

Douglas County School District



Jacks Valley Elementary School

Classification: 2 Star School

Title I

2025-2026 School Improvement Plan

Mission Statement

The Jacks Valley Elementary School community will ensure each student a path to a bright future through continuous academic improvement in a safe, kind, motivating, and positive environment.



Vision

Staff Shared Vision

We teach at Jacks Valley to have a positive impact and empower students to be their best self, so they may live a happy and productive life with self-worth and purpose. As a result, they will have a beneficial influence on themselves and those around them.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

Student attendance increased over the last three years. Students report that our School Climate is positive and they have adults that they can seek out for assistance. Teachers have created a strong Phonics/Phonemic Awareness Program in Kindergarten through Second Grades. Collaboration is robust, ongoing, and teachers follow-through during PLC time. Thematic instruction is emphasized through science and social studies.

Reflex Math has definitely helped improve numbers and concepts all assessments. Students who complete the Lexia program have shown significant proficiency on all assessments in reading. The Routines of Reasoning training is completed for everyone except new teachers. Students had significant growth-10% or more in all grade levels on Write Score. (2nd-5th)

Areas for Growth

Students at Jacks Valley were proficient in ELA and Math on MAP at 52%. Yet, on SBAC proficiency rates were much lower at 37% in ELA and 31% in Math. This is a cause for concern and an area of growth.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Students are not making the same amount of growth as other students.	Ensure interventions are in place and that families know about home remedies.
Foster/Homeless	None	
Free and Reduced Lunch	Students are not making the same amount of growth as other students.	Ensure students are receiving Tier 1 quality instruction in ELA and Math.
Migrant/Title1-C Eligible	None	
Racial/Ethnic Minorities		
Students with IEPs		

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1	Students are not achieving at a satisfactory proficiency rate in English Language Arts.	Increase in screen time, loss of a 'love of reading' with motivation, no solid curriculum, not enough time spent in reading and writing
2	Our MTSS program needs to be more consistent and effective across all grade levels.	Lack of training, lack of consistent instruction across the school, interventions not working

 = Priority

Adult Learning Culture

Areas of Strength

Teachers collaborate regularly on essential instruction. Professional Development is provided based on teacher needs. The learning culture at Jacks Valley is notable. Staff feel like they belong and have say in what matters.

Areas for Growth

Specifically, Reading and MTSS areas will be emphasized this year for growth. Professional Development in the Tier MTSS process for reading will our Wildly Important Goal. Reading will be targeting in grades 3rd-5h based on low proficiency levels on the SBAC.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Families unable to speak our language	Ensure all adults have access to translated documents and all other means of communication
Foster/Homeless	Unstable home environment	Provide families with resources and information
Free and Reduced Lunch	Living in poverty	Provide families with resources and information
Migrant/Title1-C Eligible		
Racial/Ethnic Minorities	Difficulty living within our community	Validate concerns, provide guidance
Students with IEPs	Additional outside resources to assist with academic needs	Find ways to assist and accommodate

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1	The MTSS process needs a restructured system at Jacks Valley to help with our reading deficits.	Lack of consistency Unstructured process Misinformation Resources

★ = Priority

Connectedness

Areas of Strength

Jacks Valley has a strong community that is supportive and trusting. Family events are well-attended such as conferences and fun evening activities. Parents report that two-way communication is satisfactory.

Areas for Growth

As a staff we agree that an area of growth would be to help our Title I parents with educational resources and needs. Teachers would like to assist families of students working below the 40% by providing informational evenings, morning teas, and home visits to accommodate their needs.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Barriers at home and school with language	Ensure everything is translated
Foster/Homeless	Unstable home environments	Ensuring that consistent, structured routines and procedures are at school
Free and Reduced Lunch	Living in poverty and have few resources	Check on internet access and communication with types of resources available to families
Migrant/Title1-C Eligible		
Racial/Ethnic Minorities	Barriers in the community in which we live	Provide a happy, safe, and loving environment at school
Students with IEPs	Overcoming obstacles in their learning path	Providing the best, quality specially designed instruction possible

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1	It is necessary to assist with resources and information to meet the needs of our families with children working at a low proficiency level in reading and mathematics.	Uncomfortable sharing information with families with needed resources Funding is occasionally an issue Consistency and follow-through

 = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- ☒ MAP Growth Assessment
- ☒ Multi-Tiered System of Supports (MTSS)
- ☒ Smarter Balanced (SBAC)
- ☒ Student Climate Survey, Student Voice
- ☒ WIDA ACCESS for ELLs

Adult Learning Culture

- ☒ Student Climate Survey
- ☒ Study of best practices
- ☒ Teacher evaluation
- ☒ Other

CALL Survey Results

Connectedness

- ☒ Attendance
- ☒ Behavior
- ☒ Enrollment
- ☒ Mobility rate, including longitudinal data
- ☒ PBIS/MTSS data
- ☒ Perception/survey data
- ☒ Volunteer opportunities, attendance, and participation



Inquiry Areas

Inquiry Area 1

Student Success

SMART Goal 1

By the end of the 2025-26 school year, 90% of students will demonstrate at least one year's growth in reading comprehension as measured by formative assessments, comprehension checks, and student work samples.

Formative Measures: MAP Data, DRA Data, and another assessment not yet chosen

Improvement Strategy 1

All Student Learning Goals will be written in Reading Comprehension. PreK-2nd will concentrate on phonics/phonemic awareness and comprehension. 3rd-5th grades will work on comprehension and fluency. Assessments will be used to track interim progress being made. A minimum of three formal observations will be made in reading. Teachers will use SOAR Time for small group and interventions for students below the 40%.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Implementation of SOAR Time	Brandi Torres/ Christen Wilcks	August 18, 2025

Position Responsible: Reading Specialist and Speech Pathologist

Resources Needed: People

Status Checks

In progress	In progress		
November	January	March	June

Inquiry Area

2

Adult Learning Culture

SMART Goal 1

A strong MTSS will help is to increase student academic achievement and social-emotional well-being by strengthening Tier 1 supports and implementing targeted interventions to address identified needs, as measured by a 100% improvement in relevant data points using the Tiered Inventory within the next school year. This goal encompasses both academic and social-emotional aspects, reflecting a whole-child approach. According to the Nevada Working Conditions Survey, teachers report little autonomy. More input will be gathered regularly and a survey will be conducted of what they would like more oversight and independence over.

Formative Measures: MTSS Fidelity Inventory, regular agendas, meeting notes, trainings

Improvement Strategy 1

Our MTSS Team will begin the school year on the second Thursday of each month. At our Data in a Dash Meetings, each teacher will target two students for supports and interventions. These interventions will last 6-8 weeks and tracking of progress will be done bi-weekly.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Target two intervention students using the MTSS format	Each Classroom Teacher	August 21-June 5th

Position Responsible: Principal, Pam Gilmartin

Resources Needed: Folders and lots of sample ideas

Status Checks

Revisions needed

In progress

November

January

March

June

SMART Goal 1

We will empower Families as Partners in Student Learning: Provide families with resources and opportunities to actively support their children's learning at home and at school, leading to a 15% increase in families participating in school events, using provided resources (e.g., online learning platforms, workshops) as tracked by participation data during the 2025-2026 school year.

Formative Measures: Increase in information to families opening pathways to communication and resources. Survey/perception data used to track

Improvement Strategy 1

We will recruit Room Parents for every classroom beginning on Friday, August 20th at the Popsicles on the Playground. We will ensure that families are provided resources in every newsletter and through Parent Square.

Actions for Implementation

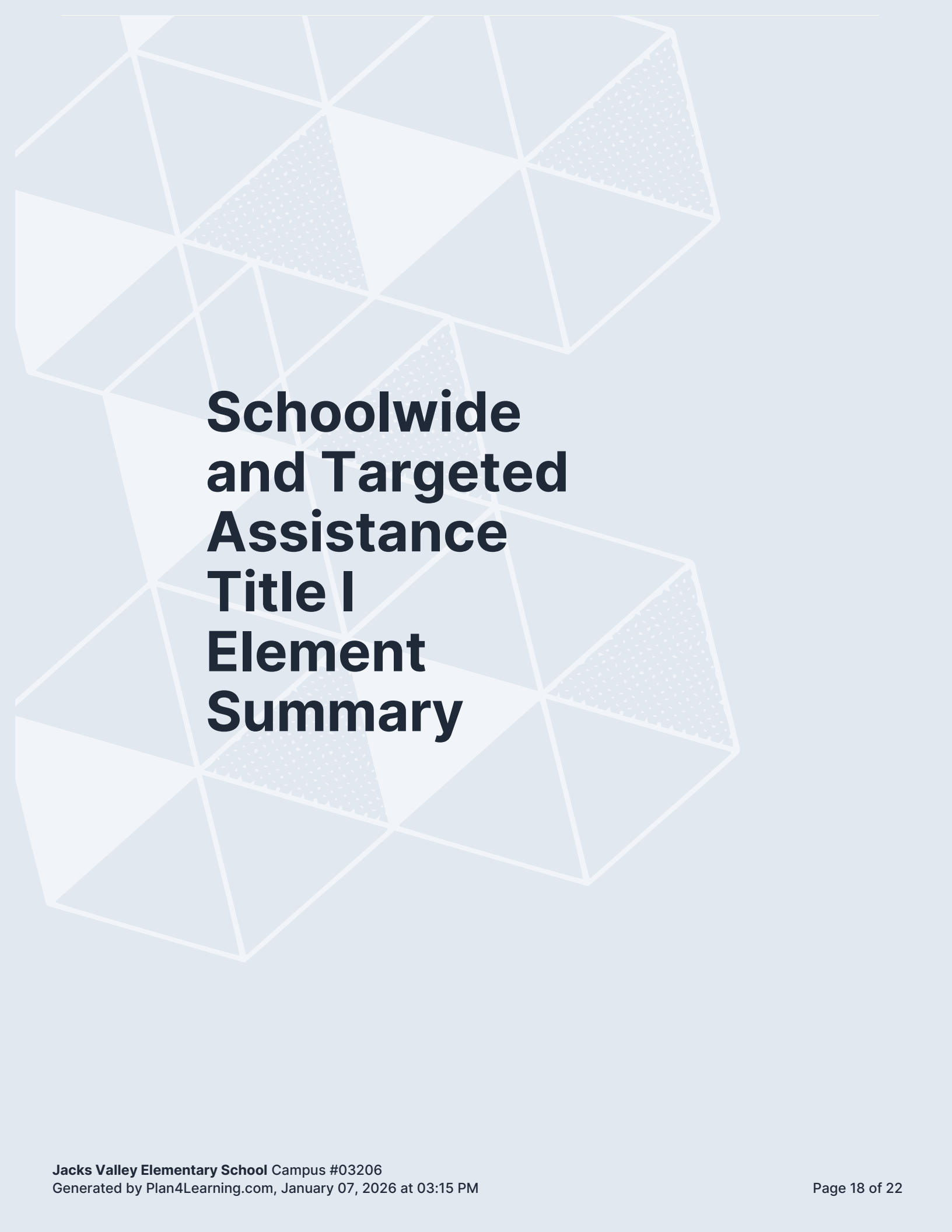
Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Room Parent Sign-up	PTSO	August 15, 2025

Position Responsible: PTSO member

Resources Needed: None needed

Status Checks

Revisions needed	In progress		
November	January	March	June



Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

Data from surveys such as the Nevada Climate Survey and the CALL Survey are shared with staff and parents. As a group, we meet separately a minimum of once monthly to reflect on our goals and progress.

2.1 School Performance Plan (SPP) developed with appropriate stakeholders

Our Parent Teacher Student Organization meets monthly. The executive board meetings monthly, as well. During these meetings, progress on goals and improvement status is shared. Our families are involved in numerous stakeholder activities to get acquire their feedback.

2.2 Regular monitoring and revision

Monthly status checks are done with both staff and parents. All communication is open and immediate.

2.3 Available to parents and community in an understandable format and language

The plan is available on our website and discussed at PTSO meetings mentioned above.

2.4 Opportunities for all children to meet State standards

Preschool is provided to 20 students through Title I funding. We hope to include all of our at-risk population in educating early. Title I funding provides Lexia software for quality supplemental resources for all students.

2.5 Increased learning time and well-rounded education

Preschool is provided to students in need. Stipends are used to ensure that students lacking in proficiency can receive outside tutoring/small group instruction.

2.6 Address needs of all students, particularly at-risk

Students receive small group intervention when deficit in a specific skill set. Students receive reading services through a licensed reading specialist.

3.1 Annually evaluate the schoolwide plan

The SPP is implemented starting the year with a progress check-in every two-three months. The Team consists of the entire teacher population, so everyone keeps others on track with progress.

4.1 Develop and distribute Parent Involvement and Family Engagement Policy

The Parent Involvement and Family Engagement Policy is posted on our website and sent home to parents the first and third months of the school year. The parent group helps revise the previous plan and then assists with improvements for future policies and procedures.

4.2 Offer flexible number of parent involvement meetings

Multiple events are offered to parents throughout the year. Several family/community nights such as our Fall Festival and Sock Hop happen every year. The Popsicles on the Playground kicks off the year. Our Celebrate School Day includes all families in student-led conferencing with school-wide activities happening that day.

5.1 Determine which students will be served by following local policy

Any student working below the 40% percentile will receive extra services in English Language Arts and Mathematics.

Schoolwide and Targeted Assistance Title I Elements Personnel

Name	Position	Program	FTE
Jennifer Kelly	Early Childhood Teacher	Preschool	1
Virginia Hurtado	Preschool Aide	Early Childhood Program	1



Community Outreach Activities

Activity	Date	Lesson Learned
Popsicles on the Playground	8/15/2025	Open the building to all