

**Nye County School District**  
**J G Johnson Elementary School**  
**2023-2024 School Improvement Plan**

**Classification: 1 Star School**

**Distinction Designations:**  
Title I



# Mission Statement

Our Mission is to provide a safe, learning-centered environment that meets the academic, social, and emotional needs of each student.

## Vision

JG Johnson will become a high-achieving school that is a valued part of our district and community.

## Value Statement

Click [HERE](#) to access J.G. Johnson's Demographic Information.

Click [HERE](#) to access J.G. Johnson's Nevada Report Card.

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# Comprehensive Needs Assessment

## Student Success

### Student Success Areas of Strength

- Growth from fall to spring on the NWEA benchmark assessment.
- Kindergarten and 1st grade demonstrate high levels of achievement on the Spring NWEA assessment.
- 5th Grade performance on the NWEA assessment increased.

### Student Success Areas of Growth

- Improve assessment culture
- Focus on academic vocabulary
- Celebrate growth and success more
- Improve goal-setting consistency and focus
- Become more familiar with curriculum resources (HMH, Envisions, iReady)
- Unpack and understand grade-level standards
- Improve student goal-setting and self-monitoring
- Renew the importance of fact fluency
- Create a "JG Scholars" mindset

### Problem Statements Identifying Student Success Needs

**Problem Statement 1 (Prioritized):** A significantly small percentage of our students (21% in math, 28% in reading, and 34% in science) are achieving grade-level proficiency as measured by the 2023/2024 Fall NWEA assessment. **Critical Root Cause:** Ineffective Tier I Instruction Inconsistent rigor/ instruction of grade-level standards

**Problem Statement 2 (Prioritized):** A small percentage of our EL students (6.1%) showed adequate growth on the 2022/2023 SBAC assessment. **Critical Root Cause:** Lack of consistency and knowledge in implementing effective EL strategies.

# Adult Learning Culture

## Adult Learning Culture Areas of Strength

- Teachers and staff are dedicated and have a desire to do well.
- Teachers are using the district-adopted curriculum.
- Kindergarten and 1st grade have moved to standards-based report cards.
- Teachers are implementing varied instructional strategies.
- Our school schedule was created to use instructional time effectively.
- Teachers feel the professional development has been meaningful.
- The administration offers transparency about school and district initiatives.
- PLC time has started to be more streamlined.
- Staff feel like they are treated like professionals.
- Administrators have instilled confidence in the staff.

## Adult Learning Culture Areas of Growth

- Some teachers are still "gatekeeping" strategies.
- Teachers do not participate in instructional walkthroughs.
- Teachers still focus on teaching the curriculum rather than teaching the standards.
- Few teachers utilize centers or stations.
- Little focus has been placed on teaching writing, particularly at the primary levels.
- The culture of educational achievement and honoring growth needs work.
- Staff need to embrace risk-taking and making mistakes.
- Administrators need to do more formative observations of classroom instruction and provide feedback.
- The PLC culture needs work and admin presence.

## Problem Statements Identifying Adult Learning Culture Needs

**Problem Statement 1 (Prioritized):** A significantly small percentage of our grade-level teams (17%) were observed to be appropriately engaged in the PLC process as measured by the PLC observational tool. **Critical Root Cause:** A lack of clarity of outcomes, expectations, and priorities exists.

# Connectedness

## Connectedness Areas of Strength

- Our staff has embraced the idea that we are a family/ohana.
- Staff and students love the announcements.
- Social Express has been effectively utilized as an SEL resource.
- Teachers have incorporated SEL and mindfulness.
- Class Dojo has been adopted school-wide to communicate with parents.
- Staff are given the opportunity to lead PD.
- Teacher attendance is excellent.
- Student Chronic Absenteeism is at 10%.
- Bus behavior has improved drastically.
- School major behavior has decreased significantly

## Connectedness Areas of Growth

- Communication with all stakeholders can still improve.
- We need to survey our stakeholders more to give them opportunities for input.
- We need to have more parent engagement events.
- Students need to be part of our school announcements.
- We need to celebrate students and staff more.
- Clam Classroom needs to be used consistently.
- We need more staff involvement in committees.
- We need to start a PTO.
- PBIS needs to be used more consistently
- Discipline needs to improve further.

## Problem Statements Identifying Connectedness Needs

**Problem Statement 1 (Prioritized):** Based on the data from our Marzano High-Reliability Schools Level 1 baseline survey, 70% of our school stakeholders believe that they have adequate opportunities to provide input regarding the optimal functioning of our school. **Critical Root Cause:** Lack of stakeholder engagement opportunities.

# Priority Problem Statements

**Problem Statement 1:** A significantly small percentage of our students (21% in math, 28% in reading, and 34% in science) are achieving grade-level proficiency as measured by the 2023/2024 Fall NWEA assessment.

**Critical Root Cause 1:** Ineffective Tier I Instruction Inconsistent rigor/ instruction of grade-level standards

**Problem Statement 1 Areas:** Student Success

**Problem Statement 2:** A small percentage of our EL students (6.1%) showed adequate growth on the 2022/2023 SBAC assessment.

**Critical Root Cause 2:** Lack of consistency and knowledge in implementing effective EL strategies.

**Problem Statement 2 Areas:** Student Success

**Problem Statement 3:** A significantly small percentage of our grade-level teams (17%) were observed to be appropriately engaged in the PLC process as measured by the PLC observational tool.

**Critical Root Cause 3:** A lack of clarity of outcomes, expectations, and priorities exists.

**Problem Statement 3 Areas:** Adult Learning Culture

**Problem Statement 4:** Based on the data from our Marzano High-Reliability Schools Level 1 baseline survey, 70% of our school stakeholders believe that they have adequate opportunities to provide input regarding the optimal functioning of our school.

**Critical Root Cause 4:** Lack of stakeholder engagement opportunities.

**Problem Statement 4 Areas:** Connectedness

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- School goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)

## Accountability Data

- State assessment performance report
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- Migrant
- At-risk
- EL
- Section 504 data
- Homeless data
- Foster
- Gifted and talented data
- Dyslexia data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI)

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data



- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends
- School safety data

### **Employee Data**

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- School leadership data
- Teacher retention
- Teacher evaluation
- Administrator evaluation

### **Parent/Family/Community Data**

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation

### **Support Systems and Other Data**

- Master schedule
- Course offerings
- Communications data
- Budgets/entitlements and expenditures data


# Inquiry Areas


## Inquiry Area 1: Student Success


**School Goal 1:** By the winter of 2023, student data will show 10% growth toward proficiency as measured by the NWEA assessment.


**Evaluation Data Sources:** NWEA/MAPS Assessment

Improvement Strategy 1 Details	Reviews			
<p><b>Improvement Strategy 1:</b> Teachers will deliver grade-level, engaging, standards-based, and data-driven instruction. This will be evaluated through classroom observations.</p> <p><b>Action Step's Expected Result/Impact:</b> This strategy will improve the effectiveness of our Tier I instruction.</p> <p><b>Position Responsible:</b> Classroom Teachers Administrators (Coaching and Feedback)</p> <p><b>Identify All That Apply:</b> FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups - <b>Evidence Level:</b> Strong</p> <p><b>Problem Statements/Critical Root Causes:</b> Student Success 1, 2</p> <p><b>Resources and Funding Needed:</b> Kindergarten Paraprofessionals - AB400 Kinder ParaPro Program</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

### School Goal 1 Problem Statements:





Student Success
<p><b>Problem Statement 1:</b> A significantly small percentage of our students (21% in math, 28% in reading, and 34% in science) are achieving grade-level proficiency as measured by the 2023/2024 Fall NWEA assessment. <b>Critical Root Cause:</b> Ineffective Tier I Instruction Inconsistent rigor/ instruction of grade-level standards</p> <p><b>Problem Statement 2:</b> A small percentage of our EL students (6.1%) showed adequate growth on the 2022/2023 SBAC assessment. <b>Critical Root Cause:</b> Lack of consistency and knowledge in implementing effective EL strategies.</p>

**Inquiry Area 1: Student Success**

**School Goal 2:** By the end of the 2023/2024 school year, 58% of our English Learner (EL) population will make adequate growth as measured by WIDA.

**Evaluation Data Sources:** WIDA Assessment

Improvement Strategy 1 Details	Reviews			
<p><b>Improvement Strategy 1:</b> Providing a tiered system of instructional and behavioral supports and interventions. This will be evaluated through the review of RTI-A and RTI-B committee data.</p> <p><b>Action Step's Expected Result/Impact:</b> Closing the academic gaps that students are experiencing.</p> <p><b>Position Responsible:</b> Classroom Teachers Intervention Specialist EL Teacher Academic RTI Team</p> <p><b>Identify All That Apply:</b> FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups - <b>Evidence Level:</b> Strong</p> <p><b>Problem Statements/Critical Root Causes:</b> Student Success 1, 2</p> <p><b>Resources and Funding Needed:</b> Intervention Specialist - Title 1, Kindergarten Paraprofessionals - AB400 Kinder ParaPro Program, Academic RTI (Leadership) Team Extra Duty Pay - Title 1, Various PD Opportunities - Title II</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**School Goal 2 Problem Statements:**





<b>Student Success</b>
<p><b>Problem Statement 1:</b> A significantly small percentage of our students (21% in math, 28% in reading, and 34% in science) are achieving grade-level proficiency as measured by the 2023/2024 Fall NWEA assessment. <b>Critical Root Cause:</b> Ineffective Tier I Instruction Inconsistent rigor/ instruction of grade-level standards</p>
<p><b>Problem Statement 2:</b> A small percentage of our EL students (6.1%) showed adequate growth on the 2022/2023 SBAC assessment. <b>Critical Root Cause:</b> Lack of consistency and knowledge in implementing effective EL strategies.</p>

**Inquiry Area 1: Student Success**

**School Goal 3:** By the end of the 2023/2024 school year, we will have an EL pooled proficiency rate of 12% as measured by the SBAC Assessment.

**Evaluation Data Sources:** SBAC Assessment

Improvement Strategy 1 Details	Reviews			
<p><b>Improvement Strategy 1:</b> Align classroom observations with professional development through the implementation of administrator, coach, and peer walkthroughs and subsequent professional development opportunities. This will be evaluated through staff survey and walkthrough data.</p> <p><b>Action Step's Expected Result/Impact:</b> Aligned observations, instructional coaching, and professional development will address the inconsistent use of evidence-based practices that impact English learners' growth and proficiency.</p> <p><b>Position Responsible:</b> Administrators (Feedback, Coaching, and PD facilitation)                      EL Teacher                      Intervention Strategist                      Classroom Teachers</p> <p><b>Identify All That Apply:</b>                      FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups                      - <b>Evidence Level:</b>                      Strong</p> <p><b>Problem Statements/Critical Root Causes:</b> Student Success 2  <b>Resources and Funding Needed:</b> Intervention Strategist - Title 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**School Goal 3 Problem Statements:**





Student Success
<p><b>Problem Statement 2:</b> A small percentage of our EL students (6.1%) showed adequate growth on the 2022/2023 SBAC assessment. <b>Critical Root Cause:</b> Lack of consistency and knowledge in implementing effective EL strategies.</p>

## Inquiry Area 2: Adult Learning Culture

**School Goal 1:** By winter 2023, we will see a 63% increase in the number of PLC teams that are observed to be appropriately engaged in the PLC process as measured by the PLC Observation tool.

**Evaluation Data Sources:** PLC Observation Tool: Google Forms

Improvement Strategy 1 Details	Reviews			
<p><b>Improvement Strategy 1:</b> Engage Instructional teams in developing standards-aligned units of instruction. This will be evaluated through the use of a PLC observational tool used by administrators when observing PLCs.</p> <p><b>Action Step's Expected Result/Impact:</b> Student academic growth and proficiency will improve as a result of student learning being the focus of the work that our PLC/instructional teams do.</p> <p><b>Position Responsible:</b> All Teachers Administrators</p> <p><b>Identify All That Apply:</b> FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups - <b>Evidence Level:</b> Strong</p> <p><b>Problem Statements/Critical Root Causes:</b> Adult Learning Culture 1</p> <p><b>Resources and Funding Needed:</b> Leadership Team Extra Duty Pay - Title 1, Intervention Specialist - Title 1, Various Professional Development opportunities - Title II</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### School Goal 1 Problem Statements:





Adult Learning Culture
<p><b>Problem Statement 1:</b> A significantly small percentage of our grade-level teams (17%) were observed to be appropriately engaged in the PLC process as measured by the PLC observational tool. <b>Critical Root Cause:</b> A lack of clarity of outcomes, expectations, and priorities exists.</p>

**Inquiry Area 3: Connectedness**

**School Goal 1:** By Spring 2024, we will see a 20% increase in the number of stakeholders who believe that they have adequate opportunities to provide input regarding the optimal functioning of the school, as measured by stakeholder surveys.

**Evaluation Data Sources:** Stakeholder Surveys: Google Forms

Improvement Strategy 1 Details	Reviews			
<p><b>Improvement Strategy 1:</b> Explain and communicate the purpose and practices of the school community to comprehensively engage students' families and other stakeholders. This will be done through parent communication and eliciting their feedback regarding instruction and the optimal functioning of our school. It will be evaluated through feedback surveys, data from surveys, and parent engagement data.</p> <p><b>Action Step's Expected Result/Impact:</b> School stakeholders will be provided with more opportunities to provide input, thus improving the connectedness between our school and school stakeholders. This will ultimately positively impact student engagement and achievement.</p> <p><b>Position Responsible:</b> All school staff Parents Students</p> <p><b>Identify All That Apply:</b> FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups - <b>Evidence Level:</b> Strong</p> <p><b>Problem Statements/Critical Root Causes:</b> Connectedness 1</p> <p><b>Resources and Funding Needed:</b> Leadership Team Extra Duty Pay - Title 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**School Goal 1 Problem Statements:**

<b>Connectedness</b>
<p><b>Problem Statement 1:</b> Based on the data from our Marzano High-Reliability Schools Level 1 baseline survey, 70% of our school stakeholders believe that they have adequate opportunities to provide input regarding the optimal functioning of our school. <b>Critical Root Cause:</b> Lack of stakeholder engagement opportunities.</p>

# Schoolwide and Targeted Assistance Title I Elements

## **1.1: Describe the school's strategies to attract effective, highly-qualified teachers to your school.**

Money was allotted through AB495 ARP funds to provide new-hire incentives.

Funds were allocated to provide professional development opportunities and leadership extra-duty pay to attract, support, and retain teachers.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Tina Ottolino	Intervention Specialist	Title I	



# Campus Improvement Plan Advisory Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Samantha Moore	Assistant Principal
Administrator	Sylvia DeMasi	Principal
Classroom Teacher	Carolyn Beltran	1st Grade
Classroom Teacher	Debbie Whitcotton	2nd Grade
Classroom Teacher	Elisa Friedman-Brentlinger	2nd Grade
Classroom Teacher	Heidi Tokerud	3rd Grade GATE SC
Classroom Teacher	Shamika Nettles	Kindergarten
Classroom Teacher	Sylvia Jernigan	3rd Grade
Classroom Teacher	Whitney Lang	Specialist
Parent	Jane Thurlow	Teacher/Parent
Paraprofessional	Leah Dibben	Paraprofessional Coach

# Guiding Coalition

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Samantha Moore	Assistant Principal
Classroom Teacher	Amber White	Kindergarten
Classroom Teacher	Kate Minnis	4th Grade
Classroom Teacher	Sylvia Jernigan	3rd Grade
Classroom Teacher	Tracey Baker	Specialist
Classroom Teacher	Brittany Sparks	1st Grade
Classroom Teacher	Donna Coppock	1st Grade
Classroom Teacher	Elisa Friedman-Brentlinger	2nd Grade
Classroom Teacher	Melinda Dennis	5th Grade
Classroom Teacher	Tammy Anderson	Kindergarten
Administrator	Sylvia DeMasi	Principal

# School Funding Summary

Title 1					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	2	1	Intervention Specialist		\$0.00
1	2	1	Academic RTI (Leadership) Team Extra Duty Pay		\$0.00
1	3	1	Intervention Strategist		\$0.00
2	1	1	Intervention Specialist		\$0.00
2	1	1	Leadership Team Extra Duty Pay		\$0.00
3	1	1	Leadership Team Extra Duty Pay		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$156,389.42
<b>+/- Difference</b>					\$156,389.42
AB400 Kinder ParaPro Program					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	Kindergarten Paraprofessionals		\$0.00
1	2	1	Kindergarten Paraprofessionals		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$266,503.80
<b>+/- Difference</b>					\$266,503.80
AB495 ARP					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$14,564.20
<b>+/- Difference</b>					\$14,564.20
ARP ESSER III					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00

ARP ESSER III					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
<b>Budgeted Fund Source Amount</b>					\$14,697.40
<b>+/- Difference</b>					\$14,697.40
Title II					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	2	1	Various PD Opportunities		\$0.00
2	1	1	Various Professional Development oppotunities		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$67,203.40
<b>+/- Difference</b>					\$67,203.40
<b>Grand Total Budgeted</b>					\$519,358.22
<b>Grand Total Spent</b>					\$0.00
<b>+/- Difference</b>					\$519,358.22