Douglas County School District



Jacks Valley Elementary School

Classification: 3 Star School

Accreditation Status:
Accredited

Title I

2026-2027 School Improvement Plan

District Approval Date:
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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

- A higher percentage of students school-wide achieved schoolwide Smarter Balance proficiency in ELA than in math (45.9% in ELA to 36.6 in math)
- Students have decreased in chronic absenteeism from 14.77% to 13.44%

Areas for Growth

- Increase percentage of non-proficient students making adequate growth in ELA on Smarter Balanced ELA assessment by 4% (currently 54.61%)
- Increase percentage of non-proficient students making adequate growth in math on Smarter Balanced ELA assessment by 3% (currently 30.8%)

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language Barrier that results in math & ELA deficiency.	EL Interventions built into the scedule
Foster/Homeless	N/A	
Free and Reduced Lunch	Socioeconomic barriers that result in math & ELA deficiency's amongst some students.	Ongoing interventions built into the schedule.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Some students have vocabulary & fluency barriers that result in math & ELA deficiency.	Ongoing interventions built into the schedule.
Students with IEPs	Some students struggle with grade level material.	Special education teachers and aides help with our students IEP goals.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Lack of fluency in academic vocabulary results in barriers amongst some student subgroups that affects speaking, listening, reading, and writing comprehension, which results in lower math and ELA proficiency rates.	The use of materials that represent diverse populations limits academic vocabulary exposure that allows for practice and fluency.

★ = Priority

Adult Learning Culture

Areas of Strength

- 94% of staff feel that JVES provides opportunity for them to do their very best at their jobs.
- 100% of staff feel that they do their very best at helping students learn at home.

Areas for Growth

- Grade level PLC's will be new to teachers this year
- Grade level MTSS meetings will be new to teacher this year
- All teachers are not trained in the science of reading.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	All teachers are not trained in the science of reading.	In the past, teacher training revolved around whole language and balanced literacy.

★ = Priority

Connectedness

Areas of Strength

- Family engagement is strong with a Parent Teacher Student Organization that meets regularly.
- According to the Staff School Climate Survey Data, 100% of staff agree with or strongly agree with:
  -All students are treated equally, regardless of whether their parentsare rich or poor.
  -This school emphasizes showing respect for all students' cultural beliefs and practices.

Areas for Growth

- Families of EL learners/low socioeconomic status do not attend family engagement events as regularly as their counterparts.
- According to the Staff School Climate Survey Data, 23% of staff disagree or strangly disagree that this school provides instructional materials (e.g., textbooks, handouts) that reflect diverse students' cultural background, ethnicity, and identity.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Higher rates of chronic absenteeism during holiday periods for some.	Interventions built into the schedule. Continue reaching out through resources with translation.
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	JVES school could provide more instructional materials (e.g., textbooks, handouts) that reflect students' cultural background, ethnicity, and identity.	Need more ways to relate to and connect with students from diverse backgrounds, as current materials are not targeted for various groups.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Lack of fluency in academic vocabulary results in barriers amongst some student subgroups that affects speaking, listening, reading, and writing comprehension, which results in lower math and ELA proficiency rates.	The use of materials that represent diverse populations limits academic vocabulary exposure that allows for practice and fluency.
2 ★	All teachers are not trained in the science of reading.	In the past, teacher training revolved around whole language and balanced literacy.
3 ★	JVES school could provide more instructional materials (e.g., textbooks, handouts) that reflect students' cultural background, ethnicity, and identity.	Need more ways to relate to and connect with students from diverse backgrounds, as current materials are not targeted for various groups.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Criterion-Referenced Test in Mathematics**
- [x] **Criterion-Referenced Test in Science**
- [x] **Curriculum Based Measures**
- [x] **Early childhood literacy and math data**
- [x] **Early reading assessment results**
- [x] **End-of-Unit Assessments**
- [x] **Grades**
- [x] **Local benchmark, common assessments, diagnostic assessments, or interim assessments data**
- [x] **MAP Growth Assessment**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **Nevada Alternate Assessment (NAA)**
- [x] **Nevada State Performance Framework (NSPF)**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **Tier I Instructional Materials Assessments**
- [x] **WIDA ACCESS for ELLs**
- [x] **WIDA Alternate ACCESS (WAA)**
- [x] **WIDA Screener**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Class size averages by grade and subject**
- [x] **Master schedule**

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Professional Development Agendas**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **School department and/or faculty meeting discussions and data**
- [x] **School leadership data**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Teacher evaluation**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Community surveys and/or other feedback**
- [x] **Gifted and talented data**
- [x] **Home Visits**
- [x] **PBIS/MTSS data**
- [x] **School safety data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

By the end of the 2026 2027 school year, SBAC scores in reading and math will indicate a growth rate of 5% for the student population. At least 48.10% (currently 45.67%) of students will demonstrate proficiency on the ELA SBAC assessment and at least 33.852% (currently 32.24%) of students will demonstrate proficiency on the math SBAC assessment.

Formative Measures: MAP and classroom standard based formative assessments

Improvement Strategy 1

Science of Reading strategies will be implemented schoolwide in Tier 1, 2, and 3 interventions.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Support and monitor Science of Reading training attendance and assignment follow ups for all classroom teachers.	Principal, EL, SPED, and Reading Specialist	08/2026-06/2027	

Evidence Level

Level 1: Strong:

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

November **February** **June**

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

100% of staff will participate in district Science of Reading trainings and will take the information to work on collaboratively to integrate into the ELA and math curriculum in Tier 1, 2, and 3 instruction.

Formative Measures: MAP results, in grades K-5 will indicate overall student mean reading achievement at grade level or above 65% for the entire student body population by Spring, 2027 (currently 56.95%) to 60%.

MAP results, in grades K-5 will indicate overall student mean for math achievement at grade level or above 65% for the enterire student body population by Spring, 2027 (currently 50.83%) to 53%

Improvement Strategy 1

Schedule revised to include grade level PLC time into the schudule for all teachers.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Schedule revision	Principal	8/15/26	

Evidence Level

Level 1: Strong:
Schedule

Problem Statements: Student Success 1 - Adult Learning Culture 1 - Connectedness 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.6

Status Checks

November **February** **June**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Lack of fluency in academic vocabulary results in barriers amongst some student subgroups that affects speaking, listening, reading, and writing comprehension, which results in lower math and ELA proficiency rates.	The use of materials that represent diverse populations limits academic vocabulary exposure that allows for practice and fluency.

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	All teachers are not trained in the science of reading.	In the past, teacher training revolved around whole language and balanced literacy.

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	JVES school could provide more instructional materials (e.g., textbooks, handouts) that reflect students' cultural background, ethnicity, and identity.	Need more ways to relate to and connect with students from diverse backgrounds, as current materials are not targeted for various groups.

Inquiry Area 3

Connectedness

SMART Goal 1

Student chronic absenteeism will decrease by 10% (from 13.44%) by the end of the 2026-2027 school year. to less than 12.09% overall.

Formative Measures: IC data will be used weekly to monitor and track absenteeism rates.

Improvement Strategy 1

By supplementing current curriculum with materials that encourage diversity and taking schoolwide steps for inclusiveness in the culture, overall student attendance will improve by 10% from 13.44% to 12%.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Using 2024-2025 data and ongoing IC data, at risk students will be identified early on where Tier 2-3 interventions can be implemented as appropriate. Tier 1 strategies will incorporate PBIS to encourage ongoing attendance goals.	Jacqueline Hostler	June 2027	

Position Responsible: School counselor

Resources Needed: Access to IC, PBIS materials, time for interventions.

Evidence Level

Level 1: Strong:

Problem Statements: Connectedness 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6, 4.1, 4.2

Status Checks

November **February** **June**

Improvement Strategy 2

Families will be made aware that our SPP goal is to bring diversity into the educational resources

and will be encouraged to reach out and use, as well as offer input in these resources.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will be provided access to materials and resources that support a diverse student population	Principal and EL staff.	12/18/26	

Position Responsible: Principal and EL staff

Resources Needed: Reading items that represent diverse groups and gestures and routines that align with vocabulary as techniques for all learners to acquire information on a closer spectrum.

Evidence Level

Level 2: Moderate:

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.6, 4.1, 4.2

Status Checks

November **February** **June**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	JVES school could provide more instructional materials (e.g., textbooks, handouts) that reflect students' cultural background, ethnicity, and identity.	Need more ways to relate to and connect with students from diverse backgrounds, as current materials are not targeted for various groups.

Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

The comprehensive needs assessment includes the Teacher Leadership team who meets every month to review data and discusses school culture. Strengths are celebrated and areas of growth are determined with a plan for improvement.

2.1 School Performance Plan (SPP) developed with appropriate stakeholders

Staff, families, and the community will be invited to the Teacher Leadership meeting on September 1st, 2026 to review and offer feedback on the SPP.

On May 4, 2026 the Teacher Leadership committee will meet again to address the SPP and prepare it for the 2027-2028 school year.

The SPP will be posted online and families will be urged to review it and offer insight on ParentSquare.

Schoolwide and Targeted Assistance Title I Elements Personnel

Name	Position	Program	FTE
TBD	Interventionist	ELA & Math Support	

Community Outreach Activities

Activity	Date	Lesson Learned
Title I Public Presentation	8/14/26	Continue with Family Engagement outreach