



Washoe County School District Jessie Beck

2021-2022 School Performance Plan: A Roadmap to Success

Jessie Beck 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 Jessie Beck Elementary School for more information.

Principal: Ms Erin Lane

School Website: www.washoeschools.net/jessiebeck

Email: elane@washoeschools.net

Phone: 775-689-2520

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	528	.6%	2.8%	23.7%	2.8%	61%	.2%	8.9%	11.7%	8.5%	26%
District	61,599	1.3%	4.2%	41.8%	2.6%	42.6%	1.4%	6.2%	14.3%	14.3%	47.4%
State	496,938	.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	66.6%	76.5%	71.7%	70.8%	64%	71.7%	39.5%	13.4%	56%
	District	41.6%	52%	40%	49.3%	51%	51%	36.9%	12%	41.9%
2019	School	63.7%	66%	56.6%	69.4%	62%	71.1%	40.3%	20.8%	72.5%
	District	40.8%	50%	39%	49.3%	51%	52%	36.4%	10.7%	36.2%
2020	School	59%	86		65%	83		57%	10%	32%
	District	37%			44%				17%	60%



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	N/A	N/A	N/A
District	84.4%	86%	85.1%

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	370	362	371
District	359	345	355

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
Ms. Erin Lane	Principal(s) (required)
Mrs. Candice Rutledge, Counselor	Other School Leader(s)/Administrator(s) (required)
Mrs. Jones (K), Mrs. Maples (1), Ms. Lowden (1), Mrs. Welch (2), Mrs. Fermoile (3), Mrs. Kalleres (4), Ms. Fernandez (5 th), Mr. Newman (6 th) Mrs. McAndrews, Special Education Resource	Teacher(s) (required)
Ms. York, Ms., Haygood, Miss Gunter, Mrs. Fontanti, Mr. Carreon	Paraprofessional(s) (required)
Chris Burke, Bri Sullivan, Lauren Murray, Chris Ho	PFA Board Members/Parents
Quinn Sims	<i>ELD Facilitator</i>
Mrs. Julie Schmidt-Building Learning Facilitator	Specialized Instructional Support Personnel

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
Incoming Kindergarten Dual Language Information Night Virtual Back to School Night-School Wide Parent/Teacher Conferences Monthly Newsletter and Connect Ed Parent/Student/Faculty Updates	8/10/21, 8/24/21 10/18-10/22	50, 600+,600+,600+	Academic, Instructional, Behavioral, Safety, District, School Event driven information given at these events.
PFA Board Meetings and PFA General Meetings DLAC (Dual Language Advisory Committee)	8/10,9/7,10/12, 11/2,1/4,2/1,3/1, 4/5, 5/3,6/7 10,21,12/9,2/3,3/31,4/21,5/12	15-20 at any given meeting	Both groups meet to make decisions based on student, staff need and discuss fundraising activities that will benefit the students school wide. Both committees are dedicated to our students and staff to supplant resources that are needed that the District does not provide.
<i>Apex Jog-A-Thon</i> <i>Scarecrow Fall Festival</i> <i>Jessie Beck Golf Tournament</i> <i>School Wide Ice Skating Day</i> <i>Archery Nights</i> <i>Fund The Arts</i> <i>International/Multicultural Night</i> <i>School Wide Language Camp</i> <i>School Wide WCSD Summer School</i>	9/23, 9/30 10/25-10/28 10/29, 10/30.1/30, 4/23, 5/5 Summer 2021-2022	600+ to 100+ depending on the event.	Social and Emotional Activities that build the Jessie Beck Community and have been traditional activities for many years at our school. The mission of our amazing PFA is to enhance and enrich the educational experience of our students. All PFA activities and money raised directly benefits the students, teachers, and staff. Through these activities and events listed, our students are able to receive a more robust educational experience.



School Goals



Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	SBAC, ACCESS scores	To what extent are our students demonstrating their development on the CASEL Standards?	Are our students being given opportunities to engage in high-quality academic experiences?
Problem Statement	Problem Statement: Our EL sub group is not proficient or showing growth on the SBAC in ELA or Math due to language, attendance, and lack of specific instruction or support.		
Critical Root Causes	<i>Direct instruction and support in language due to scheduling. Attendance concerns with some of our EL students.</i>		

Part B

Student Success	
School Goal: Goal: By the next SBAC cycle, our EL student population will increase in proficiency by 10 % in the areas of ELA and math from 8% in ELA to 18% and from 4% in Math to 14%.	Aligned to Nevada's STIP Goal: 3
Improvement Strategy: <i>Jessie Beck will restructure our ELD Facilitator's schedule to support our students, staff, and families on a more frequent basis throughout the week. In years prior, the District has only granted us 1 day a week for EL support. This coming school year, we will be given 3 days of support. We will also work with the EL Department to strengthen our MTSS structures and supports so support our EL students in Tier 1, Tier 2 and Tier 3 instruction before moving to testing for Special Education services. We will also dive deeper schoolwide into our ACCESS scores and the subtests that it focuses on.</i>	



Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): **4**

Intended Outcomes: *EL Students working with conjunction of their classroom teacher, our ELD facilitator, as well as, other interventionist(s) will receive an extra support on grade-level assignments every week and intentional interventions. The hope is then these students will show growth on SBAC.*

Action Steps:

- *Work with ELD prior to the school year to create schedule and to identify days/times that she will be working with teachers and students.*
- *ELD Facilitator will attend weekly MTSS meetings to discuss all EL students and current interventions and Aims Web monitoring and progress, MAP data, and ACCESS data.*
- *ELD will attend all weekly PLCs and discuss student common assessments, EL will provide language strategies for EL students, coaching and co-teaching ideas to teachers and support them in weekly planning.*
- *Use of ACCESS data to drive instructional decisions, as well as, WIDA speaking and writing rubrics and common assessments in ELA and Math.*
- *Work with teachers of record to set up weekly push in schedule.*
- *Have teachers identify what success looks like for students working with the ELD facilitator.*
- *Deepen staff knowledge of the MTSS process of EL and language samples.*

Resources Needed: *Insert during Event 5*

Ex.

- *ELD facilitator will be on site 3 days a week.*
- *ELD will participate in weekly PLCs and MTSS-data meetings.*
- *Whole staff professional development on WIDA, ACCESS scores and EL strategies.*
- *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. Root causes were determined based on this data in order to drive school improvement and shrink the achievement gap for our special populations with special attention to AB 219 and the EL population. Please refer to Inquiry Area 1 (Student Success), Inquiry Area 2 (Adult Learning), and Inquiry Area 3 (Connectedness, when applicable) in the School Performance Plan for root causes that impact learning and achievement.*
- *Language is not an intervention. EL teachers should be supporting ELs in Tier 1 instruction through whole group or small group instruction. Any pull out of students should be for Newcomers to accelerate language or provide explicit language instruction that supports Tier 1 content instruction.*

Challenges to Tackle:

- *Balancing scheduling between two schools that are shared by ELD facilitator.*
- *Demographics have changed and we have a large number of EL students that need support daily.*
- *Lack of strategies and resources to support EL levels.*

**Improvement Strategy:**

- *Work with ELD prior to the school year to create schedule and to identify days/times that she will be working with teachers and students.*
- *ELD Facilitator will attend weekly MTSS meetings to discuss all EL students and current interventions and Aims Web monitoring and progress, MAP data, and ACCESS data.*
- *ELD will attend all weekly PLCs and discuss student common assessments, EL will provide language strategies for EL students, coaching*



and co-teaching ideas to teachers and support them in weekly planning.

- *Use of ACCESS data to drive instructional decisions, as well as, WIDA speaking and writing rubrics and common assessments in ELA and Math.*
- *Work with teachers of record to set up weekly push in schedule.*
- *Have teachers identify what success looks like for students working with the ELD facilitator.*
- *Deepen staff knowledge of the MTSS process of EL and language samples.*
- *Collaborative planning meetings with EL teacher focused on vocabulary development, writing strategies and WIDA standards.*
- *Small group interventions.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): **4**

Intended Outcomes: By the next SBAC cycle, our EL student population will increase in proficiency by 10 % in the areas of ELA and math from 8% in ELA to 18% and from 4% in Math to 14%.

Action Steps:

- Small group support/EL Benchmark.
- ✎ Subgroup students will be provided with extended learning opportunities which will provide them with the opportunity to practice standards in addition to individualized instruction and small group instruction.
- *Deepen staff knowledge of the MTSS process of EL and language samples.*
- *Collaborative planning meetings with EL teacher focused on vocabulary development, writing strategies and WIDA standards.*
- *Small group interventions.*
- *Leadership Team members will be able to support teachers with actionable feedback surrounding instructional best practices which will increase student achievement.*
- Bi-quarterly meeting of EL Coach to monitor progress of students and to design appropriate intervention strategies to close performance gaps and support materials.

Resources Needed:

- *Leadership/MTSS Team*
- *ELD Facilitator*
- *Weekly PLC time*

Challenges to Tackle:

- Lack of classroom space.
- WIDA student levels-difficulty to cover all WIDA student levels with one teacher trying to accommodate such a far range of scores.

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



English Learners: Continue to monitor attendance, language development and assessment, continue to monitor through the MTSS and PLC process, collaboration with the EL teacher, communication with parents in their native language.

Foster/Homeless: Continue to monitor attendance, language development and assessment, continue to monitor through the MTSS and PLC process, collaboration with the EL teacher, communication with parents in their native language.

Free and Reduced Lunch: Continue to monitor attendance, language development and assessment, continue to monitor through the MTSS and PLC process, collaboration with the EL teacher, communication with parents in their native language.

Racial/Ethnic Minorities: Continue to monitor attendance, language development and assessment, continue to monitor through the MTSS and PLC process, collaboration with the EL teacher, communication with parents in their native language.

Students with IEPs: Continue to monitor attendance, language development and assessment, continue to monitor through the MTSS and PLC process, collaboration with the EL teacher, communication with parents in their native language and be present in all 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	Staff climate survey, Leadership Team conversations, SBAC, MAP data, staff attendance.	What does our leadership practice look like?	How are our systems and structures supporting or hindering our continuous improvement work?
Problem Statement	Problem Statement: The PLC structure needs review to ensure that the proper structure is in place and purposeful planning is evident in lesson plans, grade level collaboration and common assessments. Teachers didn't have PLC at the same time which did not allow teams to do dig deep enough into the data. Administrators and leadership team were not able to meet to discuss how to lead PLC.		



Critical Root Causes	Teachers didn't have PLC at the same time which did not allow teams to do dig deep enough into the data. Administrators and leadership team were not able to meet to discuss how to lead PLC due to Covid restrictions and other duties that were assigned that constantly took the Administrator away from her instructional leader responsibilities last year and we also had many staff members who were not present or in the building last year due to medical issues for this role out to be successful or justified when we were truly in survival mode on a daily basis just trying to keep our doors open.
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Part B

Adult Learning Culture	
School Goal: Goal: Teachers will use ELA and Math assessments (formative and summative) to inform their teaching to meet the needs of each student, reflect on each unit and share best practices during their PLCs. Every grade level will participate by 100% administration and analysis of district assessments to drive instruction. Administrator/ Facilitator and Leadership Team will provide structure and guidance 100% of the time for PLC time and vertical alignment meetings during the 2021-2022 school year.	STIP Connection: 2, 6
Improvement Strategy: Master schedule was restructured to provide PLC time per grade level during school hours and early release Wednesdays. Vertical PLC meetings were also embedded into the master early release calendar. This time will provide opportunities to examine instructional strategies and techniques while implementing best practices which will increase student engagement, motivation, and achievement. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3	
Intended Outcomes: Build capacity for teacher leadership and instructional coaches to increase student engagement, motivation, and	



achievement.

Action Steps:

- Master Schedule, PD Schedule and Support Staff schedule will be restructured to allow for weekly PLCs during the school day and more well defined professional development and focused PLC, Leadership and Staff Meetings during early release Wednesdays with all required parties.
- PLC will provide teachers and administrators with an opportunity to examine instructional strategies and techniques while implementing best practices which will increase student engagement, motivation and achievement.
- ⌘ PLC meetings will be utilized to establish clear expectations related to the purpose and process instruction and learning.
- ⌘ Weekly/ Monthly student data analysis in reading and mathematics focused on the instructional goals including quarterly district assessments and MAP assessment data,. Teachers will reflect on student performance, analyze what worked well and upgrades for instruction moving forward.
- Leadership Team: Build Capacity of Coaches and Leadership Team.
- ⌘ Leadership Team members will be provided with opportunities to lead school-wide initiatives to include: PBIS, Social Emotional Learning, MTSS, After School Tutoring, Digital Curriculum Implementation, Common Planning Meetings, Curriculum Nights, and Book Clubs.
- ⌘ Increase interactions between staff, interventionists, specialist, special education teachers, EL teachers and other staff to further build collaboration across the school.
- ⌘ Use of accommodations, systematic explicit instruction, scaffolded supports, flexible grouping and assistive and instructional technologies.
- ⌘ Celebrate teacher successes.

Resources Needed:

- Building Learning Facilitator to support and facilitate weekly PLCs alongside Administrator with accountability with the use of a notetaker.
- Training in and use of School City and ELA and Math Common Assessments and the ability to use the data from these assessments to drive instructional decisions.
- Use of Aims Web to progress monitor our Tier 2, Tier 3 and Special Education Students.
- Weekly grade level MTSS meetings to discuss students, student data and tier movement, interventions and to discuss vertical and horizontal alignment.
- Benchmark Intervention Kits, Raz Kids, Head Sprout, Dreambox, Lexia for 6th grade.
- Interventionists and Dual Language Interventionists-K-6.
- Use of MAP data K-3 Reading to drive reading instruction.
- Use of Phonics 1st and LLI Kits and Wilson Kits for our Special Education students.

**Challenges to Tackle:**

- **Recreation of Master Schedule, adaption to and loss of MAP assessment 4th-6th in both ELA and Math.**
- **Training the entire staff on School City Common Assessments and data platform.**
- **Funding sources for all supports necessary across all grade levels.**

Improvement Strategy: Master schedule was restructured to provide PLC time per grade level during school hours and early release Wednesdays. Vertical PLC meetings were also embedded into the master early release calendar. This time will provide opportunities to examine instructional strategies and techniques while implementing best practices which will increase student engagement, motivation, and achievement. Whole school training for Common Assessments and School City Reports and reiterating the use of these common assessment for instructional planning purpose.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): **3**

Intended Outcomes: Overall student achievement scores in ELA and Math will increase on SBAC proficiency in grades 3rd-6th due to structured and intentional data oriented weekly PLCs.

Action Steps:

- Master Schedule, PD Schedule and Support Staff schedule will be restructured to allow for weekly PLCs during the school day and more well defined professional development and focused PLC, Leadership and Staff Meetings during early release Wednesdays with all required parties.
- PLC will provide teachers and administrators with an opportunity to examine instructional strategies and techniques while implementing best practices which will increase student engagement, motivation and achievement.
- ✎ PLC meetings will be utilized to establish clear expectations related to the purpose and process instruction and learning.
- ✎ Weekly/ Monthly student data analysis in reading and mathematics focused on the instructional goals including quarterly district assessments and MAP assessment data,. Teachers will reflect on student performance, analyze what worked well and upgrades for instruction moving forward.
- Leadership Team: Build Capacity of Coaches and Leadership Team.
- ✎ Leadership Team members will be provided with opportunities to lead school-wide initiatives to include: PBIS, Social Emotional Learning, MTSS, After School Tutoring, Digital Curriculum Implementation, Common Planning Meetings, Curriculum Nights, and Book Clubs.
- ✎ Increase interactions between staff, interventionists, specialist, special education teachers, EL teachers and other staff to further build collaboration across the school.
- ✎ Use of accommodations, systematic explicit instruction, scaffolded supports, flexible grouping and assistive and instructional technologies



☞ Celebrate teacher successes.

- ☞ **Resources Needed:** Building Learning Facilitator to support and facilitate weekly PLCs alongside Administrator with accountability with the use of a notetaker.
- ☞ Training in and use of School City and ELA and Math Common Assessments and the ability to use the data from these assessments to drive instructional decisions.
- ☞ Use of Aims Web to progress monitor our Tier 2, Tier 3 and Special Education Students.
- ☞ Weekly grade level MTSS meetings to discuss students, student data and tier movement, interventions and to discuss vertical and horizontal alignment.
- ☞ Benchmark Intervention Kits, Raz Kids, Head Sprout, Dreambox, Lexia for 6th grade.
- ☞ Interventionists and Dual Language Interventionists-K-6.
- ☞ Use of MAP data K-3 Reading to drive reading instruction.
- ☞ Use of Phonics 1st and LLI Kits and Wilson Kits for our Special Education students

Challenges to Tackle:

- Recreation of Master Schedule, adaption to and loss of MAP assessment 4th-6th in both ELA and Math.
- Training the entire staff on School City Common Assessments and data platform.
- Funding sources for all supports necessary across all grade levels.

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

English Learners: Our ELD will be on site more frequently throughout the week to work directly with students and staff. She will attend weekly PLC and MTSS meeting to discuss student data and to provide instructional supports and interventions.

Foster/Homeless: Our Counselor will continue to support this sub population of students, however data will continue to be collected by use of MAP, Common Assessments, and School City which will drive instructional practices for these students.

Free and Reduced Lunch: Data will continue to be collected by use of MAP, Common Assessments, and School City, Aims Web which will drive instructional practices for these students.

Migrant: N/A

Racial/Ethnic Minorities: Data will continue to be collected by use of MAP, Common Assessments, and School City, Aims Web which will drive instructional practices for these students.

Students with IEPs: Both our Special Education teachers will participate in weekly PLCs and MTSS meetings and will continue to build



capacity for their special education students by use of Aims Web to collect data towards goals/objectives and use of the Wilson Kits for those students that are LD and Dyslexic.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Student, Staff, Parent Climate Survey. Leadership Team survey via BLF to determine staff needs.</i>	How are our teachers experiencing our school?	How are our families and community partners experiencing our school?
Problem Statement	Problem Statement: Due to Covid restrictions, the staff was not able to collaborate as it had in the past, parents were not able to volunteer and be as involved in their child's education as they had been in the past. Attendance concerns, distance learning, Covid restrictions and students too were not able to participate in our school community as they had in the past; specifically traditional events that had always been held prior to Covid.		
Critical Root Causes	Due to Covid last year, our parent/teacher/student participation was not as strong as past years. Some parents, teachers and students felt frustrated and not supported by one another due to lack of collaboration and the inability to interact as they always had.		

Part B

Connectedness



School Goal: Goal: Jessie Beck Elementary will focus on staff, families, and student relationship building to support Social and Emotional Growth by implementing and following a school wide expectations to create a safe and healthy learning environment by holding at least 3-5 in-person schoolwide traditional events this school year and at least 3-5 positive behavioral support activities for students, while adhering to COVID protocols.	STIP Connection: 2, 6
Improvement Strategy: Jessie Beck ES will continue with the implementation of Social Emotional Learning (SEL) practices, including Positive Behavioral Interventions and Supports (PBIS). By integrating SEL into schoolwide practices and instruction, we will teach skills and facilitate opportunities for students to contribute to positive change locally and globally. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3	
Intended Outcomes: We will continue our work in the area of SEL so our students are able/ready to learn after dealing with so much trauma. Our staff and community will continue to develop programs and make use of all assets in the community to ensure our students are connected and feeling good about themselves. Students will gain an understanding of how to use social emotional learning skills to improve their problem solving, self-regulation, and internalizing skills. Teachers will connect student social emotional learning to academic work and establish positive learning habits. Jessie Beck events will return as best they can per Covid guidelines and will model positive and social emotional learning, while also fostering home-school partnerships and improving communication and collaboration to promote positive learning.	
Action Steps: <ul style="list-style-type: none">• Distributive leadership and social and emotional learning will be used to strengthen team dynamics and collaboration in order to build academic expertise with all students.• JBES will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessment, classroom observations, and school environment observations. We will modify our plan of action as indicated by data, student needs and adult needs.• Evidence of SEL implementation to include the effective use of intrapersonal, interpersonal and decision making skills.• Monthly guided lessons• Evidence of SEL implementation and Positive Behavior Supports.• Implementation of PBS Reno SEL Reading Buddies to incorporate SEL and instructional reading with Reading Buddies across different	



grade levels to include the competencies of: Empathy, Honesty, Forgiveness, Generosity and Mindfulness.

- Monthly Guided Lessons delivered by school counselor across grades K-6 based on topic of the month.
- PAWS
- PAWS store
- Self-Manager

Resources Needed:

- Staff, students and parents participation.
- PAWS store prices
- PFA collaboration (Sub Committees)
- Positive Behavior Activities embedded-ie: Woooo wooo Wagon, Self-Managers, Self-Manager Reward Activities, KindnessChallenges.

Challenges to Tackle:

- Global pandemic.
- Use of technology and how to engage our students when they are learning remotely.
- Stress and mental health issues (Teachers, staff, students and families)
- Student population
- Attendance
- Lack of parent involvement

Improvement Strategy: Staff will develop and use a tracking system to monitor student behaviors across settings to improve adjustments to instruction and practice. JBSE staff will foster partnerships with families to support SEL through community/school conversations, school events and shared resources.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): **3**

Intended Outcomes:

- Distributive leadership and social and emotional learning will be used to strengthen team dynamics and collaboration in order to build academic expertise with all students.
- JBES will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessment, classroom observations, and school environment observations. We will modify our plan of action as indicated by data, student needs and adult needs.
- Evidence of SEL implementation to include the effective use of intrapersonal, interpersonal and decision making skills.
- Monthly guided lessons
- Evidence of SEL implementation and Positive Behavior Supports



- PAWS
- PAWS store
- Self-Manager

Action Steps:

- Establishing a process for monitoring and reflecting on district- and school-level SEL implementation and progress toward goals.
- Committing to reflect on data throughout the year.
- Providing support and tools to help school teams establish their own continuous improvement processes.
- Social Emotional Guidance lessons will continue in each classroom.
- Leadership Team will review 2019-20 Student Survey data to identify trends & develop action steps for 2021-2022 implementation
- Schoolwide assemblies, School events
- Positive Behavior Activities embedded- ie: Wooooo wooo Wagon, Self-Managers, Self-Manager Reward Activities, Kindness Challenges.
- Monthly Guidance Lessons in all classrooms delivered by School Counselor.

Resources Needed:

- Staff, students and parents participation.
- PFA collaboration
- Student Climate Survey Data

Challenges to Tackle:

- Attendance
- PLC Time-conversation right now is academic focused, however we need to embed student behavior that effects student instruction.

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

English Learners: All sub-populations will be given the same ability to participate, learn, and interact with all activities, lessons and resources. Certain staff remembers who are aligned to sub-populations will support them as needed/required.

Foster/Homeless: All sub-populations will be given the same ability to participate, learn, and interact with all activities, lessons and resources. Certain staff remembers who are aligned to sub-populations will support them as needed/required.

Free and Reduced Lunch: All sub-populations will be given the same ability to participate, learn, and interact with all activities, lessons and resources. Certain staff remembers who are aligned to sub-populations will support them as needed/required.

Racial/Ethnic Minorities: All sub-populations will be given the same ability to participate, learn, and interact with all activities, lessons and resources. Certain staff remembers who are aligned to sub-populations will support them as needed/required.



Students with IEPs: All sub-populations will be given the same ability to participate, learn, and interact with all activities, lessons and resources. Certain staff remembers who are aligned to sub-populations will support them as needed/required.

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)
Principal's Account	\$2,500.00	Support professional development (subs) for Common Assessment Training, School City Training, Vertical PLCs, PLCs, Interim Assessment Training.	1,2,3
Intervention Initiative Budget-IDEA	\$15,281.84	Funding 2 long term substitutes; one in grades 4th, 5th, 6th, to support students in small group interventions in ELA and Math and one in 1 st -5 th to support Math and ELA as needed.	1,2
ESSER Grant	\$13,484.64	Funding 2 long term substitutes in grades K,1,2,3 to support students in small group interventions in ELA and Math.	1,2
PFA Funding	\$87,000.00	Funding 2 Bilingual Aides in grades K-5 to support students in small group interventions in ELA and Math. Additional funding for a 3 day a week PE teacher to	1,2



		support PBIS and social and emotional learning and fitness, 6.25 hour a week additional funding for our ETS to support our 3-6 th students in SBAC preparation and keyboarding skills, Art Coordinator position to support the Arts which is a traditional curriculum at Beck and supports the social and emotional well being of our students and adults and support our fundraising efforts.	
<i>General Fund</i>	\$175,000.00	District to purchase MyOn, Brainpop, RazKids, Learning A-Z, Dreambox, Lexia for 6 th grade, Building Learning Facilitator, English Language Facilitator and Bilingual Assistant.	1,2