



Washoe County School District
George Westergard Elementary
2021-2022 School Performance Plan:
A Roadmap to Success

George Westergard 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 Ben Dickson for more information.

Principal: Bern Dickson

School Website: <https://www.washoeschools.net/westergard>

Email: bdickson@washoeschools.net

Phone: 775-746-5800

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	477	0.21	5.45	18.24	1.26	63.73	.42	10.69	12%	5%	19%
District	61599	1.26	4.2	41.77	2.55	42.59	1.4	6.22	15%	18%	57%
State	496938	.82	5.51	43.33	11.76	29.97	1.48	7.03	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	71.1%	57%	58.1%	68.4%	48.5%	60.7%	38.1%	18.4%	52.1
	District	41.6%	52%	40%	49.3%	51%	51%	36.9%	12%	41.9%
2019	School	64.2%	41%	42.6%	63.2%	49%	59.5%	43.1%	21.2%	46.1%
	District	40.7%	50%	39%	49.3%	51%	52%	36.4	10.7%	36.2%
2020	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	7%	57%
	District									

4 Year ACGR
Grad Rate 2017- Grad Rate 2018- Grad Rate 2019-

School Climate Data
Cultural & Linguistic Relationships Emotional Safety



	2018	2019	2020
School	N/A	N/A	N/A
District	84.4	86	85.1

	Competence		
School	410	382	384
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
Ben Dickson	Principal(s) (required)
Melanie Cueto	Other School Leader(s)/Administrator(s) (required)
Marie Borges, Jennifer Marrujo, Donna Green, Michelle Levitt, Julie Moyle	Teacher(s) (required)
Melisa Chavez	Paraprofessional(s) (required)
Amy Dang	Parent(s) (required)
Melissa Mecham	Specialized Instructional Support Personnel (if appropriate)
*Add rows as needed	

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 Survey sent out	11/1	43	Responses want both academic and social supports
PTO meeting	9/23 & 11/16	24	Reviewed student data, budget and applications of purchased materials



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.

Directions (delete prior to posting to school website): The tables on the following pages are designed to be filled out as teams complete Events 3 and 4. The remaining work should be completed during Event 5 with your school's CI Team. A review of this table will allow for an outsider to understand your team's journey to establishing your school goals. See below for additional guidance.

Data Reviewed - Copy and paste data that was used during Event 3's Data Analysis & Needs Assessment Dialogue.

Problem Statement - Copy and paste your Problem Statement(s) from Event 3's Data Analysis & Needs Assessment Handout.

Critical Root Causes - Copy and paste your Critical Root Causes from Event 4's Root Cause Analysis Handout.

Goal - Copy and paste your goals from Event 3's Data Analysis & Needs Assessment Handout that the school will focus on to drive improvement efforts.

STIP Connection - Identify how the school goal is aligned to Nevada's STIP Goals. Simply insert Goal 1, 2, 3, 4, 5, or 6. Definitions and more information about STIP Goals can be found [here](#).

Improvement Strategies - Copy and paste your Potential Solutions (Improvement Strategies) from Event 4's Root Cause Analysis Handout. If needed, use time during Event 5 to develop additional Improvement Strategies that are aligned to the goal and critical root causes.

Evidence Levels - Identify the effectiveness of the Improvement Strategies. To do this, the school will list the level of evidence that the Improvement Strategy meets, in alignment with Every Student Succeeds Act (ESSA) definitions of evidence-based interventions (see Appendix 5 in Continuous Improvement Guidance document for additional information and resources).

Intended Outcomes - Identify the expected outcomes for each of the identified Improvement Strategies when implemented.

Action Steps - Identify the actions that need to be taken for each improvement strategy to achieve the Intended Outcome(s).

Resources Needed - Identify the resources needed to implement the Improvement Strategies and Equity Supports to achieve the Intended Outcomes.

Challenges to Tackle - Identify any obstacles that may exist and need to be addressed to achieve the Intended Outcomes.

Equity Supports - Identify the supplemental strategies your school will implement to support learning and growth for all students as it pertains to the specific School Goal.



Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	SBAC data,	Climate Survey Data	Parent/Staff Survey Data
Problem Statement	Students at Westergard have scored lower in Mathematics over the last 4 years as measured by SBAC		
Critical Root Causes	Westergard students work with two different Math curriculums that can lead to a variety of instructional strategies and vocabulary being used causing a lack of vertical alignment as students progress through grades		

Part B

Student Success	
<p>School Goal: Using the 2021/22 SBAC data as a baseline. Current 3rd grade students will grow by 10% in Mathematics over the next 2 years as measured by the cohort's 5th grade SBAC overall Math scores</p>	<p>Aligned to Nevada's STIP Goal: <i>Goal 3</i></p>
<p>Improvement Strategy: <i>Insert after Event 4</i> Aligning grade level PLCs vertically to address Math instructional strategies and vocabulary for students.</p>	
<p>Evidence Level ESSA evidence based on district research puts PLCs at a Tier 2.</p>	
<p>Intended Outcomes: Westergard students will use a common math vocabulary and strategies as they progress through the grades.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● Create time for grade levels to meet vertically to discuss and develop a common Math vocabulary and instructional strategies ● Provide teachers with training around PLC structures 	



- Provide training on School City assessment platform
- Continuous Feedback

Resources Needed:

- Funding for staff to support classroom supervision to allow for teachers to meet in PLCs
- Training resources for staff to support effective PLC structures
- Access to School City

Challenges to Tackle:

- Ensure PLC focus is on specific student data and strategies to remediate and accelerate students based on common assessment data
- Ensure all grade level PLCs use common PLC document
- Time for Vertical PLCs to occur

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

English Learners: Staff will utilize GLAD instructional strategies to support vocabulary acquisition as supported by school's ELD coach

Foster/Homeless: NA

Free and Reduced Lunch: NA

Migrant: NA

Racial/Ethnic Minorities: *Ex. Track formative data across racial groups to measure if any disparities exist during intervention.*

Students with IEPs: Students will be supported by Special Education teacher to access math vocabulary and instructional strategies prior to lessons and during lessons

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture



	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	PLC data sheets, staff survey	PLC data sheets, staff survey	PLC data sheets, staff survey
Problem Statement	Westergard staff does not consistent structured PLCs that allow for the analysis of student data		
Critical Root Causes	Westergard staff are at various stages of implementing effective PLCs		

Part B

Adult Learning Culture	
<p>School Goal: Improve the structure of PLCs to support all learners by analyzing student common assessment data, develop plans for intervention and/or acceleration for all students over the course of the 2021/22 school year</p>	<p>STIP Connection: Goal 3</p>
<p>Improvement Strategy: Provide school wide PLC training and structure to ensure consistent PLC practices</p>	
<p>Evidence Level ESSA evidence based on district research puts PLCs at a Tier 2.</p>	
<p>Intended Outcomes: Westergard staff will employ consistent PLC structures focused on common assessment data.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● Ensure time set aside each week for grade levels to meet ● Provide teachers with training around PLC structures ● Develop common data collection tool for PLCs ● Develop understanding of use of common assessments 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● Staff to support specials so teachers are able to meet ● PLC text for staff School Improvement for All 	



<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> • Ensuring staff is available to cover specials so teachers can meet • Ensure focus on structure of PLC is followed
<p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p>
<p>English Learners: ELD coach will participate in grade level PLCs</p> <p>Foster/Homeless: N/A</p> <p>Free and Reduced Lunch: N/A</p> <p>Migrant: N/A</p> <p>Racial/Ethnic Minorities: N/A</p> <p>Students with IEPs: Special Education staff will participate in grade level PLCs</p>

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Student Climate Survey Data. School Survey Data, Infinite Campus Behavior Data	Student Climate Survey Data. School Survey Data, Infinite Campus Behavior Data	<i>Insert after Event 3</i>
Problem Statement	Westergard students showed a decrease in the SEL areas of managing their emotions and utilizing social awareness strategies as shown by the student climate survey		
Critical Root Causes	Westergard students have had a lack of opportunities and skills instruction to socialize appropriately within the school setting.		



Part B

Connectedness	
<p>School Goal: Over the 2021/22 school year 20% of Westergard students will increase in the areas of self management of emotions and social awareness as measured by the student climate survey given to Westergard students grades 2-5 twice during the school year.</p>	<p>STIP Connection: Goal 3</p>
<p>Improvement Strategy: Westergard staff will be trained on Samford Harmony SEL curriculum to implement student SEL strategies across the school</p>	
<p>Evidence Level ESSA evidence based on research puts SEL instruction at a Tier 1.</p>	
<p>Intended Outcomes: Students will utilize skills learned through use of curriculum to improve their management of emotions and social awareness</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● Staff training on Samford Harmony curriculum starting 1/2022 ● Follow up coaching with school counselor and administrator around curriculum 2/2022, 3/2022, 4/2022 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● Samford Harmony curriculum ● District support staff to provide training ● Time for training and coaching 	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> ● Time to train all staff ● Consistent implementation across school with follow up coaching 	
<p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p>	
<p>English Learners: N/A</p> <p>Foster/Homeless: N/A</p> <p>Free and Reduced Lunch: N/A</p>	



Migrant: N/A
Racial/Ethnic Minorities: N/A
Students with IEPs: N/A

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)
	<i>Insert during Event 5</i>	<i>Insert during Event 5</i>	<i>Insert during Event 5</i>
General Budget	32,736.00	Substitute teachers to allow for classroom teachers to attend quarterly all day DATA days to discuss all students growth including Tier 2 and Tier 3 students and look at student data Substitute teachers to cover Specials teachers so that classroom teachers are still able to have weekly PLCs Purchase of School Improvement for All for staff book club	Student Success goal and Adult Learning goal