

Washoe County School District

Esther Bennett ES

School Performance Plan: A Roadmap to Success

Esther Bennett 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: Gladis Diaz

School Website: www.washoeschools.net/bennett.

Email: gdiaz@washoeschools.net

Phone: 775-674-4444

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

Our SPP was last updated on October 14, 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
Gladis Diaz	Principal(s) <i>(required)</i>
Kristy Northon	Other School Administrator(s) <i>(required)</i>
Amy Guevara (ELL), Nicole Sibillia (Dean), Hailey Pitts (Counselor), Keeley Willsey (Social Worker), Michelle Murillo (1st Grade Teacher), Heather Sirotek (2nd Grade Teacher), Stephanie Henkes (3rd Grade Teacher), Brandon Wimbley (4th Grade Teacher)	Teacher(s) <i>(required)</i>
Martha Ramirez (clerk)	Paraprofessional(s) <i>(required)</i>
Martha Ramirez (clerk)	Parent(s) <i>(required)</i>
Click here to enter text.	Student(s) <i>(required for secondary schools)</i>
Click here to enter text.	Tribes/Tribal Orgs <i>(if present in community)</i>
Click here to enter text.	Specialized Instructional Support Personnel <i>(if appropriate)</i>
Click here to add additional members.	Click here to add their role.
Click here to add additional members.	Click here to add their role.

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/esther_bennett_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

District - Elementary School Overall ACCESS

Number of English Learner (EL) Students Enrolled 90 Days or More (SY 20-21 SY 21-22)		Percentage of EL Students Enrolled 90 Days or More (SY 20-21 SY 21-22)		Percentage of EL Students Exited (SY 20-21 SY 21-22)	
4786	4730	97%	93%	10%	11%

ACCESS- This data indicates that there was a 1% increase in the percentage of EL students exited in 2022.

Overall Smarter Balanced Math Levels - District & Similar Schools Comparison

Category	Year	Level 1	Level 2	Level 3	Level 4
Overall District ES	SBAC 2021	30%	27%	21%	16%
	SBAC 2022	34%	26%	22%	18%
Similar Schools within WCSD	SBAC 2021	52%	20%	14%	6%
	SBAC 2022	51%	20%	15%	7%
Bennett ES	SBAC 2021	50%	25%	12%	5%
	SBAC 2022	54%	20%	12%	6%

SBAC - This data indicates that in Spring 2022, there has been a slight decrease in the percentage of students scoring a Level 1.

Areas for Growth

Projected Proficiency Summary Report

Aggregate by School by Grade

Term Tested: Fall 2022-2023
District: Washoe
Grouping: None
Weeks of Instruction: 4 (Fall 2022)

Language Arts: Reading

Esther Bennett Elementary

Projected to: NV-Smarter Balanced Assessment Consortium taken in spring.
View Linking Study: <https://www.nvsa.org/resources/nevada-linking-study/>

Grade	Student Count	Minimal Understanding		Partial Understanding		Proficient		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	68	47	69.1%	15	22.1%	3	4.4%	3	4.4%
3	89	46	51.7%	27	30.3%	7	7.9%	9	10.1%
Total	157	93	59.2%	42	26.8%	10	6.4%	12	7.6%

Proficiency Level	Count	Percent
Minimal Understanding	93	59.2%
Partial Understanding	42	26.8%
Proficient	10	6.4%
Advanced	12	7.6%

MAP - This data indicates that 59.2% of Bennett students (grades 2-3) demonstrated "Minimal Understanding" in MAP reading in the Fall of 2022. Only 14% of 2nd and 3rd grade students met or exceeded standards during the Fall 2022 MAP Reading assessment.

Overall Smarter Balanced ELA Levels - District & Similar Schools Comparison

Category	Year	Level 1	Level 2	Level 3	Level 4
Overall District ES	SBAC 2021	34%	22%	24%	20%
	SBAC 2022	33%	21%	24%	22%
Similar Schools within WCSD	SBAC 2021	50%	24%	19%	8%
	SBAC 2022	49%	24%	19%	9%
Bennett ES	SBAC 2021	59%	22%	14%	6%
	SBAC 2022	53%	29%	12%	6%

SBAC - This data indicates that in Spring 2022, 18% of Bennett students (3rd-5th grades) were meeting or exceeding standards, compared to the district average of 46%, on the SBAC assessment.



Summary

Topic Description	Results	Comparison
Adult Respect	78% ▼ 4 since last survey	71% Washoe County School District
Adult Support	79% ▼ 6 since last survey	72% Washoe County School District
Bullying	54% ▼ 6 since last survey	54% Washoe County School District
SEL Skills: Relationship Skills	64% ▼ 5 since last survey	68% Washoe County School District
SEL Skills: Responsible Decision-Making	60% ▼ 7 since last survey	74% Washoe County School District
SEL Skills: Self-Awareness of Emotions	64% ▲ 4 since last survey	68% Washoe County School District
SEL Skills: Self-Awareness of Self Concept	56% ▼ 6 since last survey	70% Washoe County School District



SEL Skills: Self-Management of Emotion	56% ▲1 since last survey	52% Washoe County School District
SEL Skills: Self-Management of Goals	52% ▼6 since last survey	57% Washoe County School District
SEL Skills: Self-Management of Schoolwork	55% ▼6 since last survey	54% Washoe County School District
SEL Skills: Social Awareness	62% ▼9 since last survey	75% Washoe County School District
Safety	74% ▼7 since last survey	79% Washoe County School District
Student Engagement	64% ▼9 since last survey	56% Washoe County School District
Student Respect	67% ▼3 since last survey	61% Washoe County School District
Victimization	67% ▼2 since last survey	73% Washoe County School District

50 responses

Student Climate Survey- This data indicates that Bennett students have decreased in Social Emotional Learning skills since the previous year.

Problem Statement: A majority of Bennett students exhibit reading deficiencies and require more support.

**Critical Root Causes of the Problem:**

Students, as a result of continued learning loss from the COVID-19 pandemic and the format of learning that had to occur, are deficient in essential skills that would help them to be more successful learners academically and socially.

Our staff and faculty are navigating teaching post pandemic for the first time, which exacerbates existing gaps and inequities amongst our lower SES community and special populations.

Student Success

School Goal: By Spring 2023 Reading MAP assessment, the percentage of students in grades 2-3 Meeting or Exceeding Standards will increase by 2 percentage points (16%).

Formative Measures:

- MAP, WCA

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

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

Improvement Strategy: Explicitly embed soft-skills into instruction through increased implementation and frequency of PBIS to support students socially, emotionally, and academically. Additionally, school Learning Facilitator will provide professional development to staff around GLAD strategies and SEL practices that can be embedded in the classroom. Teachers will continue to meet weekly in PLCs with the Learning Facilitator to collaborate and support one another in their grade level, as well as vertically, to support instruction to best fill students' gaps, while accessing and utilizing relevant and appropriate resources (such as Benchmark Advance, LLI, Phonics 1st, Bridges/Envision) for all students.

Evidence Level: Tier 3 - Promising Evidence

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

- Increase frequency of opportunity for students to spend their PBIS bucks from 1x/month to 2x/month
- Develop and add to the PD/PLC calendar training dates for GLAD, ELlevation Strategies, and SEL practices.
- Reteach behavior management and Tier 1 Behavior Supports during staff PD.
- Develop and add to the PD/PLC Calendar opportunities for Vertical planning time
- Utilize master schedule which allows for grade level common time everyday

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

Lead: *Who is responsible for implementing this strategy?*
Administration



- PD & PLC Calendar
- SEL Curriculum
- Funding for PBIS incentives, Grow bucks, etc.
- Funding for our Learning Facilitator
- Time for teachers to meet vertically
- Leveled Literacy, Phonics 1st Kits, Heggerty

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

- **Implementation Challenge:** Funding for incentive items which motivate students. Balancing adding more trainings to the calendar and allowing teachers to have more time with their grade levels. Teacher capacity and readiness to implement new concepts taught during the trainings. We currently do not have a Learning Facilitator. 4th and 5th grade class sizes exceed district ratio, very large classes.
- **Potential Solution:** Hiring a Learning Facilitator for the 2022/23 school year. Fundraising for incentive items.

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

- Update during SPP Roadmap Development.

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:** 24% of our certified staff is new
- **Support:** Language acquisition strategies from Ellevation and GLAD

Foster/Homeless:

- **Challenge:** 24% of our certified staff is new
- **Support:** GLAD strategies/enrichment and intervention programs (LLI, Bridges/Envision)

Free and Reduced Lunch:

- **Challenge:** 24% of our certified staff is new
- **Support:** All students to receive Tier I instruction using essential standards, common assessments, language strategies and



intervention programs

Migrant:

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

Racial/Ethnic Groups:

- *Challenge:* 24% of our certified staff is new
- *Support:* During PLCs data discussions, teachers will look for patterns/trends in overrepresentation of the racial/ethnic minorities not meeting standards and/or requiring ongoing interventions.

Students with IEPs:

- *Challenge:* 24% of our certified staff is new
- *Support:* Students receive Tier I instruction in the classroom with intervention/enrichment support. Special education teachers will use Wilson Literacy program, LLI and Phonics 1st to support students with IEPs

Add other student groups as needed.

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

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture				
Areas of Strength		Areas for Growth		
<ul style="list-style-type: none"> • 		ELA Weekly Formative Assessment DATA: % Student Mastery		
			3rd	4th
				5th
		Oct. 15	86.7%	40%
		Oct. 22		80%
		Oct. 28	43.3%	80%
		Nov. 5	20%	85%
				55%
		MATH Weekly Formative Assessment DATA: % Student Mastery		
			3rd	4th
				5th
		Oct. 15	33%	65%
		Oct. 22		85%
		Oct. 28	30%	75%
		Nov. 5	16.7%	70%
				61.3%

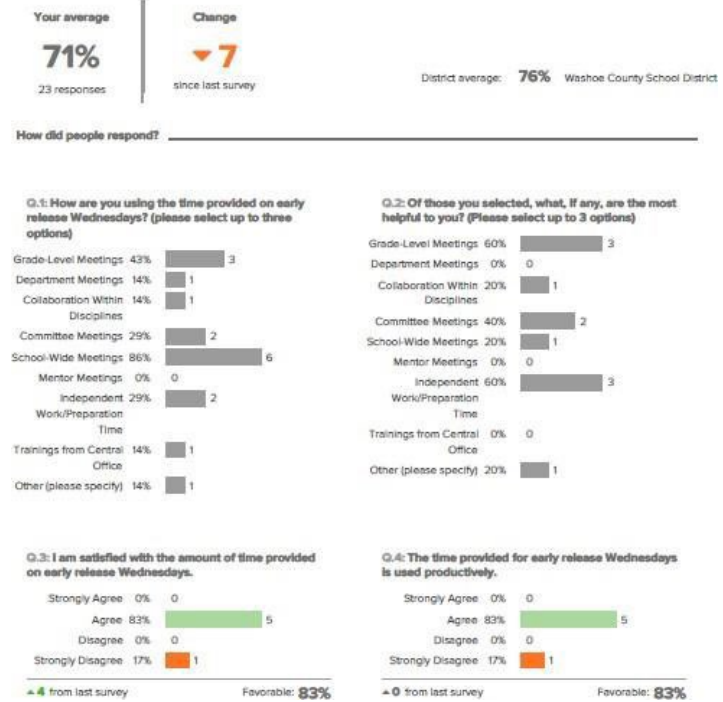


Staff Collaboration



Staff Climate Survey- This data indicates that Bennett staff have increased satisfaction with Staff Collaboration since the previous year.

Early Release Wednesdays



Staff Climate Survey- This data indicates that Bennett staff have decreased satisfaction with Early Release Wednesdays since the previous year.

Problem Statement: Teachers need time/support in adjusting to students needs regarding their Tier 1 instruction

Critical Root Causes of the Problem:

Teachers need support within the Professional Learning Community to make data-based instructional decisions on what else needs to be implemented for individual student growth in addition to the curriculum.

Teachers have not yet had the opportunity to unpack the ESSENTIAL standards to increase their familiarity.



Adult Learning Culture

School Goal: By May 2023, the percent of students scoring proficiently (80% or greater on WCAs) on ELA common assessments will grow by 10 percentage points per grade level class average.

Formative Measures:

- WCA

Aligned to Nevada's STIP Goal:

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

Improvement Strategy: Teachers will utilize PLC time to develop instruction/lessons to align to and address the ESSENTIAL standards in ELA (Tier 1 instructional practices) which will be housed in the school ShareDrive so that future grade level teachers can access them. A PLC and/or Professional Development to support teachers in unpacking the ESSENTIAL standards.

Evidence Level: Tier 2 - Moderate Evidence

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

- *Provide teachers with collaborative planning time during the day.*
- *Learning Facilitator is present at weekly PLC to provide coaching support as teachers develop plans around Essential Standards.*
- *PD/PLC will be provided to teachers with Learning facilitator to support teachers in unpacking the Essential standards.*
- *During PLC's teachers will engage in discussions of Essential standards with Learning Facilitator.*
- *They will engage in "Assessment to Assignment" protocol to ensure instructional alignment to the Essential standards.*

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

- *Learning Facilitator*
- *Protected planning time*
- *Essential standards both, grade level and vertical to engage in collaborative work.*
- *Weekly PLC time*
- *Professional Development time*

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

Lead: *Who is responsible for implementing this strategy?*
Administration



- **Implementation Challenge:** Learning Facilitator Protected planning time. Essential standards both, grade level and vertical to engage in collaborative work. Time to provide Professional Development to all staff. Will teachers have the "will" to shift their planning and instructional practices. 4th and 5th grade class sizes exceed district ratio, very large classes.
- **Potential Solution:** Hiring a Learning Facilitator

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

- N/A

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:** We currently do not have a learning facilitator to help facilitate PLCs and provide support with appropriate strategies
- **Support:** Language acquisition strategies from Ellevation and GLAD

Foster/Homeless:

- **Challenge:** We currently do not have a learning facilitator to help facilitate PLCs and provide support with appropriate strategies
- **Support:** GLAD strategies/enrichment and intervention programs (LLI, Bridges/Envision)

Free and Reduced Lunch:

- **Challenge:** We currently do not have a learning facilitator to help facilitate PLCs and provide support with appropriate strategies
- **Support:** All students to receive Tier I instruction using essential standards, common assessments, language strategies and intervention programs

Migrant:

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



- *Support:* NA

Racial/Ethnic Groups:

- *Challenge:* We currently do not have a learning facilitator to help facilitate PLCs and provide support with appropriate strategies
- *Support:* During PLCs data discussions, teachers will look for patterns/trends in overrepresentation of the racial/ethnic minorities not meeting standards and/or requiring ongoing interventions.

Students with IEPs:

- *Challenge:* We currently do not have a learning facilitator to help facilitate PLCs and provide support with appropriate strategies
- *Support:* Students receive Tier I instruction in the classroom with intervention/enrichment support. Special education teachers will use Wilson Literacy program, LLI and Phonics 1st to support students with IEPs

Add other student groups as needed.

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

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth



Supportive Place

Your average

92%

51 responses

School Level average: **87%** Elementary Schools

District average: **81%** Washoe County School District

How did people respond?

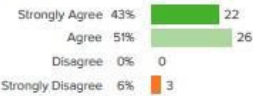
Q.1: School employees make me feel welcome at my child's school.



▼ 5 from last survey

Favorable: **90%**

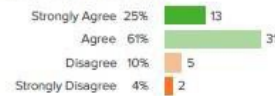
Q.2: School staff and I work together to create goals for my child.



▼ 3 from last survey

Favorable: **94%**

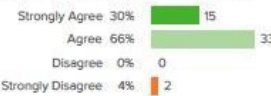
Q.3: My child's school seeks parent input about how to make the school better.



▼ 3 from last survey

Favorable: **86%**

Q.4: The principal makes decisions that are in the best interest of all the children at this school.



▲ 4 from last survey

Favorable: **96%**

Parent Climate Survey- This data indicates that Bennett families are highly satisfied with our school support. This is an 11% higher rate than the district average and 5% higher rate in comparison with other elementary schools.

Summary

Topic Description	Results	Comparison
Communication with School	94% ▼ 1 since last survey	90% Elementary Schools 86% Washoe County School District
Family Efficacy How confident families are with regard to key parenting skills.	71% ▼ 17 since last survey	75% Elementary Schools 70% Washoe County School District
Learning Behaviors Families' perceptions of their child's learning-related behaviors.	53% ▼ 7 since last survey	60% Elementary Schools 57% Washoe County School District
Physical Safety	90% ▼ 6 since last survey	93% Elementary Schools 87% Washoe County School District
Quality Education	93% ▼ 2 since last survey	91% Elementary Schools 85% Washoe County School District
Relationships / Respect	94% ▼ 1 since last survey	91% Elementary Schools 86% Washoe County School District
School Fit Families' perceptions of how well a school matches their child's developmental needs.	71% ▼ 6 since last survey	71% Elementary Schools 62% Washoe County School District

Parent Climate Survey- This data indicates that Bennett families have overall decreased satisfaction within all areas of the survey since the previous year.

Problem Statement: Parent participation and engagement is of most concern at this time.

Critical Root Causes of the Problem:

- COVID has created mental and social barriers to accessing and participating in the school community.



Connectedness

School Goal: By May of 2023, Bennett will increase the number of family engagement events offered by 50%.

Formative Measures: Feedback from families
Family Surveys

Aligned to Nevada's STIP Goal:

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

Improvement Strategy: Create engaging family events which interest both students and their families (Coffee and Conversations, Fall Harvest, Multicultural Night, Talent Show) that contribute to feelings of safety for all, while still providing the opportunity for connection.

Evidence Level: Tier 4 - Demonstrates a Rational

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

- Schedule the events
- Advertise the events using flyers, ClassDojo, ConnectEd, Facebook
- Seek out donations from local vendors to provide food at events when possible to increase attendance
- Follow up with event committees to ensure execution of each event

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

- Donations for food
- Scheduled time
- Flyers
- Materials pertinent to each event

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

- Implementation Challenge: Teachers are already spread very thin and additional events create more stress on our teachers and staff Parent schedules. Not being provided District interpreter for conferences and other school events.
- Potential Solution: Update during SPP Roadmap Development.

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

Lead: *Who is responsible for implementing this strategy?*
Administration



- 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:* Interpretation support and transportation to the events
- *Support:* Certified and classified staff at each event

Foster/Homeless:

- *Challenge:* Transportation to the events
- *Support:* Certified and classified staff at each event

Free and Reduced Lunch:

- *Challenge:* Transportation to the events
- *Support:* Certified and classified staff at each event

Migrant:

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

**Racial/Ethnic Groups:**

- *Challenge:* Transportation to the events
- *Support:* Certified and classified staff at each event

Students with IEPs:

- *Challenge:* Transportation to the events
- *Support:* Certified and classified staff at each event

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
Coffee and Conversations	9/20/2022	<ul style="list-style-type: none"> • How to support parents in getting involved with their child's education • How to support and celebrate student successes • Parents are eager to participate in school activities • We have a large number of parents completing volunteer forms, so we will work on what that volunteer support looks like
Harvest Festival	10/18/2022	Add lessons learned after each outreach event.
Multicultural Night	Enter Date	Add lessons learned after each outreach event.
Coffee and Conversations	Enter Date	Add lessons learned after each outreach event.
Talent Show	Enter Date	Add lessons learned after each outreach event.



School: Bennett ES

AB 219 Corrective Action Plan: Each and every student is impacted in various ways. Our EL students are impacted, as are our general education students. The School Performance Plan is designed to analyze data that is relevant to all student achievement, including our EL students. The following information is in addition to and supplemental to the 3 Inquiry Areas and Equity Supports surrounding the EL population. Root causes were determined based on data to drive school improvement and shrink the achievement gap for our special populations with special attention to AB 219 and the EL population.

Data Reviewed:

EL Performance on Standardized Testing
(BIG Reports)

Problem Statement:

Students identified as English Learners are not scoring in the proficient range (3 or above) on the SBAC exams in ELA and Math.

Critical Root Causes:

Need for additional or deeper understanding and cohesion between assessment, planning, and instruction of Tier One content in all academic areas and the explicit teaching of the Features of Academic Language.

Goal:

The number of students identified as English Learners receiving a Level 2 or below on SBAC ELA and Math will decrease by 5%.

Improvement Strategy:

Implementation of PLC Planning Tool for ELs

Action Steps:

Training on PLC Planning Tool for ELs by Department of ELD.

Implementation of tool during PLCs adding academic language questions to already established planner/note taker.

Language as well as content analysis during collaborative team meetings.

Learning Walks with ELD Department.