

Washoe County School District

Bud Beasley ES

School Performance Plan: A Roadmap to Success

Bud Beasley ES has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Mary Ellen Arrascada

School Website: washoeschools.net/beasley

Email: mearrascada@washoeschools.net

Phone: 775-626-5250

School Designations: ☐ Title I ☐ CSI ☐ TSI ☒ TSI/ATSI

Our SPP was last updated on October 24, 2022

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Mary Ellen Arrascada	Principal(s) (required)
Kristen Gilkeson	<i>Assistant Principal</i>
Janice Pearson, Danielle Lozano, Stacey O'Connell, Jill Sass, Tara Finnigan, Jen Farrow, Dallas Cossette, Melissa Francis	Teacher(s) (required)
Betsy Wilson	Paraprofessional(s) (required)
Adista Emler	Parent(s) (required)
Click here to enter text.	Student(s) (required for secondary schools)
Click here to enter text.	Tribes/Tribal Orgs (if present in community)
Janice Pearson LF, Monica Washington ELL	Specialized Instructional Support Personnel (if appropriate)
Mike Paul	Area Superintendent

School Demographics and Performance Information

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 http://nevadareportcard.nv.gov/DI/nv/washoe/bud_beasley_elementary/2022/nspf/



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
Math scores overall increased PLCs becoming more data driven More focus on IEP, Hispanic and EL students	<ul style="list-style-type: none">• More focused lesson objectives• Decrease in ELA and math scores in our IEP, Hispanic and EL students
Problem Statement: There continues to be a significant gap in academic achievement across all subjects on the 2021-22 SBAC for our Hispanic population compared to our other student groups. Likewise, we had a decline in several important areas of our Connectedness Survey and absenteeism data. Finally, teachers have noticed a lot of disrespect amongst students in terms of their behavior and actions toward their peers and adults in the building.	
Critical Root Causes of the Problem: <ul style="list-style-type: none">• Due to Covid-19, we had a large increase in the number of students who were absent due to health concerns last school year. Likewise, families were not allowed on campus which may have affected their ability to stay connected with their students' teachers and support their children at home with their academics and the opportunity to build relationship skills.• In addition, there were teachers in every grade level who were assigned to distance learning which impacted their ability to plan with their PLCs in order to clarify the essential standards and plan for high-quality student engagement. Finally, last year was our third year of implementation with the new ELA Benchmark curriculum, and there wasn't a lot of training support offered for the curriculum due to the pandemic.	
Student Success	



School Goal: Increase the percentage of Hispanic students scores on SBAC who are meeting or exceeding the standard in ELA and math by 5%.

Formative Measures:

- MAP scores
- School City assessments
- Lesson plans
- Benchmark quick check
- Classroom CBMs for math

Aligned to Nevada's STIP

Goal:

- ☐ STIP Goal 1 ☒ STIP Goal 2
☒ STIP Goal 3 ☐ STIP Goal 4
☐ STIP Goal 5

Improvement Strategy: Weekly PLC meetings to clarify and discuss the essential standards, create student friendly-objectives and high-quality lessons, and evaluate common assessment data in order to adjust instruction.

Evidence Level: Tier 3 - Promising Evidence

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Create a monthly PLC schedule with a clear agenda for backward planning in ELA and math.
- Create a simplified version of the PLC planning document with the four DuFour questions for teams to use and turn in for feedback weekly.
- Provide members of the Leadership and MTSS committees with specialized PL to support their teams in providing quality instruction and intervention supports for all students.
- Provide PL for Max Scholar, Dreambox, and MAP Fluency so that teachers can progress monitor their students' learning.
- Provide monthly PL during staff meetings for ELlevation Strategies, use of the ELlevation website, and creating language objectives tied to content objectives for student clarity.

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Weekly time for planning with PLC members
- A clear agenda for backward planning as well as a PLC form for accountability and feedback
- Site ELD Coach and Learning Facilitator who can help provide teachers with training and

Lead: *Who is responsible for implementing this strategy?*
Classroom Teachers, ELL Facilitator, Intervention Teacher, Learning Facilitator



resources

- Time for professional learning and clear expectations for implementation and reflection

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Positive and trusting working relationships within PLCs and amongst staff. El Clarified processes and efficiency for the PDSA cycle amongst PLCs. A growth mind-set and willingness to analyze data regularly-this is what drives our instruction and provides students with a guaranteed and viable curriculum. Ideas for ongoing formative assessment and data-based decision making (i.e. exit tickets, Number Talks, etc.) User-friendly grade-level reports for common assessments on School City Time for specialized training for Leadership and MTSS Committee members ELD coach is only on site 2-3 days a week-LF can support this work when she's not available
- *Potential Solution:* ELD coach and LF supporting staff with the highest number of Hispanic/EL students with coaching models through out the school year

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- ESSA Funds for Intervention teacher
- General Budget for additional technology
- CEIS Grant for programs that all students can access

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners

- *Challenge:* EL students continue to not make sufficient growth in math and ELA. This population also has a higher rate of absenteeism resulting in less in person instructional time
- *Support:* Use of specific language objectives tied to each content objective as well as, the implementation of various ELlevation strategies to support students' language development across all domains and content areas.

Foster/Homeless:

- *Challenge:* n/a



- *Support:* n/a

Free and Reduced Lunch:

- *Challenge:* n/a
- *Support:* n/a

Migrant:

- *Challenge:* n/a
- *Support:* n/a

Racial/Ethnic Groups:

- *Challenge:* 30% of our students are Hispanic/EL
- *Support:* Track formative data across racial groups to measure if any disparities exist for students' learning and progression with grade-level standards. See English Learners

Students with IEPs:

- *Challenge:* Students with IEPs have stayed the same as far as growth for the last two years.
- *Support:* Continue to review IEP goals and objectives to ensure students are receiving instruction aligned with their needs

Add other student groups as needed.

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • Building rapport with students and families • Using district curriculum planning resources 	<ul style="list-style-type: none"> • More time for discussion and planning • Clear and concise PLC agendas
<p>Problem Statement: Due to the continuation of the Covid pandemic not all teachers were available to meet with their grade level colleagues for regular PLC discussions and planning. Therefore, they couldn't support one another with this collaborative practice for instruction and student achievement. Likewise, teachers were not able to receive the same professional learning supports for their tier-1 instruction as they would have during a non-Covid school year. This could've affected teams' ability to share ideas for best practice and instruction as well as their ability to provide students with targeted interventions when necessary.</p>	

**Critical Root Causes of the Problem:**

- Continued Covid-19 pandemic restrictions

Adult Learning Culture

School Goal: Improve our PLC practices for backward planning and evaluation of the essential standards. Teachers will be able to clarify with students what they are learning and provide pre-planned scaffolds and interventions for those learners who need extra support to be successful.

Formative Measures:

- PLC Forms
- Lesson Plans

Aligned to Nevada's STIP**Goal:**

- ☐ STIP Goal 1
- ☐ STIP Goal 2
- ☒ STIP Goal 3
- ☐ STIP Goal 4
- ☐ STIP Goal 5

Improvement Strategy: Grade level teams will meet weekly in PLCs to participate in the PDSA cycle for ELA and math with a focus on the essential standards.

Evidence Level: Tier 3 - Promising Evidence

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Monthly calendar for PLC planning and analysis (PDSA cycle)
- Training for Max Scholar, Dreambox, and MAP Fluency
- Coaching and instructional support for ELlevation and other language strategies
- Leadership discussions and planning for PLC implementation of essential standards
- Regular MTSS discussions with PLCs for support with interventions and progress monitoring with fidelity

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Time for training and on-going collaborative discussions both in PLCs and in our committees for team leads
- Clear agenda for PLCs with ongoing feedback and support from admin

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* Limited time for PLCs

Lead: *Who is responsible for implementing this strategy?*
Learning Facilitator and Administration, Classroom teachers



- *Potential Solution:* Offering staff time outside of school hours for PLCs that they are compensated for

Funding: What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?

- ESSA Grant
- General budget

Equity Supports: Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?

English Learners

- *Challenge:* Attendance
- *Support:* plan for the use of specific ELLevation and language strategies across all content areas; may want to include a language objective with each content objective (Example: I can read to identify the main idea and discuss the supporting details with a partner.)

Foster/Homeless:

- *Challenge:* n/a
- *Support:* n/a

Free and Reduced Lunch:

- *Challenge:* n/a
- *Support:* n/a

Migrant:



- *Challenge:* n/a
- *Support:* n/a

Racial/Ethnic Groups:

- *Challenge:* n/a
- *Support:* n/a

Students with IEPs:

- *Challenge:* Attendance not fully understanding the tier 1 curriculum
- *Support:* PLCs that support and address IEP goals and objectives

Add other student groups as needed.

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • Student attendance groups • Communication with parents 	<ul style="list-style-type: none"> • Hispanic/EL students have the highest absenteeism
<p>Problem Statement: Chronically absent students have increased the last two years. The number of students who were chronically absent and approaching chronically absent was the highest that it has ever been in the last 3 years.</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • The 2021-2022 school year has a big impact on connectedness due to continued COVID-19 restrictions and exclusions. Some students participated in distance learning when excluded. Students were also excluded for 5-10 days at a time due to having certain symptoms. Although exclusions due to COVID did not count towards a student's absenteeism, we still saw a significant increase in the percentage of students who were chronically absent. In addition, parents were not allowed on campus which caused more of a divide between the school and the community. 	

Connectedness



<p>School Goal: Reduce the percentage of chronically absent students by 3% 2022-2023 school year.</p> <p>Formative Measures:</p> <ul style="list-style-type: none">• Daily Attendance checks• CICO	<p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p> <p><input checked="" type="checkbox"/> STIP Goal 3 <input checked="" type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5</p>
<p>Improvement Strategy: Students who are over 10% chronically absent will set up a check in check out with a teacher or the office; students who are over 15% chronically absent will attend a small group focused on attendance.</p> <p>Evidence Level: Tier 3 - Promising Evidence</p> <p>Action Steps: <i>What steps do you need to take to implement this improvement strategy?</i></p> <ul style="list-style-type: none">• Admin will create an easy to follow flow chart, so that staff know how to respond appropriately when students are absent and intervene preventatively when students are approaching chronically absent.• Teachers will reach out via phone call to any student who has been absent more than 3 days consecutively unverified to offer assistance• Attendance clerk will call parents of students who are chronically absent to offer help and explain to negative effects missing school can have.• Students with more than 10 days of unverified absences will be referred to the attendance officer for a home visit <p>Resources Needed: <i>What resources do you need to implement this improvement strategy?</i></p> <ul style="list-style-type: none">• Attendance flow chart• <p>Challenges to Tackle: <i>What implementation challenges do you anticipate What are the potential solutions?</i></p> <ul style="list-style-type: none">• <i>Implementation Challenge:</i> Teachers having the time to follow up on attendance and buy in• Focusing on attendance groups will take away from other necessary groups.• Educating parents on the importance of attendance.• Time <p>Update during SPP Roadmap Development.</p>	<p>Lead: <i>Who is responsible for implementing this strategy?</i></p> <p>Counselor, Classroom teacher, Administration ELD Coach</p>



- *Potential Solution:* Positives when students attend school on a regular basis. Phone call to parents with the positives. Students will feel a sense of connection with an adult on campus and develop a sense of pride and want to come to school more often

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- General Budget

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners

- *Challenge:* Some families feel that school is not that important
- *Support:* Counselor will make contact with students families who have more than absences and have a translator available to explain the importance of school

Foster/Homeless:

- *Challenge:* Change of living situations
- *Support:* Staying positive with the students and reminding them that school is important

Free and Reduced Lunch:

- *Challenge:* n/a
- *Support:* n/a

Migrant:

- *Challenge:* n/a



- *Support:* n/a

Racial/Ethnic Groups:

- *Challenge:* Some families feeling that school is not that important *Update during SPP Roadmap Development.*
- *Support:* Counselor will make contact with students families who have more than 10 absences and have a translator available to explain the importance of school

Students with IEPs:

- *Challenge:* Students not wanting to attend school for various reasons
- *Support:* Case managers and counselor taking time for CICO and

Add other student groups as needed.

- *Challenge:* *Update during SPP Roadmap Development.*
- *Support:* *Update during SPP Roadmap Development.*

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Parent Teacher Conferences Parent and Community Outreach PowerPoint and Survey	11/2/202 2	<ul style="list-style-type: none">• Parents are still confused when it comes to student data/scores• Happy that they can come back in the building