



Washoe County School District
Bennett ES
2021-2022 School Performance Plan:
A Roadmap to Success

*Bennett Elementary 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 **Gladis Diaz** for more information.*

Principal: Gladis Diaz
School Website: www.washoeschools.net/bennett
Email: gdiaz@washoeschools.net
Phone: 775-674-4444

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	410	1.0%	0.0%	63.2%	1.5%	31.7%	.5%	2.2%	19.5%	34.9%	100%
District	61,599	1.3%	4.2%	41.8%	2.6%	42.6%	1.4%	6.2%	14.3%	14.3%	47.4%
State	49,6938	.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)
2017- 2018	School	29.4	55	29.7	54	54	49		12	52.5
	District	41.6	52	40	51	51	51	36.9	16.9	41.9



2018-2019	School	25.6	57	29.8	32	51	43.6		21.6	54.3
	District	40.8	50	39	49.3	51	52	36.4	10.7	36.2
2019-2020	School								6%	34%
	District								10%	32%

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	386	381	373
District	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
Gladis Diaz	Principal(s) (required)
Ashley Oliveira, Asst. Principal	Other School Leader(s)/Administrator(s) (required)



Amy Guevara (ELL), Antoinette Redd (Learning Facilitator), Nicole Sibillia (Dean), Hailey Pitts (Counselor), Kimber Kennedy (2 nd Grade Teacher), Stephanie Henkes (3 rd Grade Teacher), Ruey Ames (5 th Grade Teacher)	Teacher(s) <i>(required)</i>
Martha Ramirez (clerk)	Paraprofessional(s) <i>(required)</i>
Martha Ramirez (parent)	Parent(s) <i>(required)</i>
	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
	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
Event 2: Family & Community Outreach Event	11/8/21 @ 5:30	15	Parent engagement is less when topics are broad and presented in a virtual format
Fall Conference Week	October 18-22, 2021	377	95% percent of students attended a parent teacher conference, all of which took place on a virtual format



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.



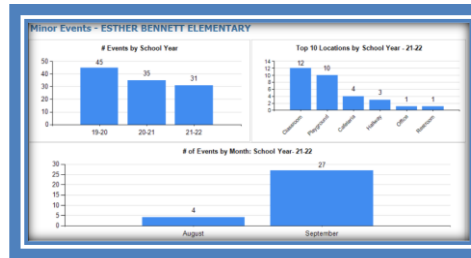
Inquiry Area 1 - Student Success

Part A

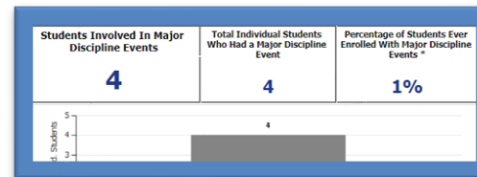
Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	<p>Projected Proficiency Summary Report</p> <p>Language Arts: Reading Esther Bennett Elementary</p> <p>67.2%</p> <p>MAPs - This data indicates that 67.2% of Bennett students (grades 2-3) demonstrated "Minimal Understanding" in MAPS reading in the Fall of 2021. Only 8.8% of 2nd and 3rd grade students met or exceeded standards during the Fall 2021 MAPS Reading assessment.</p> <p>Overall Smarter Balanced ELA Levels - District & Similar Schools Comparison</p> <p>• SBAC - This data indicates that in Spring 2021, 20% of Bennett students (3rd-5th grades) were meeting or exceeding standards, compared to the district average of 44%, on the SBAC assessment.</p>	<p>SEL Skills: Responsible Decision-Making 76% (70% Elementary Schools)</p> <p>SEL Skills: Self-Awareness of Emotions 73% (68% Elementary Schools)</p> <p>SEL Skills: Self-Awareness of Self-Concept 66% (67% Elementary Schools)</p> <p>SEL Skills: Self-Management of Emotion 64% (52% Elementary Schools)</p> <p>SEL Skills: Self-Management of Goals 70% (61% Elementary Schools)</p> <p>SEL Skills: Self-Management of Schoolwork 64% (62% Elementary Schools)</p> <p>SEL Skills: Social Awareness 80% (75% Elementary Schools)</p> <p>Student Climate Survey- This data indicates that Bennett students have improved in Social Emotional Learning skills since the previous year, and also score better in SEL skills than other elementary schools in the district in all areas except Self-Awareness of Self-Concept.</p>	<p>Grade Level</p> <p>Is the assignment being given to students grade appropriate? 60% Yes, 0% No, 0% Other</p> <p>Does the observed lesson allow students to "do the thinking" on grade appropriate content? 0% Very little, 2% To some degree, 9% Some students are doing som..., 17% Most students are doing most...</p> <p>What percentage of the students are engaged and "on task"? 0% Less than 25%, 0% 25%-49%, 3% 50%-74%, 4% 75%-90%, 21% 91%-100%</p> <p>Bennett Walkthrough Form - This data indicates that (of 28 walkthroughs in October), all assignments observed were grade appropriate, 60% allowed students to do most of the thinking, and 91-100% of students were engaged and on task 75% of the time.</p>



SBAC - This data indicates that in Spring 2021, 20% of Bennett students (3rd-5th grades) were meeting or exceeding standards, compared to the district average of 44%, on the SBAC assessment



Minor Behavior Data - This data indicates most minor behaviors documented occur in the classroom and the playground settings. Additionally, this data indicates an increase in minor behavior referrals in from August to September. These are typical trends that we see in any given school year.



Major Behavior Data - This data indicates that 4 students have been involved in a major behavior event during the 21-22 school year as of 10/19/21.

Problem Statement

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



<p>Critical Root Causes</p>	<p>Students, as a result of the COVID-19 pandemic and the format of learning that had to occur, are deficient in essential soft skills that would help them to be more successful learners academically and socially.</p> <p>Our staff and faculty are navigating teaching during a pandemic for the first time, which exacerbates existing gaps and inequities amongst our lower SES community and special populations.</p>
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Part B

<p style="text-align: center;">Student Success</p>	
<p>School Goal: By Spring 2022 Reading MAPs assessment, the percentage of students in grades 2-3 Meeting or Exceeding Standards will increase by 2 percentage points (10.8%).</p>	<p>Aligned to Nevada’s STIP Goal: 3, 4</p>
<p>Improvement Strategy:</p> <p>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, Love and Logic and Kagan.</p> <p>Evidence Level: 3</p>	
<p>Intended Outcomes:</p> <p>The intended outcome in increasing soft-skills in students is that we will see an increase in learner readiness & a decrease in prohibitive behavior which will support academic progress (ie: reducing the deficit in reading).</p>	
<p>Action Steps: <i>Insert during Event 5</i></p> <p><i>Ex.</i></p> <ul style="list-style-type: none"> ● <i>Increase frequency of opportunity for students to spend their PBIS bucks from 1x/month to 2x/month</i> ● <i>Develop and add to the PD/PLC calendar training dates for GLAD, Kagan & Love and Logic.</i> 	



- Reteach behavior management and Tier 1 Behavior Supports during staff PD.

Resources Needed:

- *PD & PLC Calendar*
- *Love & Logic Book*
- *Funding for PBIS incentives, Grow bucks, etc.*
- *Funding for our Learning Facilitator*

Challenges to Tackle:

- *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*

Improvement Strategy: 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 (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3

Intended Outcomes: The intended outcome in teachers continuing to collaborate weekly in PLCs (as well as meeting vertically) is to increase the percentage of student proficiency in MAPs.

Action Steps:

- *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:

- *PD/PLC calendar*
- *Time for teachers to meet vertically*
- *Continued funding for Learning Facilitator*
- *Leveled Literacy and Phonics 1st Kits*

Challenges to Tackle:

- *Time for staff to meet*
- *Balancing adding more trainings to the calendar and allowing teachers to have more time with their grade levels*

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

English Learners: Language acquisition strategies from Ellevation and GLAD

Foster/Homeless: GLAD strategies/enrichment and intervention programs (LLI, Bridges/Envision)

Free and Reduced Lunch: All students to receive Tier I instruction using essential standards, common assessments, language strategies and intervention programs

Migrant: NA

Racial/Ethnic Minorities: 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: 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

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture																							
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement																				
Data Reviewed	<p>ELA Weekly Formative Assessment DATA: % Student Mastery</p> <table border="1"> <thead> <tr> <th></th> <th>3rd</th> <th>4th</th> <th>5th</th> </tr> </thead> <tbody> <tr> <td>Oct. 15</td> <td>86.7%</td> <td>40%</td> <td>30%</td> </tr> <tr> <td>Oct. 22</td> <td></td> <td>80%</td> <td></td> </tr> <tr> <td>Oct. 28</td> <td>43.3%</td> <td>80%</td> <td>33%</td> </tr> <tr> <td>Nov. 5</td> <td>20%</td> <td>85%</td> <td>55%</td> </tr> </tbody> </table>		3 rd	4 th	5 th	Oct. 15	86.7%	40%	30%	Oct. 22		80%		Oct. 28	43.3%	80%	33%	Nov. 5	20%	85%	55%	<p>Teachers were surveyed about things that they felt were going well at Bennett and where they felt they needed more support. Teachers responded as follows (words that appear larger were words/themes that appeared more frequently as responses than others):</p> <p><i>Things that are going well in their grade level and at Bennett:</i></p>	<p>Minor Events - ESTHER BENNETT ELEMENTARY</p>
		3 rd	4 th	5 th																			
Oct. 15	86.7%	40%	30%																				
Oct. 22		80%																					
Oct. 28	43.3%	80%	33%																				
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<p>MATH Weekly Formative Assessment DATA: % Student Mastery</p> <table border="1"> <thead> <tr> <th></th> <th>3rd</th> <th>4th</th> <th>5th</th> </tr> </thead> <tbody> <tr> <td>Oct. 15</td> <td>33%</td> <td>65%</td> <td>56.7%</td> </tr> <tr> <td>Oct. 22</td> <td></td> <td>85%</td> <td></td> </tr> <tr> <td>Oct. 28</td> <td>30%</td> <td>75%</td> <td>46.7%</td> </tr> <tr> <td>Nov. 5</td> <td>16.7%</td> <td>70%</td> <td>61.3%</td> </tr> </tbody> </table>		3 rd	4 th	5 th	Oct. 15	33%	65%	56.7%	Oct. 22		85%		Oct. 28	30%	75%	46.7%	Nov. 5	16.7%	70%	61.3%	<p>Minor Behavior Data – This data indicates that there was a significant decrease in the reporting of minor behavior incidences in the month of October., indicating that Tier 1 Behavior instruction in the month of September was effective.</p>		
	3 rd	4 th	5 th																				
Oct. 15	33%	65%	56.7%																				
Oct. 22		85%																					
Oct. 28	30%	75%	46.7%																				
Nov. 5	16.7%	70%	61.3%																				



Things that teachers feel they need



How useful/relevant do you feel that this month's PLCs have been to your continuous improvement/student achievement?

[More Details](#)

- Extremely useful 3
- Somewhat useful 8
- Neutral 10
- Somewhat not useful 1
- Extremely not useful 0



more support with:

How have you found this month's Wednesday PDs in terms of it being useful/relevant to your continuous improvement/student achievement?

[More Details](#)

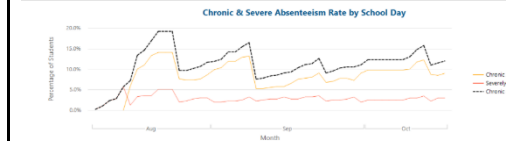
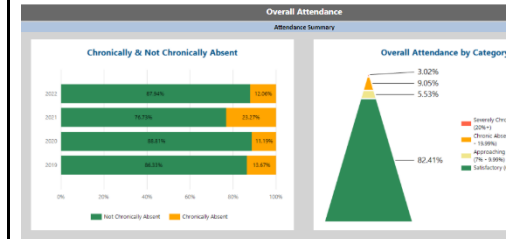
- Extremely useful 4
- Somewhat useful 5
- Neutral 10
- Somewhat not useful 2
- Extremely not useful 1



Administration is supportive and receptive to meeting the needs of staff and/or students. (

[More Details](#)

- Strongly agree 8
- Agree 10
- Disagree 0
- Strongly disagree 0
- Neutral 4



Chronic Absenteeism – This data indicates that 82.41% of Bennett students are *not* chronically absent (missing 10% or more of the school year thus far as of 10/19/21). Additionally, this data suggests that our attendance rates have improved since last year and are currently on track with the 2018-19 and 2019-2020 school years.

Problem Statement

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

Critical Root Causes

The implementation of the new Benchmark curriculum came with messaging that the curriculum “was the standard” which resulted in an unbalanced focus on teaching the curricula vs. teaching the essential standards



	Teachers have not yet had the opportunity to unpack the ESSENTIAL standards to increase familiarity with them
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Part B

Adult Learning Culture	
<p>School Goal: Goal: By May 2022, 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.</p>	<p>STIP Connection: 2, 3, 6</p>
<p>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.</p> <p>Evidence Level: 2</p>	
<p>Intended Outcomes: The intended outcome in teachers using planning time to develop instruction around the ESSENTIAL standards is to increase the percentage of student mastery in weekly formative assessments in each grade level</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● <i>Provide teachers with collaborative planning time during the day.</i> ● <i>Learning Facilitator is present at weekly PLC to provide coaching support as teachers develop plans around Essential Standards.</i> 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● <i>Learning Facilitator</i> ● <i>Protected planning time</i> ● <i>Essential standards both, grade level and vertical to engage in collaborative work.</i> 	



Challenges to Tackle:

- *Ensuring that Specials are staffed to allow teachers to have a common planning time.*
- *Teacher understanding of the Essential Standards.*

Improvement Strategy: A PLC and/or Professional Development to support teachers in unpacking the ESSENTIAL standards.

Evidence Level: 2

Intended Outcomes: The intended outcome in teachers unpacking the essential standards is to increase their instructional proficiency in meeting student’s academic needs through this more focused lens.

Action Steps:

- *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:

- *Weekly PLC time*
- *Learning Facilitator*
- *Essential Standards*
- *Professional Development time*

Challenges to Tackle:



- *Time to provide Professional Development to all staff.*
- *Will teachers have the “will” to shift their planning and instructional practices.*

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

English Learners: Language acquisition strategies from Ellevation and GLAD

Foster/Homeless: GLAD strategies/enrichment and intervention programs (LLI, Bridges/Envision)

Free and Reduced Lunch: All students to receive Tier I instruction using essential standards, common assessments, language strategies and intervention programs

Migrant: NA

Racial/Ethnic Minorities: 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: 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

Inquiry Area 3 - Connectedness

Part A

Connectedness



	Student	Staff	Family & Community Engagement
<p style="text-align: center;">Data Reviewed</p>	<div style="text-align: center;"> </div> <p>Chronic Absenteeism – This data indicates that 82.41% of Bennett students are <i>not</i> chronically absent (missing 10% or more of the school year thus far as of 10/19/21). Additionally, this data suggests that our attendance rates have improved since last year and are currently on track with the 2018-19 and 2019-2020 school years.</p>	<div style="text-align: center;"> </div> <p>Teacher Attendance – This data indicates and downward trend in teacher absences during this school year (August-October).</p>	<div style="text-align: center;"> </div> <p>Parent Teacher Conference Attendance – This data indicates that each grade level had greater than 90% parent participation during Fall Conference week, with a total of 95% participation.</p> <p>Number of Families that attended Family & Community Outreach Event = 3</p>



ESTHER BENNETT ELEMENTARY

Discipline (2022 School Profile)

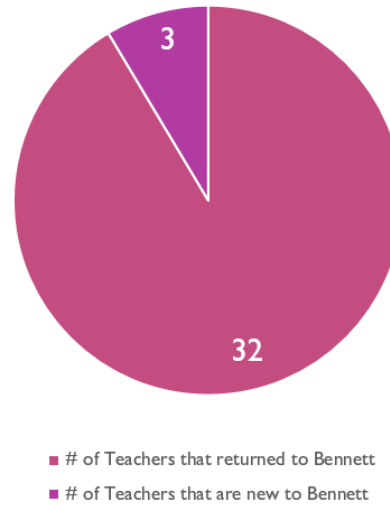
Suspensions			
Total Suspensions	In School Suspensions	Total Individual Students Who Were Suspended	Percentage of Students Ever Enrolled Who Were Suspended *
No Data Available			

Major Discipline		
Students Involved In Major Discipline Events	Total Individual Students Who Had a Major Discipline Event	Percentage of Students Ever Enrolled With Major Discipline Events *
4	4	1%

* % Based on the number of students enrolled at any point during the school year

Discipline Data – This data indicates that zero students have been suspended from school this year. Additionally, this data indicates that only 4 Bennett students have been involved with any major behavior events.

Teacher Retention



Teacher Retention – This data indicates that 91.43% of teachers returned to Bennett for the 21-22 school year.

Problem Statement

Parent participation/engagement is of most concern at this time.

Critical Root Causes

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



Part B

Connectedness	
School Goal: By May of 2022, Bennett will increase the number of family engagement events offered by 50%.	STIP Connection: 5, 6
Improvement Strategy: Create engaging family events which interest both students and their families (STEM Night, Game Night, Night at the Museum) that contribute to feelings of safety for all, while still providing the opportunity for connection.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4	
Intended Outcomes: The intended outcome of the created family events that contribute to feelings of safety for all, while still providing the opportunity for connection, will increase parent/family participation in the school culture and community, while tangentially supporting student success at school.	
Action Steps: <ul style="list-style-type: none">● <i>Schedule the events</i>● <i>Advertise the events using flyers, ClassDojo, ConnectEd, Facebook</i>● <i>Seek out donations from local vendors to provide food at events when possible to increase attendance</i>● <i>Follow up with event committees to ensure execution of each event</i>	
Resources Needed: <ul style="list-style-type: none">● <i>Donations for food</i>● <i>Scheduled time</i>● <i>Flyers</i>● <i>STEM materials</i>	



Challenges to Tackle:

- *COVID 19 protocols and restrictions which are everchanging*
- *Teachers are already very spread very thin and additional events create more stress on our teachers and staff*
- *Parent schedules*

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)
General Budget	\$28,504	Subs, Printing, Building Repairs, School Supplies, Textbook, Info Tech, Instructional Software, Web-based programs, Computer hardware, Building facilitator	1, 2, & 3
Title I	~197,000	Subs, School Supplies, Library Books, Web-based programs, Computers/computer equipment, parent involvement, assistant principal, FACE family engagement hours (x60)	1, 2, & 3
ESSERS	13,500	Reading Tutor	1