



Washoe County School District  
**B.D. Billinghurst Middle School**  
2021-2022 School Performance Plan:  
A Roadmap to Success

*Billinghurst Middle School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Jason Mattick, Principal, for more information.*

**Principal:** Jason Mattick  
**School Website:** <https://www.washoeschools.net/billinghurst>  
**Email:** [billinghurst@washoeschools.net](mailto:billinghurst@washoeschools.net)  
**Phone:** 775.746.5870

**School Designations:**  Title I  CSI  TSI  ATSI  Zoom  Victory



# School Information

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

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
<b>School</b>	966	.2%	6%	22.5%	2%	59%	1%	9%	13%	4%	26%
<b>District</b>	61599	1.3%	4.2%	41.8%	2.6%	42.6%	1.4%	6.2%	14.3%	14.3%	47.4%
<b>State</b>	496938	0.8%	5.4%	42.7%	11.5%	31.4%	1.5%	6.8%	12.7%	14.1%	65.8%

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
<b>2018</b>	<b>School</b>	47%	39%	44%	61%	41%	55%	54%	n/a	225%
	<b>District</b>	41.6%	52%	44%	49.3%	51%	51%	36.9%	12%	41.9%
<b>2019</b>	<b>School</b>	49%	38%	45%	62.7%	41%	60%	57.5%	n/a	10.3%
	<b>District</b>	40.8%	50%	39%	49.3%	51%	52%	36.4%	10.7%	36.2%
<b>2020</b>	<b>School</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	2%	16%
	<b>District</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	10%	32%



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
<b>School</b>	N/A	N/A	N/A
<b>District</b>	N/A	N/A	N/A

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
<b>School</b>	354	343	324
<b>District</b>	359	345	334

## School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Jason Mattick	<b>Principal(s)</b> <i>(required)</i>
Melissa Chavez, Asst. Principal - Tara Obrien, Dean & EL Coach	<b>Other School Leader(s)/Administrator(s)</b> <i>(required)</i>
Jessica Ligon, Lacy Snelling, Amanda McNamara, Julianne Kinzie, Amanda Smart, Max Gibson	<b>Teacher(s)</b> <i>(required)</i>
Kellie Carney	<b>Paraprofessional(s)</b> <i>(required)</i>
Dehn & Catherine Craig	<b>Parent(s)</b> <i>(required)</i>
	<b>Student(s)</b> <i>(required for secondary schools)</i>
Stacy Wright, MTSS and Sped	<b>Specialized Instructional Support Personnel</b> <i>(if appropriate)</i>
Gia Torcaso	<b>Counselor</b>



## School Community Outreach

*This section highlights outreach events facilitated by the school to engage students, regarding school partner.*

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Parent Nights	Aug 24-26, 2021	500+	Parents want to be involved. WE are BDB.
BDB Gives/Community Closet	Holiday Season	100+	We have students and families desperately in need of resources. BDB was able to bring joy and warmth through food and clothing to many homes.
Parent Group	monthly	20-50	Improved involvement among our new Parent Group. Parents excited to be involved.
30 <sup>th</sup> year celebration	October 28 <sup>th</sup>	900+	Students and parents having fun. Celebrating 30 years of BDB.
JTNN Parent Nights	3 throughout year	100+	Parents want to know what their kids are up to socially and emotionally.



# School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

## Inquiry Area 1 - Student Success

### Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
<b>Data Reviewed</b>	SBAC Observation data Needs Assessment survey data ELPA/WIDA scores EL Exit rates IEP data and placement data Climate survey data Common math assessments PLC data Common formative assessments	Climate survey Focus on New Mission Statement Enrichment Circles Counselor data	SBAC Observation data Needs Assessment survey data Common math assessments PLC data Common formative assessments New curriculum for EL Academic Language Development courses from ELD department
<b>Problem Statement</b>	Billingshurst has had stagnant growth on state exams over the last 5 years, and drastically decreased in student proficiency last year in all three subjects (math., ELA and science).		
<b>Critical Root Causes</b>	Billingshurst Middle School, like all schools across our Nation, were impacted academically and socially from the COVID pandemic. The last two years lacked routine, structure, and academic progress. There is a need for continued focus on data to drive planning, instruction, reflection, and remediation. Billingshurst has also lacked in fidelity and organization for our EL instruction. Lastly, all staff should ensure that they are providing the needed supports for all sub-groups in order to see overall school proficiency growth (ie. Students on IEPs, in Tier 2/3 of MTSS, and English Learners).		



## Part B

Student Success	
<p><b>School Goal:</b> By the 2022 SBAC state exams we will increase the overall student proficiency rate in the math exam by 4% and in ELA exam by 4%.</p>	<p><b>Aligned to Nevada's STIP Goal: 1, 2, 3, 4, 5 and 6</b></p>
<p><b>Improvement Strategy:</b></p> <ol style="list-style-type: none"> <li>1. Hire additional Math teacher using RALLY grant. This reduced math class sizes and added a math intervention class.</li> <li>2. Hire MTSS coordinator using RALLY grant. This teacher analyzes student data daily and finds students in need of academic and social interventions.</li> <li>3. Use ESSER grant money to pay teachers everyday after school for free tutoring for all students.</li> <li>4. Use ESSER grant money to support our EL Coordinator to find academic gaps in our EL population. Additionally, use this teacher to teach a EL specific intervention class that will focus on those student's identified needs.</li> </ol> <p><b>Evidence Level:</b> <i>Intervention Teachers 1- Strong / MTSS 3- Promising</i></p>	
<p><b>Intended Outcomes:</b> Billinghurst would like to see an overall increase in student proficiency</p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>• Determine what financial resources are available. (ie. ESSER and RALLY grant totals, and private grant allowances)</li> <li>• Identify timeline for hiring math teacher, MTSS coordinator, and EL Coordinator. Additionally, will we trigger an additional resource teacher.</li> <li>• Through a strong MTSS process Billinghurst will identify students that need extra support through tier 2-3 support classes.</li> <li>• MTSS Coordinator clean up and refresh the data monitoring of Tier 2 and Tier 3 students.</li> <li>• MTSS Coordinator teach Tier 3 intervention classes in Math and ELA.</li> <li>• EL Coordinator provide training for everyday instruction of our EL students, and work with teachers on strategies.</li> <li>• EL Coordinator provide intensive intervention through Enrichment period for out EL students.</li> <li>• Structure time in early Spring to practice taking SBAC exams (aka. Test prep)</li> </ul>	
<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>• Budget grant money for math teacher, MTSS coordinator, tutoring hours for certified staff, and EL Coordinator progress monitoring</li> <li>• Recruitment and hiring plan</li> <li>• Dreambox and Lexia software for progress monitoring</li> </ul>	



- Aimsweb data monitoring
- Student Laptops
- Technology – ActiveBoards and Student laptops/devices

**Challenges to Tackle:**

- Finding financial resources given limited budget
- Hiring a quality math candidate on a short timeline, and restructuring the Master Schedule with student schedule changes.
- Time for MTSS and EL coordinators to train teachers and monitor on-going data.
- Getting all teachers to monitor data through the PLC process and work together for all students.
- Finding student laptops that work for all students to access Dreambox and Lexia.
- MAP testing back or other resource that's comparable. District benchmarks aren't enough
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**Equity Supports. What, specifically, will we do to support the following student groups around this goal?**

English Learners: Focused teacher professional development on EL strategies from our EL Coordinator; All students, (including EL and Special Education students) will be provided with access to the core curriculum (NVACS) through thoughtful planning and collective efficacy. Develop an Enrichment class period for EL students taught by our EL Coordinator. Curriculum includes the use of the following strategies and programs: Dreambox, Lexia, and Wilson, as well as after school tutoring.

Foster/Homeless: Counselor department, Safe School professional, and Home-Visit team check-ins; Community partnerships; all students, (including EL and Special Education students) will be provided with access to the core curriculum (NVACS) through thoughtful planning and collective efficacy. Curriculum includes the use of the following strategies and programs: GoMath, Dreambox, Lexia, and after school tutoring.

Free and Reduced Lunch: Counselor department, Safe School professional, and Home-Visit team check-ins; Community partnerships; all students, (including EL and Special Education students) will be provided with access to the core curriculum (NVACS) through thoughtful planning and collective efficacy. Curriculum includes the use of the following strategies and programs: GoMath, Dreambox, Lexia, and after school tutoring.

Migrant: N/A

Racial/Ethnic Minorities: Focused teacher professional development on EL strategies;

Students with IEPs: Lexia and Dreambox supports in their Enrichment class period; SSTS classes, co-taught classes; Peer to peer observations to learn new differentiation strategies; Focused teacher professional development on EL strategies; all students, (including EL and Special Education students) will be provided with access to the core curriculum (NVACS) through thoughtful planning and collective efficacy. Curriculum includes the use of the following strategies and programs: GoMath, Dreambox, Lexia, and after school tutoring.



## Inquiry Area 2 - Adult Learning Culture

### Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
<b>Data Reviewed</b>	SBAC Observation data Needs Assessment survey data ELPA/WIDA scores IEP data and placement data Climate survey data Common math assessments PLC data Common formative assessments	SBAC Observation data Needs Assessment survey data ELPA/WIDA scores IEP data and placement data Climate survey data Common math assessments PLC data Common formative assessments	SBAC Observation data Needs Assessment survey data ELPA/WIDA scores IEP data and placement data Climate survey data Common math assessments PLC data Common formative assessments
<b>Problem Statement</b>	Billingshurst has unfortunately held at a 3-star rating (according to NVDOE) for the past 7-8 years. This is the result of a lack of direction on professional learning communities, understanding for implementing a rigorous curriculum, and aligning grade level standards to assessment has also contributed to the need for focuses on Tier I instruction. Language and literacy strategies fail to engage all levels of learners.		
<b>Critical Root Causes</b>	There is a need for continued focus on data to drive planning, instruction, reflection, and remediation. Billingshurst has lacked in fidelity and organization in our PLC process. With the clearer direction from the District, we are now hyper-focused on strong PLCs and student outcomes.		

### Part B

Adult Learning Culture	
<p><b>School Goal:</b> The teachers of Billingshurst MS will use the WCSD model and expectations for Professional Learning Communities to set instructional outcomes. This will include aligning outcomes with the WCSD 2021-22 Essential Standards and ensuring they are measured through the use of formal common assessments in our four core subjects. Goals for using common assessments for each subject</p>	<p><b>STIP Connection:</b> Goals 1, 2, 3, 4, 5, and 6</p>





area are as follows: Math 100%, ELA 75%, Social Studies 50%, Science 75%.

**Improvement Strategy:**

Ongoing monthly professional development around research-based instructional strategies, including high-yield strategies that influence the maximum use of language in all core content. We will continued our strong PLC practices in all core departments

**Evidence Level:** 2- Moderate

**Intended Outcomes:** All teachers will participate in professional learning communities centered around adult and student learning. Elements of the PLCs will include collaboration, data-driven results, and a focus on learning rather than teaching. All work around identifying standards, pacing and planning, unwrapping standards, creating assessments, and reviewing data to drive instruction and interventions will be based on the four main questions from the Solution Tree PLC model.

**Action Steps:**

- Discussion around consistent methods in each class
- collect and analyze student data based on essential standards common assessments.
- Look where students may have holes from previous grades due to covid and how to address them while teaching current standards
- Use of common assessments AND analyzing the outcomes with departments.
  - Using district common assessment for pacing and guiding our emphasis on the curriculum strands. These lead to discussions about our teaching and what we need to work on teaching our students (eg. Recognized the need to go back and reteach absolute value - most students missed it (Covid?) Select all students often get wrong when they only select one answer) This helps guide what we teach and emphasize in the classroom.
- Committing to answering “what to do with students that didn’t” through interventions
- Ongoing specialized and targeted support for special education teachers.

**Resources Needed:**

- Smaller class sizes
- Student laptops for intervention programs (ie. Dreambox and Lexia)
- Substitute teachers so core teachers have their preps available to prep.
- Extended space resources (seating options)
- common science material that support the current Nevada Academic Content Standards in Science based on the Next Generation Science Standards and the Framework for K-12 Science Education.
- Updated Promethean boards and pens (accessories that work)



- Enough Special Education teachers to service ALL classes at one time
- Technology – ActiveBoards and Student laptops/devices

**Challenges to Tackle:**

Lack of sufficient schoolwide data and trends from previous years (specifically 2020).  
Accelerated implementation of PLCs.  
Teacher demands/burn out  
Lack of WCSD common assessments for Science and ELA.  
Lack of common pacing for Science department.  
We need realistic expectations about standards, especially in math.

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

English Learners: Focused teacher professional development on EL strategies from our EL Coordinator; All students, (including EL and Special Education students) will be provided with access to the core curriculum (NVACS) through thoughtful planning and collective efficacy. Develop an Enrichment class period for EL students taught by our EL Coordinator. Curriculum includes the use of the following strategies and programs: Dreambox, Lexia, and Wilson, as well as after school tutoring.

Foster/Homeless: Counselor department, Safe School professional, and Home-Visit team check-ins; Community partnerships; all students, (including EL and Special Education students) will be provided with access to the core curriculum (NVACS) through thoughtful planning and collective efficacy. Curriculum includes the use of the following strategies and programs: GoMath, Dreambox, Lexia, and after school tutoring.

Free and Reduced Lunch: Counselor department, Safe School professional, and Home-Visit team check-ins; Community partnerships; all students, (including EL and Special Education students) will be provided with access to the core curriculum (NVACS) through thoughtful planning and collective efficacy. Curriculum includes the use of the following strategies and programs: GoMath, Dreambox, Lexia, and after school tutoring.

Migrant: N/A

Racial/Ethnic Minorities: Focused teacher professional development on EL strategies;

Students with IEPs: Lexia and Dreambox supports in their Enrichment class period; SSTS classes, co-taught classes; Peer to peer observations to learn new differentiation strategies; Focused teacher professional development on EL strategies; all students, (including EL and Special Education students) will be provided with access to the core curriculum (NVACS) through thoughtful planning and collective efficacy. Curriculum includes the use of the following strategies and programs: GoMath, Dreambox, Lexia, and after school tutoring.



## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
<b>Data Reviewed</b>	Student Climate Survey Bully survey Signs of Suicide screener Drugs and alcohol survey Passport to High School success events	Staff climate survey 1-on-1 new principal meetings Leadership Team concerns	Parent climate survey Parent Group Board meetings Attendance at JTNN events Volunteer application numbers Parent panel discussions
<b>Problem Statement</b>	Parents have felt disengaged and unwelcome at Billinghamurst. There was a tone of parents aren't welcomed in our building and not a part of their student's middle school experience.		
<b>Critical Root Causes</b>	Over the last two years staff has been so overwhelmed with the pandemic requirements and expectations, that they were very short and stressed. Unfortunately, this was felt by parents and our community. Additionally, there is a mixed perception among Billinghamurst teachers around parents being involved with a middle schoolers experience. For example: some teachers think that responsibility and communication fall solely on the middle school student, others involve the parents, and parents want to be a part of their child's education.		

### Part B

Connectedness	
<p><b>School Goal:</b> Many parents do not feel that school employees make them feel welcome at our school with only 67% responding favorably. As such, Billinghamurst MS will achieve a 75% favorable response rate regarding feeling welcome in the school.</p>	<p><b>STIP Connection:</b> Goals 1, 2, 3, 4, 5, and 6</p>
<p><b>Improvement Strategy:</b> We will start with communicating our new mission Statement to all stakeholders, including parents. The missions statement specifically speaks to the parents being an important stakeholder in our school community. Next, we will communicate with parents weekly and monthly through a variety of outlets, giving them all the information, they need about their child's day(s) and events. Also, we will invite parents to volunteer on campus this year during the school day, and at events. Lastly, the school administration will meet monthly with the parent Group board to hear concerns and suggestions for the school year.</p>	
<p><b>Evidence Level</b> 4 - Rationale</p>	



**Intended Outcomes:** Rebuild the partnership and involvement of our parents both in the classrooms, and at community events, as evident through parent feedback and climate survey response.

**Action Steps:**

- weekly ConnectEd calls from Admin
- Newsletters to include tips for helping students be more successful in ELA and math achievement, including test-taking skills and monitoring progress
- Weekly academic emails from Core academic teachers.
- Share positive accomplishments with the community throughout the year.
- Re focus on positive branding and the new Mission Statement
- Positive greetings at the door as well as on the phone.
- Share positive accomplishments with the community throughout the year.

**Resources Needed:**

- Newsletters
- Possible virtual parent night
- New Parent Orientation
- Infinite Campus
- Emails home
- Climate Survey

**Challenges to Tackle:**

- Repairing the perception of some parents, building trust.
- Staff buy-in and support
- Parent climate survey participation
- Language gap with EL households

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

English Learners: Counselors and office staff (translators) available for ongoing family support; All students and families will be invited to attend parent events and translated in Spanish. Communication will be in the families' native languages and through diverse means (i.e., phone calls, flyers, ConnectEd, on social media) to ensure adequate messaging and participation.

Foster/Homeless: Counselors and SSP available for ongoing family support; All students and families will be invited to attend. Communication will be in the families' native languages and through diverse means (i.e., phone calls, flyers, ConnectEd, on social media) to ensure adequate messaging and participation.



Free and Reduced Lunch: Counselors and SSP available for ongoing family support; All students and families will be invited to attend. Communication will be in the families' native languages and through diverse means (i.e., phone calls, flyers, ConnectEd, on social media) to ensure adequate messaging and participation.

Migrant: N/A

Racial/Ethnic Minorities: Counselors and SSP available for ongoing family support; All students and families will be invited to attend. Communication will be in the families' native languages and through diverse means (i.e., phone calls, flyers, ConnectEd, on social media) to ensure adequate messaging and participation.

Students with IEPs: All students and families will be invited to attend. Case managers will specifically build relationships with their parents. Communication will be in the families' native languages and through diverse means (i.e., phone calls, flyers, ConnectEd, on social media) to ensure adequate messaging and participation.

## COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
RALLY grant 2021	237,740	Math teacher allocation, MTSS teacher, EL program coordinator	Goal 1 and Goal 2
ESSER III Grant 2021	29,974	After school tutoring for all students	Goal 1
General Budget	76,999	Operational needs and supplies	Goal 1, 2, and 3