



Washoe County School District School Name

2021-2022 School Performance Plan: A Roadmap to Success

Bud Beasley Elementary 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 Mary Ellen Arrascada for more information.

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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
School	626	0.8%	3%	26.4%	1.8%	55.9%	1.1%	11.0%	20.3%	3.4%	25.1%
District	61599	1.3%	4.2%	41.8%	2.6%	42.6%	1.4%	6.2%	14.3%	14.3%	47.4%
State	466938	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)
2018	School	50.2%	57	47.7%	58.7%	54	59	37.9	15.1	28
	District	41.6	52	40	49.3	51	51	36.9	12	41.9
2019	School	52.8	60	51.3%	57.9	55	57.7%	43.4	30.5	55.1
	District	40.8	50	39	49.3	51	52	36.4	10.7	36.2
2020	School	n/a			n/a				29	45



	District								10	32
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4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School			
District			

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School			
District			

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
Mike Paul	Area Superintendent
Mary Ellen Arrascada	Principal
Kristen Gilkeson	Assistant Principal
Dallas Cossette, Stacey O'Connell, Jesus Millan, Jill Sass, Tamara Jensen, Stephanie Nesler and Erin Bunney	Teacher(s) <i>(required)</i>
Betsy Wilson	Paraprofessional(s) <i>(required)</i>
Katie Cox	Parent(s) <i>(required)</i>
	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
Monica Washington ELL, Janice Pearson LF	Specialized Instructional Support Personnel <i>(if appropriate)</i>



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 and Community Outreach PowerPoint and Survey	10/21/2021 at 5PM	22	Parents recognize that Covid contributed to learning loss



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
Essential Questions	How are students performing on key measures?	To what extent are our students demonstrating their development on SEL?	Are our students being given opportunities to engage in rigorous academic experiences?
Probing Questions	<p>1. How are our students performing relative to the rest of the district and state?</p> <p>Compared to the District data for 2020-21, our school outperformed the average elementary school in ELA by 14 percentile points and 20 in math.</p> <p><u>ELA</u>: 58% proficiency overall; Hispanic 41%, white 64% multiracial 58%, FRL 47%, IEP 23%</p> <p><u>Math</u>: 57% proficiency overall; Hispanic 36%, white 63% multiracial 63%, FRL 45%, IEP 25%</p>	<p>1. How are our students performing across SEL Competencies?</p> <p><u>Student Engagement</u>: 66% (down 3 points from last year; compared to 72% for the Elementary School average.</p> <p><u>SEL Skills: Responsible-Decision Making</u> decreased 11 points from the previous survey with a 61% compared to 70% for the Elementary School average.</p> <p>Similarly, there was a significant decline in students' perception of their <u>relationship skills</u>. This category is now at 60% compared to 74% from the year prior and the Elementary</p>	<p>Absenteeism due to Covid-19 reduced students' access to rigorous texts and tasks. Likewise, not all grade levels had equitable opportunity to participate in PLCs for backward planning and discussion of the essential standards.</p> <p>1. What percentage of assignments given to students are grade-appropriate?</p> <p>95-100% using District adopted curriculum through Benchmark, Bridges/Envision, and FOSS</p>



	<p>2. How does performance vary across student groups? (IEP, ELL, FRL)</p> <p>Our Hispanic population only grew 6 percentage points in the ELA median score for the state assessment which was much lower than our other student populations, and there were 41% of this population passing or exceeding on the SBAC for ELA which is a 7% decline from the previous testing year.</p> <p>This same trend is apparent in math and science in terms of Hispanic students who were at or above standard on the 2021 SBAC. Math proficiency declined to 36%, and only 25% of this student group met or exceeding the standard in science.</p> <p>3. How has school-wide performance on key measures changed over time?</p> <p>We were able to maintain our performance and even made increases in student growth despite the pandemic.</p> <p style="text-align: center;"><u>ELA</u></p> <p style="text-align: center;">2018 = 57%</p> <p style="text-align: center;">2019 = 57%</p> <p style="text-align: center;">2020 = n/a (pandemic)</p> <p style="text-align: center;">2021 = 58%</p> <p style="text-align: center;"><u>Math</u></p> <p style="text-align: center;">2018 = 50%</p> <p style="text-align: center;">2019 = 53%</p> <p style="text-align: center;">2020 = n/a (pandemic)</p>	<p>School average of 69%.</p>	<p>2. What percentage of observed lessons allow students to “do the thinking” on grade appropriate content?</p> <p>FOSS, Solve and Share in math</p> <p>3. What percentage of observed lessons show most students “on-task?”</p> <p>90 to 95%</p> <p>4. Do our teachers believe our students can meet grade-level standards?</p> <p>Yes—we provide targeted interventions and enrichment opportunities to meet all students’ needs</p>
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	2021= 57%		
Summative Measures	<input type="checkbox"/> % Proficient (Math, ELA, and Science) <input type="checkbox"/> % Prior Non-proficient meeting Math and ELA AGP <input type="checkbox"/> Math MGP <input type="checkbox"/> ELA MGP	<input type="checkbox"/> SEL Data <input type="checkbox"/> School Climate Data for Students	<input type="checkbox"/> Walkthrough Data <input type="checkbox"/> Pacing Guides/Lesson Plans <input type="checkbox"/> Extracurricular Opportunities
Formative Data	<p><i>What formative data do we use to collect that would be helpful to analyze and drive outcomes.</i></p> <input type="checkbox"/> ELA SchoolCity Assessments <input type="checkbox"/> Benchmark Quick Checks <input type="checkbox"/> K-3 MAP <input type="checkbox"/> classroom CBMs for math and science <input type="checkbox"/> AimsWeb and other progress monitoring data (i.e. Dreambox, Razz Kids, etc.)	<p><i>List the formative data your school collects in this area that would be helpful to analyze and drive outcomes.</i></p> <input type="checkbox"/> Attendance in IC <input type="checkbox"/> Chronic absenteeism <input type="checkbox"/> classroom and building observations <input type="checkbox"/> behavior incidents in IC <input type="checkbox"/> Class Dojo and other forms of parent communication	<p><i>List the formative data your school collects in this area that would be helpful to analyze and drive outcomes.</i></p> <input type="checkbox"/> PLC weekly 4-question form for planning and analysis <input type="checkbox"/> adjustments made to instruction based on this PDSA cycle



<p>Problem Statement <i>Insert after Event 3</i></p>	<p>There was a significant gap in academic achievement across all subjects on the 2020-21 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.</p>
<p>Critical Root Causes <i>Insert after Event 4</i></p>	<p>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 second 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.</p>

Part B

Student Success	
<p>School Goal 1: By the next SBAC exam, increase the percentage of Hispanic students who are meeting or exceeding the standard in ELA and math by 7%.</p> <p><i>Insert after Event 3</i></p>	<p>STIP Connection: Goal 3 Road to Recovery Connection: Our goal is to “provide and continuously improve rigorous and relevant curriculum, instruction, and assessment practice with a focus on academic recovery to increase learning outcomes for all.”</p>
<p>Improvement Strategy 1: 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.</p> <p><i>Insert after Event 4</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4- Demonstrates a Rationale): 4: Research has shown quality PLCs to be one of the most impactful measures of student success.</p>	



Intended Outcomes: By posting and discussing student friendly-objectives with students throughout their lessons, teachers will be able to provide students with clarity in terms of **what** they will be learning and **how** they will demonstrate understanding of the standards.

Action Steps:

- 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 School City, Dreambox, and AimsWeb 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:

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

Challenges to Tackle:

- Positive and trusting working relationships within PLCs and amongst staff
- 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.

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



English Learners: 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:

Free and Reduced Lunch:

Migrant:

Racial/Ethnic Minorities: Track formative data across racial groups to measure if any disparities exist for students' learning and progression with grade-level standards.

Students with IEPs:

Step 2 - Map out when and how you will collect this information over the course of the year.

In the table below, list each measure the school can collect that will answer the essential/probing questions and support the ongoing review of *Student Performance, Social and Emotional Learning* and *Access to Rigorous Texts and Tasks*. Examples could include common summative and formative assessments. For each measure, provide the indicated information in the columns to the right to help you plan the collection and analysis of this data. (Not all columns may apply to all elements).

Student Success				
Measure	Location/Owner	Who will collect it for the team?	When will you collect this data?	In what format?
<input type="checkbox"/> % Proficient by student group and item analysis of essential standards	Mary Ellen Arrascada, Kristen Gilkeson, and Janice Pearson Dreambox and School City	Leadership Team members	<i>Date 1</i> : week of Jan. 10 th <i>Date 2</i> : week of May 23 rd	PLC notes and Deep Data Dive using School City and Dreambox reports



Inquiry Area 2 - Adult Learning Culture

This inquiry area focuses on adult learning culture. It encompasses practices identified in the Nevada Educator Performance Framework (NEPF), instructional leadership, and systems and structures that support continuous improvement. In reviewing this inquiry area, consider if and how you might modify the probing questions and update the information sources to align with your context.

	Adult Learning Culture		
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Essential Questions	What does our instructional practice look like?	What does our leadership practice look like?	How are our systems and structures supporting or hindering our continuous improvement work?
Probing Questions	<p>1. What are our teachers doing well?</p> <p>Building rapport and relationships with students and families; providing students with behavior supports</p> <p>Using District curriculum planning resources and pacing guides; accessing teacher community teams</p> <p>Blending traditional teaching practices with technology and 21st Century learning skills</p> <p>2. What supports do our teachers need to do better?</p>	<p>1. What are our administrators doing well?</p> <p>Visible in classrooms and throughout the building; knows most students by name</p> <p>Open to new ideas; models honesty and vulnerability to staff</p> <p>2. What supports do our administrators need to do better?</p> <p>Attend PLCs and provide feedback on our collaborative process</p> <p>Provide more time and PL supports for PLCs (i.e. Aims,</p>	<p>1. What systems and structures do we currently have in place to support our continuous improvement efforts?</p> <p>Collaborative time, Weekly PLC form, School City/Benchmark common assessments, curriculum guides for ELA and math, on-site learning facilitator and ELL coach</p> <p>2. How do we know those systems and structures are working?</p> <p>Majority of students scoring proficient on essential standard questions</p> <p>Interventions discussed and put</p>



	<p>More time for discussion and planning: ideas for tier 1 and interventions for tiers 2 and 3</p> <p>Clear agenda and expectations for weekly PLCs</p> <p>3. How does our instructional practice data compare with student performance data?</p> <p>Teachers would like time to discuss this question further in PLCs (questions 3 and 4 of DuFour).</p>	<p>Dreambox, School City, etc.)</p>	<p>into practice for students who are not making adequate progress</p> <p>Students can explain what they are learning and how they will show they understand the objectives.</p> <p>3. What systems and structures do we have in place to support the collection, analysis, and use of data to inform instruction?</p> <p>Norms, PLC form, Essential standards document, Benchmark Common Assessments, Benchmark assessment detailed questions/standards, PLC discussion to define proficiency, graded CFA brought to PLC, data discussed along with intervention and way to reteach standard if not proficient</p> <p>4. What systems and supports do we have in place to support collaborative planning and professional learning?</p> <p>Collaborative time set for backward planning and analysis weekly, grade level norms, team leads for planning and MTSS, coaching support available through site LF and ELD coach</p>
<p>Summative</p>	<p><input type="checkbox"/> PLC DuFour planning form</p>	<p><input type="checkbox"/> School Climate Data for Students,</p>	<p><input type="checkbox"/> PLC Data</p>



Measures	<input type="checkbox"/> Common assessment PLC Data <input type="checkbox"/> Student Growth and Achievement Data	Parents, and Staff <input type="checkbox"/> Student Growth and Achievement Data	
Formative Data	<p><i>List the formative data your school collects in this area that would be helpful to analyze and drive outcomes.</i></p> <input type="checkbox"/> Essential Standards discussed and proficiency defined during PLC time <input type="checkbox"/> Re-teaching strategies and interventions are provided with fidelity <input type="checkbox"/> Progress monitoring data from School City, Dreambox, Aims, etc.	<p><i>List the formative data your school collects in this area that would be helpful to analyze and drive outcomes.</i></p> <input type="checkbox"/> Attendance at PLC <input type="checkbox"/> Facilitation of process during PLC <input type="checkbox"/> Feedback for PLC forms	<p><i>List the formative data your school collects in this area that would be helpful to analyze and drive outcomes.</i></p> <input type="checkbox"/> Assessment Calendar for every grade level with dates for ELA and math <input type="checkbox"/> Benchmark Common Assessments <input type="checkbox"/> Completed PLC forms

Problem Statement <i>Insert after Event 3</i>	<p>Due to the Covid-pandemic in 2020-21, 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 <i>Insert after Event 4</i>	<p>Covid-19 pandemic restrictions</p>



Part B

Adult Learning Culture	
<p>School Goal 2: Teachers at Beasley, through PLC collaboration time will meet at least 10 times to improve our practices for backward planning.</p> <p><i>Insert after Event 3</i></p>	<p>STIP Connection: Goal 3 Road to Recovery Connection: Our goal is to “provide and continuously improve rigorous and relevant curriculum, instruction, and assessment practice with a focus on academic recovery to increase learning outcomes for all.”</p>
<p>Improvement Strategy 1: 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.</p> <p><i>Insert after Event 4</i></p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4- Demonstrates a Rationale): 4—research based and proven effect-size</p>	
<p>Intended Outcomes: clarity for tier 1 instruction in terms of what the students need to know and be able to do within each unit of study as well as how they can demonstrate their understanding; clear plans for how teachers will support students through targeted scaffolds and interventions when needed or extend students’ learning as necessary</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● Monthly calendar for PLC planning and analysis (PDSA cycle) ● Training for School City, Dreambox, and AimsWeb ● 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 ● 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. 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● 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 	



<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> • Time?
<p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p> <p style="text-align: center;">clear learning objectives reviewed before, during, and after a lesson</p>
<p><u>English Learners:</u> 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.)</p> <p><u>Foster/Homeless:</u></p> <p><u>Racial/Ethnic Minorities:</u></p> <p><u>Students with IEPs:</u></p>

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
<p>Data Reviewed <i>Insert after Event 3</i></p>	<p>2020-2021 Chronically absent students 8.15% Approaching chronically absent 8.32%</p> <p>Climate survey: "I feel like I am a part of this school" 79% Favorable</p>	<p>Teacher Climate Survey "Adults at school interact with one another in a way that models social and emotional competence" 79% favorable "I often feel like an outsider in my work community" 87% disagreed</p>	<p>Teacher Climate survey "How many parents have asked how they can support their child's learning at home" 41% favorable Parent Clime Survey "I am satisfied with the opportunities for me to be involved"</p>



	<p>“I am happy to be at this school” 84% favorable</p>		<p>in my child’s school” 90% favorable “How much of a sense of belonging does your child feel at his/her school?” 75% favorable</p>
<p>Problem Statement <i>Insert after Event 3</i></p>	<p>Chronically absent students increased from 5.3% to 8.15% from the 19/20 to 20/21 school year. 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 <i>Insert after Event 4</i></p>	<p>The 2020-2021 school year has a big impact on connectedness due to COVID-19. Some students did not come to campus and instead participated in distance learning. 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.</p>		

Part B

Connectedness	
<p>School Goal 3: Reduce the percentage of chronically absent students by 3% from 8.15% to 5.15% for the 2021-2022 school year. <i>Insert after Event 3</i></p>	<p>STIP Connection:</p>
<ul style="list-style-type: none"> ● Improvement Strategy 1: 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><i>Insert after Event 4</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4- Demonstrates a Rationale): CICO is a commonly used tier 2 intervention that has been shown to increase connectedness and motivation to attend school, and thus improve attendance.</p>	
<p>Intended Outcomes: Students feel a sense of connection with an adult on campus. They develop a sense of pride for attending school and thus want to come to school more often.</p>	



Action Steps:

- 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

Resources Needed:

- Attendance Flow chart
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Challenges to Tackle:

- Teachers having the time to follow up on attendance.
- Focusing on attendance groups will take away from other necessary groups.
- Educating parents on the importance of attendance.
- Time

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)
ESSER Funds	\$13,398.20	Intervention Teacher	1,2,3,
CSEI Grant	\$11,804.54	Max Scholar, Writing A-z and Headsprout	1,2,3,
General Budget	\$38,959	Substitute teachers and incentives for students	1,2,3

