parent Conferences	11/18/2021	437	Zooms were offered as an option.
Native American Heritage Outreach	11/5/2021	Approx. 400	In-class zoom (20 classrooms).



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	2021 SPP Survey for Teachers/Parents/Staff, Hall SPP 20-21, MAP Data (K-3 rd)	Hall ES 2020-2021 School Profile	Staff PLC Staff PD
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	The critical root cause is that during the 2020-2021 school year, there was a National Pandemic. Jesse Hall learned that technology can now be used as an additional form of communication.		

Part B

Student Success	
<p>School Goal: By Fall 2022, 90% or greater of our families that take the survey will agree or strongly agree that they are satisfied with the current level of communication regarding their children's scores/progress on district/state assessments.</p>	<p>Aligned to Nevada's STIP Goal: All students experience continued academic growth: Goal 3.</p>
<p>Improvement Strategy: Use technology as an additional form of communication and Parent University Clubs</p> <p>Parent University Clubs - ESSA Evidence-based Criteria Tier 3 - Promising</p> <p>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</p>	



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.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *3-promising; this will open up a percentage of families to access to communication of scores/progress through technology and in-person events.*

Intended Outcomes:

Parents will agree or strongly agree on the parent survey that they are satisfied with the current level of communication.

Action Steps:

- *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:

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

Challenges to Tackle:

- *Families' access to technology (internet, hotspots, devices)*
- *Shift in communication practice*

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

English Learners: *Use of home language in parent communication*

Foster/Homeless: *Finding resource for connectivity/devices*

Free and Reduced Lunch: *N/A based on current situation*



Migrant: N/A

Racial/Ethnic Minorities: *Finding resource for connectivity/devices for students if disabilities*

Students with IEPs: *Encourage consistency and communication between Resource teachers, general education teachers, and families*

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>PLC attendance MTSS attendance Climate Survey Data</i>	<i>Use data to drive all decisions and instruction Flexible expectations due to COVID Accountability to share frustrations, celebrations and improvements</i>	<i>Aligning school and district expectations through PLCs Continuing improvements working with the BLF Transparency with teachers willing to strengthen the school PLC process</i>
Problem Statement	<i>25% of our staff, who took the survey, disagree that our PLCs at Jesse Hall are making a positive impact in our instruction.</i>		
Critical Root Causes	<i>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.</i>		

Part B

Adult Learning Culture	
School Goal: <i>By Spring 2022, 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.</i>	STIP Connection: All students have access to effective educators; Goal 2.

**Improvement Strategy:**

Creating a clear objective around PLCs as a staff.

Evidence Level 4**Intended Outcomes:**

That staff members will find value in attending PLCs and utilizing the information to improve and impact their instruction.

Action Steps:

- *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:

- *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:

- *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*

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

English Learners: *Invite EL teachers to PLCs, discuss language acquisition strategies that can improve student outcomes*

Foster/Homeless: *Discuss SEL strategies that could help to reach students where they are*

Free and Reduced Lunch: *N/A based on current situation*

Migrant: *N/A*

Racial/Ethnic Minorities: *Discuss strategies that can improve student outcomes*



Students with IEPs: *Invite Resource teachers to PLCs, discuss strategies that can improve student outcomes*

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Parent Conferences</i>	<i>Staff Participation at Events: PLC MTSS</i>	<i>Family Participation at Events: Halloween Carnival, Book Fair</i>
Problem Statement	<i>After a year of not being able to enter our school building, parents feel disconnected from our school and would like more ideas of ways they can support their child's learning at home.</i>		
Critical Root Causes	<i>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 JH families used various types of communication that they felt comfortable using.</i>		

Part B

Connectedness	
School Goal: <i>During the 2021-2022 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.</i>	STIP Connection: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated. Goal 6.
Improvement Strategy: Hold actual events including, Engaging families and students in poverty through SEL. ESSA Evidence-Based Criteria Tier 1 - Strong Evidence	



Supporting Research: Today's schools play an essential role in helping students become prepared for the challenges and opportunities their futures will hold. We must equip students with skills that promote social, emotional, and behavioral development as well as academic learning. These skills can be taught through school-based programming focused on social-emotional learning (SEL). In addition, using the Halford model study that shows how parent liaisons connect families and school to build bridges and meet diverse needs.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *1-Strong, if you hold the events they will come!*

Intended Outcomes:

Build family capacity to support their children's academic and social needs.

Action Steps:

- *Plan the events*
- *Advertise the events*
- *Strengthen/build relationships*
- *Communication and personal invitations*
- *Recruit volunteers*
- *Provide food at events*

Resources Needed:

- *Community partnerships*
- *Supplies needed for the event and advertising*
- *PTA and fundraising*
- *Time for collaboration and scheduling*

Challenges to Tackle:

- *Time for collaboration and scheduling*
- *Having the volunteers*
- *Shift from involvement to engagement*
- *Cultural sensitivity to differentiate activities*
- *Current COVID restrictions*
- *Funding*

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

English Learners: Leverage personal relationships with families to encourage attendance. Accessibility for students and families to the event



activities.

Foster/Homeless: *Leverage personal relationships with families to encourage attendance.*

Free and Reduced Lunch: *N/A based on current situation*

Migrant: *N/A*

Racial/Ethnic Minorities: *Leverage personal relationships with families to encourage attendance.*

Students with IEPs: *Leverage personal relationships with families to encourage attendance.*

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Directions: List the funding sources your school currently receives and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I, Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal/district funds.

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
Grant: Jack Van Sickle Foundation	\$10,000	<p><i>Substitutes to cover instruction, COVID recovery, Support Student achievement</i></p> <p><i>Various Teacher aides to support Tier 11 Students</i></p>	
General Fund	\$34,679.00	<p>Substitute pay</p> <p>General supplies for teachers/learners</p> <p>Tech supplies for teachers/learners</p>	The general fund does not match the needs of our school.

