

**Washoe County School District**

**Jesse Hall Elementary School School**

**2025-2026 School Improvement Plan**

**Classification: 4 Star School**

ATSI

# Mission Statement

Jesse Hall Elementary School is dedicated to excellence in learning and instruction. Through the cooperative efforts of the home, school and community, we strive to foster responsibility, independence, and self-esteem. This will enable each child to achieve his/her maximum academic and social potential.

## Demographics & Performance Information

### Nevada Report Card

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 [https://nevadareportcard.nv.gov/DI/nv/washoe/jesse\\_hall\\_elementary\\_school/2025](https://nevadareportcard.nv.gov/DI/nv/washoe/jesse_hall_elementary_school/2025)

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# Comprehensive Needs Assessment

## Student Success

### Student Success Areas of Strength

- Student attendance improved
- At-risk populations showed academic growth
- Over 90% of students want to be at school
- Students successfully access iReady

### Student Success Areas for Growth

- Improvement in chronic absenteeism
- Successful implementation of iReady
- Students feel safe at school in a welcoming environment
- More EL students passed the WIDA Access assessment
- Native American population showed improvement in standardized testing and absenteeism declined.
- All grades 2-5 had 1:1 technology
- Check-in system by all support staff to support student attendance
- Implementation of school-wide communication platform using Class Dojo - increasing communication with families
- Family engagement nights including Family Literacy Nights & Science Night
- Progressive Discipline Model was consistent and effective
- Majority of students have at least one trusted adult to go to for guidance
- Teachers implemented strategies to celebrate iReady performance

### Student Success Equity Resource Supports

| Student Group    | Challenge                                   | Solution                                                                                                                       |
|------------------|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| English Learners | Language is sometimes a barrier to learning | EL teacher will work with all EL students/families to ensure they learn English and are supported in each of their classrooms. |

| Student Group             | Challenge                                                                                               | Solution                                                                                                                                                                                                  |
|---------------------------|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Foster/Homeless           | CIT students might lack basic needs (sleep, food, clothing) to perform well in school                   | Work with school counselor and district's intervention department to advocate for these families and get them resources and supplies.                                                                     |
| Free and Reduced Lunch    | Low SES students might lack basic needs (food/ clothing) to perform well in school.                     | Work with school counselor and district's intervention department to advocate for these families and get them resources and supplies.                                                                     |
| Migrant/Title1-C Eligible | N/A                                                                                                     |                                                                                                                                                                                                           |
| Racial/Ethnic Minorities  | Students might feel left out and not included in certain groups which could impact student performance. | Through SEL lessons and working directly with our school counselor we will provide opportunities for students to feel included and provide them the skills they need to engage socially with their peers. |
| Students with IEPs        | Students might lack academic skills necessary to perform well in school                                 | Work with Special Education teachers to prepare proper SDI to support each student on their caseload so that they can perform like their peers in the classroom.                                          |

### Problem Statements Identifying Student Success Needs

**Problem Statement 1 (Prioritized):** Currently, 49 % of Jesse Hall's 3rd, 4th, & 5th grade students are not yet at or above standard in math.

**Critical Root Cause:** Our 3-5 grade students are lacking foundational skills that they should have gained during their kinder, first and second grade years. The teachers at Jesse Hall have also experienced several curriculum changes over the years. This has resulted in lack of continuity between curriculums. There is also an alignment issue between Bridges and Envision curriculums.

# Adult Learning Culture

## Adult Learning Culture Areas of Strength

Teachers at Jesse Hall have been willing to be vulnerable and share their students performance on common assessments with their grade level colleagues to identify best practices within that grade level so that all teachers and students can benefit from successful models.

We have shifted the culture of PLCs at Jesse Hall away from compliance based PLCs to teachers excited to engage in the conversations as they recognize that these conversations directly impact their teaching and students learning (retention).

## Adult Learning Culture Areas for Growth

Peer Learning Communities (PLCs) at Jesse Hall Elementary School are used to connect grade level teachers on a bi-weekly basis (throughout the school year) so they can discuss students academic performance using iReady data (MTSS Tier 1+ and 2), design common grade level assessments, and compare results from those assessments during their PLC conversations.

## Adult Learning Culture Equity Resource Supports

| Student Group             | Challenge                                                                                                                           | Solution                                                                                                                                                                                               |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English Learners          | Students that do not speak English could fall through the cracks and hide.                                                          | Teachers at Jesse Hall participate in monthly PLC meetings and look at all students academic performance, share instructional ideas and discuss how to support all students within their grade levels. |
| Foster/Homeless           | Students who do not have a permanent home often have a hard time getting to school (chronically absent) often struggle with school. | We work closely with our school counselor and district's intervention dept. to get all students to school on a regular basis.                                                                          |
| Free and Reduced Lunch    | Students might come to school hungry.                                                                                               | We work hard to identify these students and make sure they eat breakfast and lunch.                                                                                                                    |
| Migrant/Title1-C Eligible | N/A                                                                                                                                 |                                                                                                                                                                                                        |
| Racial/Ethnic Minorities  | Students who are in racial/ethnic groups might find it hard to make friends or perform well in the classroom.                       | In PLCs teachers discuss each month how to support all students that minorities at Jesse Hall. Our school counselor also                                                                               |

| Student Group      | Challenge                                                                                         | Solution                                                                                                                                                            |
|--------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students with IEPs | Students who have a learning disability need additional support which is what their IEPs provide. | Resource teachers and general ed. teachers work together and through PLC conversations to ensure all students that have an IEP are having their academic needs met. |

### Problem Statements Identifying Adult Learning Culture Needs

**Problem Statement 1 (Prioritized):** Students are exposed to different vocabulary and mathematical strategies which are potentially confusing students in their mathematical understanding.

**Critical Root Cause:** There is incongruence within curriculum, having two different math curriculums in elementary school. Years of exposure to different teaching of mathematical academic vocabulary and lack of progression from concrete to the abstract models.

# Connectedness

## Connectedness Areas of Strength

- PTA Leadership is strong and willing to help make connections our families.
- 90% of Jesse Hall families are satisfied with the opportunities to be involved in their child's school.
- Universal platform of communicating with all stakeholders through ClassDojo is in place.
- We offer dozens of events throughout the year to attract a diverse group of families to the school
- 81% of families are confident in their ability to support their child's learning at home.
- 93% of families feel that school employees make them feel welcome at the school.

## Connectedness Areas for Growth

After three post-pandemic years, we are still working on getting our families reacquainted with Jesse Hall. Some stakeholders still feel disconnected from our site and would like more ideas or ways they can support their child's learning at home and how to be involved at Jesse Hall.

## Connectedness Equity Resource Supports

| Student Group    | Challenge                                                                                                     | Solution                                                                                                                                                                 |
|------------------|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English Learners | EL students might struggle feeling connected to Jesse Hall therefore not participate in school events.        | Teachers, school counselor and PTA members go out of their way to ensure ALL students feel included and welcome at school wide events.                                   |
| Foster/Homeless  | Sometimes CIT students might not be able to attend school events especially if they are held in the evenings. | Our administration and school counselor work to identify resources with our partner in ed. or school district to help families in need attend and participate in events. |

| Student Group             | Challenge                                                                                     | Solution                                                                                                                                                                 |
|---------------------------|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Free and Reduced Lunch    | Students who are low SES might have difficulty participating in school wide events.           | Teachers, school counselor and PTA members go out of their way to ensure ALL students feel included and welcome at school wide events.                                   |
| Migrant/Title1-C Eligible | N/A                                                                                           |                                                                                                                                                                          |
| Racial/Ethnic Minorities  | Students from minority groups might not feel comfortable participating in school wide events. | Our administration and school counselor work to identify resources with our partner in ed. or school district to help families in need attend and participate in events. |
| Students with IEPs        | N/A                                                                                           |                                                                                                                                                                          |

### Problem Statements Identifying Connectedness Needs

**Problem Statement 1 (Prioritized):** Families feel unequipped to support their children in their learning modalities and standards.

**Critical Root Cause:** Teaching strategies and curriculum have evolved since families attended school, leaving them to feel confused, frustrated and embarrassed in supporting their children. Comment

# Priority Problem Statements

**Problem Statement 1:** Currently, 49 % of Jesse Hall's 3rd, 4th, & 5th grade students are not yet at or above standard in math.

**Critical Root Cause 1:** Our 3-5 grade students are lacking foundational skills that they should have gained during their kinder, first and second grade years. The teachers at Jesse Hall have also experienced several curriculum changes over the years. This has resulted in lack on continuity between curriculums. There is also an alignment issue between Bridges and Envision curriculums.

**Problem Statement 1 Areas:** Student Success

**Problem Statement 2:** Students are exposed to different vocabulary and mathematical strategies which are potentially confusing students in their mathematical understanding.

**Critical Root Cause 2:** There is incongruence within curriculum, having two different math curriculums in elementary school. Years of exposure to different teaching of mathematical academic vocabulary and lack of progression from concrete to the abstract models.

**Problem Statement 2 Areas:** Adult Learning Culture

**Problem Statement 3:** Families feel unequipped to support their children in their learning modalities and standards.

**Critical Root Cause 3:** Teaching strategies and curriculum have evolved since families attended school, leaving them to feel confused, frustrated and embarrassed in supporting their children. Comment

**Problem Statement 3 Areas:** Connectedness

# Comprehensive Needs Assessment Data Documentation

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

## **Student Success**

- Grades
- Multi-Tiered System of Supports (MTSS)
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs
- Other
  - i-Ready

## **Adult Learning Culture**

- Class size averages by grade and subject
- Master schedule
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- School leadership data
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher evaluation
- Teacher retention
- Teacher/Student Ratio

## **Connectedness**

- Attendance
- PBIS/MTSS data
- School safety data

# Inquiry Areas

## Inquiry Area 1: Student Success

**SMART Goal 1:** 100% of Jesse Hall students in K-5 will meet their typical growth target in Math by May 2026 as measured by their end-of-year diagnostic.

### Aligns with District Goal

**Formative Measures:** Weekly Check for iReady minutes using Personalized Instruction Report  
iReady Diagnostic Reports

| Improvement Strategy 1 Details                                                            |                                                                                                                                                                                                                  |                                                                     |            | Status Checks |           |           |
|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|------------|---------------|-----------|-----------|
| Improvement Strategy 1: iReady                                                            |                                                                                                                                                                                                                  |                                                                     |            | Status Check  |           |           |
|                                                                                           |                                                                                                                                                                                                                  |                                                                     |            | Nov           | Feb       | May       |
|                                                                                           |                                                                                                                                                                                                                  |                                                                     |            | No review     | No review | No review |
|                                                                                           |                                                                                                                                                                                                                  |                                                                     |            |               |           |           |
| Action #                                                                                  | Actions for Implementation                                                                                                                                                                                       | Person(s) Responsible                                               | Timeline   |               |           |           |
| 1                                                                                         | Implementation of 30-45 minutes of iReady weekly with focus on My Path lessons. Design and deliver curriculum and instruction that increases teacher efficiency and effectiveness and maximize student learning. | Teacher/ iReady Coach Intervention, Classroom and Resource Teachers | SY 2025-26 |               |           |           |
| Position Responsible: Teacher/ iReady Coach Intervention, Classroom and Resource Teachers |                                                                                                                                                                                                                  |                                                                     |            |               |           |           |
| Evidence Level                                                                            |                                                                                                                                                                                                                  |                                                                     |            |               |           |           |
| Level 3: Promising: i-Ready                                                               |                                                                                                                                                                                                                  |                                                                     |            |               |           |           |
| Problem Statements/Critical Root Cause: Student Success 1                                 |                                                                                                                                                                                                                  |                                                                     |            |               |           |           |

## SMART Goal 1 Problem Statements:

| Student Success                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Currently, 49 % of Jesse Hall's 3rd, 4th, & 5th grade students are not yet at or above standard in math. <b>Critical Root Cause:</b> Our 3-5 grade students are lacking foundational skills that they should have gained during their kinder, first and second grade years. The teachers at Jesse Hall have also experienced several curriculum changes over the years. This has resulted in lack on continuity between curriculums. There is also an alignment issue between Bridges and Envision curriculums. |

## Inquiry Area 2: Adult Learning Culture

**SMART Goal 1:** By Spring of 2026, 90% of certified staff will implement the school-wide math agreements generated from the professional development work pertaining to The Math Pact.

Comment

**Aligns with District Goal**

**Formative Measures:** Walk-through classroom observations

| Improvement Strategy 1 Details                                   |                                                                                        |                                 |            | Status Checks |           |           |
|------------------------------------------------------------------|----------------------------------------------------------------------------------------|---------------------------------|------------|---------------|-----------|-----------|
| Improvement Strategy 1: PLC's                                    |                                                                                        |                                 |            | Status Check  |           |           |
|                                                                  |                                                                                        |                                 |            | Nov           | Feb       | May       |
|                                                                  |                                                                                        |                                 |            | No review     | No review | No review |
|                                                                  |                                                                                        |                                 |            |               |           |           |
| Action #                                                         | Actions for Implementation                                                             | Person(s) Responsible           | Timeline   |               |           |           |
| 1                                                                | Participate in Math Pact professional development and implement school-wide agreements | Principal, Dean, Teacher visits | SY 2025-26 |               |           |           |
| Position Responsible: Principal, Dean, Teacher visits            |                                                                                        |                                 |            |               |           |           |
| Evidence Level<br>Level 2: Moderate: PLC's                       |                                                                                        |                                 |            |               |           |           |
| Problem Statements/Critical Root Cause: Adult Learning Culture 1 |                                                                                        |                                 |            |               |           |           |

### SMART Goal 1 Problem Statements:

| Adult Learning Culture                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Students are exposed to different vocabulary and mathematical strategies which are potentially confusing students in their mathematical understanding.<br><b>Critical Root Cause:</b> There is incongruence within curriculum, having two different math curriculums in elementary school. Years of exposure to different teaching of mathematical academic vocabulary and lack of progression from concrete to the abstract models. |

**Inquiry Area 3:** Connectedness

**SMART Goal 1:** During the 2025-2026 school year, Jesse Hall will welcome at least 75% of our families into several family engagement events. These family events include our Welcome Back Ice Cream Social, Back to School Night, Book Fair, Science Night, Math Night, Family Literacy Club, Conference weeks and the universal use of Class Dojo to communicate with all stakeholders.

**Aligns with District Goal**

**Formative Measures:** Collect survey data to measure effectiveness of family engagement event

| Improvement Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |           |  | Status Checks |                                                                          |                                   |            |   |                                                                          |                                   |            |              |  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|--|---------------|--------------------------------------------------------------------------|-----------------------------------|------------|---|--------------------------------------------------------------------------|-----------------------------------|------------|--------------|--|--|
| <b>Improvement Strategy 1: Family Engagement</b> <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Hold in-person events that encourage the engagement of all stakeholders.</td><td>Administration, Event Coordinator</td><td>SY 2025-26</td></tr></table> <p><b>Position Responsible:</b> Administration, Event Coordinator</p> <p><b>Evidence Level</b><br/>Level 3: Promising: Family Engagement</p> <p><b>Problem Statements/Critical Root Cause:</b> Connectedness 1</p> |           |           |  | Action #      | Actions for Implementation                                               | Person(s) Responsible             | Timeline   | 1 | Hold in-person events that encourage the engagement of all stakeholders. | Administration, Event Coordinator | SY 2025-26 | Status Check |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |           |  | Action #      | Actions for Implementation                                               | Person(s) Responsible             | Timeline   |   |                                                                          |                                   |            |              |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |           |  | 1             | Hold in-person events that encourage the engagement of all stakeholders. | Administration, Event Coordinator | SY 2025-26 |   |                                                                          |                                   |            |              |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |           |  | Nov           | Feb                                                                      | May                               |            |   |                                                                          |                                   |            |              |  |  |
| No review                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | No review | No review |  |               |                                                                          |                                   |            |   |                                                                          |                                   |            |              |  |  |

**SMART Goal 1 Problem Statements:**

| Connectedness                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Families feel unequipped to support their children in their learning modalities and standards. <b>Critical Root Cause:</b> Teaching strategies and curriculum have evolved since families attended school, leaving them to feel confused, frustrated and embarrassed in supporting their children. Comment |

# Community Outreach Activities

| Activity                                     | Date                          | Lesson Learned                                                                                                                                                             |
|----------------------------------------------|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Back to School Ice Cream Social              | August 7, 2025                | Families and students like to meet their teachers before school starts                                                                                                     |
| Secrets of Jesse Hall Tour - Kinder Families | August 18, 2025               | New families to Jesse Hall like to take a tour of the school and meet "key" individuals.                                                                                   |
| Back to School Night (3,4,5)                 | August 19, 2025               | Families like to come to school at the beginning of the year to meet their child's new teacher and hear about what their child will be doing in the new grade level.       |
| Back to School Night (PreK,K,1,2)            | August 26, 2025               | Families like to come to school at the beginning of the year to meet their child's new teacher and hear about what their child will be doing in the new grade level.       |
| 1st Grade Balloon Launch                     | September 5, 2025             | Families like to participate in this school event and watch their students get excited about writing notes, putting those notes in balloons and letting their balloons go. |
| ABC Kinder Fashion Show                      | October 3, 2025               | Kinder families assemble outside and watch their students parade down a "run way" showing off the letters in their name.                                                   |
| Fall HALLOWeen Carnival                      | October 24, 2025              | Hundreds of families and former students attend this traditional event each year.                                                                                          |
| Fall Parent Teacher Conferences              | October 24 - October 30, 2025 | 95%+ of families participate in their child's parent teacher conferences at Jesse Hall Elementary School.                                                                  |
| Goodies with Grandparents                    | November 7, 2025              | Hundreds of grandparents attend this event with their grandchildren.                                                                                                       |
| PTA Bingo                                    | November 18, 2025             | Hundreds of parents/guardians participate in this Bingo Night. Special Turkey Giveaway Bingo.                                                                              |
| Kinder Friendship Feast                      | November 20, 2025             | Almost all kinder families come to school and participate in this event with their children centered around Thanksgiving.                                                  |
| Breakfast with Santa                         | December 6, 2025              | A joint event between PTA and our 5th grade team. This is also a craft fair and hundreds of families participate each year.                                                |
| PTA Bingo                                    | February 24, 2026             | Hundreds of parents/guardians participate in this Bingo Night                                                                                                              |

| Activity                                               | Date              | Lesson Learned                                                                                                                                                                |
|--------------------------------------------------------|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Donuts with Dads                                       | March 6, 2026     | Hundreds of dads come to school this morning with their kids to have breakfast and say hello to teachers/staff.                                                               |
| 1st grade Egg Drop                                     | April 10, 2026    | Almost all 1st grade families attend this event to see their Childs egg get dropped off the roof at Jesse Hall to see if it will "survive" and not crack. A lesson in physics |
| Apple of my Eye Dance                                  | April 17, 2026    | Hundreds of parents and students attend this annual school dance.                                                                                                             |
| Muffins for Moms                                       | May 8, 2026       | Hundreds of moms attend school this morning, have a muffin and interact with teachers/staff.                                                                                  |
| 2nd grade life cycle play/performance                  | May 12 & 14, 2026 | Hundreds of 2nd grade families attend this event.                                                                                                                             |
| 5th grade congressional hearings - We the People Event | May 14, 2026      | Hundreds of 5th grade parents attend this evening event where their students perform their knowledge based on the U.S. Constitution.                                          |
| Kinder Graduation                                      | May 29, 2026      | Hundreds of kinder parents, grandparents, friends and relatives attend this event where the kinder students put on a performance and "graduate"                               |
| Night of Academic Excellence                           | June 2, 2026      | A night dedicated to celebrating Jesse Hall's most academically talented students. Hundreds of parents etc. attend this event.                                                |
| Walk the Halls                                         | June 3, 2026      | Dozens of Seniors (former Jesse Hall students) return to "Walk the Halls" while 500 current Jesse Hall students cheer them on. Several families attend this event.            |
| 5th grade promotion day/event                          | June 5, 2026      | Hundreds of 5th grade families, friends etc. attend this event and watch their 5th grade students move onto middle school.                                                    |