



Washoe County School District
 Every Child, By Name And Face, To GraduationSM

Washoe County School District
John C. Bohach Elementary School
Home of the Nighthawks



2021-2022 School Performance Plan:
A Roadmap to Soar

John C. Bohach 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 Heidi Gavrilles for more information.

Mission:

Bohach Elementary School is responsible for building a foundation of essential academic and social skills for all students to help ensure their future success in school and beyond.

School Designations: Title I CSI TSI ATSI Zoom Victory

Vision:

Bohach will utilize a strong adult culture of teaching and learning to teach every child relentlessly so that they grow **and** attain proficiency.

Values:

We are committed to achieve 100% proficiency so that our students are able to fully participate in elective options in middle school and beyond and all doors are open to their future. We know that success for both adults and children is predicated upon healthy, trusting relationships. We believe in bringing our whole selves to work, we value candor and believe it is a moral imperative to achieve these goals.

Collective Commitments:

1. Study, clarify, align and pace NVACS and district adopted curriculum.
2. Develop and implement common formative assessment to monitor each student's learning.
3. Develop, implement and evaluate team professional development plans aligned to our SMART goals to target specific instructional areas in need of improvement.
4. Engage in meaningful, embedded professional learning.
5. Utilize a variety of instructional strategies to meet the needs of our students.
6. Utilize small group or individual learning programs when students need it.
7. Partner with parents and community stakeholders by being proactive, clearly communicating progress, helping families with resources and information to help ensure student success.
8. Implement SEL standards school wide to meet the social-emotional needs of all students. Hard work and perseverance will not go unnoticed. We will celebrate all aspects of growth both academically and socially.

Key Performance Indicator/Goal:

100% of Bohach students will achieve proficiency in math and reading by the end of 5th grade.

Performance Plan Goals:

- 1) Increase proficiency and growth in reading as measured by school common assessments, MAP, EOC and SBAC.
- 2) Increase growth and proficiency in mathematics as measured by school common assessments, MAP, EOC and SBAC.



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	537	0.19%	5.21%	30.17%	3.72%	51.58%	0.93%	8.19%	11%	7%	18%
District (elementary only)	27962	1%	4%	41%	3%	43%	2%	7%	15%	18%	57%
State (all students)	481,345	0.82%	5.51%	43.44%	11.76%	29.97%	1.48%	7.03%	12.41%	13.37%	73.15%

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*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	District	43%	55	43	48%	53	51	27		
2019	School*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	District	43%	55	42	48%	55	54	28		
2020	School	62.1%	97	76	68.2	86	82	46	30%	57%
	District	38%	72	47	44%	63	57	24	10%	32%



*Bohach Elementary School opened in Fall of 2020, no historical student performance data are available for Bohach before School Year (SY) 2020-2021

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*	n/a	n/a	n/a
District	359	345	355

*Bohach Elementary School opened in Fall of 2020, no historical student performance data are available for Bohach before School Year (SY) 2020-2021

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
Heidi Gavrilles, Brynn Hall	Principal(s) (required)
Holly Vialpando	Other School Leader(s)/Administrator(s) (required)
Alisha Gaynor, Kathleen Barnes, Leticia Lopez, Shannon Thompson	Teacher(s) (required)
Emily Albin	Paraprofessional(s) (required)
<i>Cherub Hartigan</i>	Parent(s) (required)
	Student(s) (required for secondary schools)
	Tribes/Tribal Orgs (if present in community)
	Specialized Instructional Support Personnel (if appropriate)
<i>*Add rows as needed</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—Parent survey	10/28/21-11/8/21	91	Overall very positive feedback for learning, SEL and kids happy and want to come to school, parent engagement is highest in K as measured by participation rates. 4/91 families indicated that their child's academic needs are not being met, 5/91 indicated that their child does not want to come to school, 3/91 indicated that their child's social and emotional needs are not being met.
Chronic Absentee Family Outreach	10/1/21-11/1/21	88	Removing unique barriers for each family (transportation, CIT, communication, awareness), coding corrections (where applicable), plan to notify families every two weeks who trigger as chronically absent at any one point, supporting attendance with tiered interventions
<i>Staff data review/presentations</i>	7/4/21	48	Student achievement data reflect high proficiency and high growth and we also have achievement gaps



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	8/5/21, 11/2/21 and 11/9/21	11/2/21 and 11/9/21	11/2/21 and 11/9/21
Problem Statement	<p><i>Our student achievement data demonstrated an achievement gap in math and ELA for our students receiving special education and our students who are English Learners. The data also establish that students who are at or above grade level outgrow their peers who are not meeting grade level standards. SBAC claim level indicators identify writing and applying math concepts and procedures as the lowest areas of student performance.</i></p>		
Critical Root Causes	<p><i>Lack of cohesive intervention outside of tier 1 in SY 20-21, lack of staffing for additional groups within a grade level, lack of multiple entry points within the instruction (anchor charts, input charts, objectives are present but inconsistent), lack of regular data meetings with an aligned structure to look at who is learning and who is not and help guide instruction, lack of access to MAP for math and ELA in 4-5, lack of consistent, effective small group instruction in reading, increasing enrollment has driven additional staffing needs and teachers who have joined the team come with less experience, SBAC claim level indicators identify writing and applying math concepts and procedures as the lowest areas, limited time/opportunities to explain thinking in written form in ELA and math.</i></p>		

Part B

Student Success	
<p>School Goal: <i>Insert after Event 3</i> <i>Bohach will increase proficiency and growth in ELA, mathematics and science.</i> KPs: <i>ELA overall proficiency will increase from 67% to 70% as measured by Nevada CRT/SBAC</i> <i>Math overall proficiency will increase from 59% to 63% as measured by Nevada CRT/SBAC</i> <i>Science overall proficiency will increase from 46% to 51% as measured by</i></p>	<p>Aligned to Nevada's STIP Goal: 1,2,3,4, 5</p>



<i>Nevada CRT</i>	
Improvement Strategy: Bohach will implement an aligned system of instruction using the PLC process as the framework for improving learning outcomes. Evidence Level PLC process to implement aligned instruction=4 (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Ex. 4- Demonstrates a Rationale (What Works Clearinghouse puts it as level 3, but our school needs to determine this specific teacher's effectiveness).</i>	
Intended Outcomes: <i>Teachers will use the district adopted curricula on track with district pacing expectations. Teachers will use twice monthly data analysis to identify students who are struggling to master the material and will reteach as needed.</i>	
Action Steps: <ul style="list-style-type: none">● <i>Develop and implement a master schedule to provide daily intervention/enrichment outside of Tier 1 instruction.</i>● <i>Focus teacher collaborative work around who is learning and who is not and what to do next, centered in the PLC process.</i>● <i>All teams will set SMART goals and implement a bi-weekly meeting for each team to look at student achievement data using the Bohach TACA (team analysis of common assessment) form</i>● <i>All teams will utilize a common note taker for their PLCs that is customizable for the team.</i>● <i>Implement a whole school scorecard, updated after each quarter</i>● <i>Implement quarterly PLC extra common planning block of 90 minutes during the school day.</i>● <i>Continue to build understanding of differentiation as a core practice of Tier 1 instruction (e.g.: small group reading, responsive small group math)</i>	
Resources Needed: <ul style="list-style-type: none">● <i>Budget for Intervention Sub (ESSER III)</i>● <i>Recruitment and hiring plan</i>● <i>Differentiated math curriculum materials, pacing guide</i>● <i>Funding for sub days</i>	
Challenges to Tackle:	



- *Finding financial resources given limited budget*
- *Hiring a quality candidate on a short timeline*
- *Onboarding new staff member*
- *Teacher working relationship*

Improvement Strategy: *Bohach will implement an aligned system of intervention/enrichment and will systematically identify and address the needs of struggling learners.*

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

Intended Outcomes: *Teachers will implement district adopted intervention/enrichment models and materials to target student learning needs. Teachers will use twice monthly data analysis to identify students who are struggling to master the material and will reteach as needed.*

Action Steps:

- *Develop and implement a master schedule to provide daily intervention/enrichment outside of Tier 1 instruction.*
- *Staff an intervention sub by December 1, 2021*
- *Identify interventions and train teachers on their use (LLI, phonics first, Wilson)*
- *Align intervention support system (matching the needs of the learner to the appropriate intervention)*
- *Focus teacher collaborative work around who is learning and who is not and what to do next, centered in the PLC process.*
- *All teams will set SMART goals and implement a bi-weekly meeting for each team to look at student achievement data using the Bohach TACA (team analysis of common assessment) form*
- *Implement a whole school scorecard, updated after each quarter*

Resources Needed:

- *Budget for Intervention Sub*
- *Recruitment and hiring plan*
- *Intervention materials*
- *Funding for sub days*

Challenges to Tackle:

- *Presentation of SPP process and plan of action with a focus on transparency and communication*
- *Trust*



- *Managing discomfort for teachers*
- *Creating a norm of shared ownership of all students*
- *Becoming a culture of data*
- *Developing a theory of action—**we do what is right for all learners**-adults make adjustments to address needs of students. Is this right for all learners? Does this help us raise the bar for all AND decrease the achievement gap? Is it actionable and feasible for teachers? Is it fiscally responsible?*
- *Balancing accountability, transparency, support*

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

English Learners: *Ex. Use of home language in curriculum documents and instruction*

Foster/Homeless: *Track formative of Foster/CIT to measure if any disparities exist on ongoing basis*

Free and Reduced Lunch: *Track formative of Foster/CIT to measure if any disparities exist on ongoing basis*

Migrant: *n/a*

Racial/Ethnic Minorities: *Track formative data across racial groups to measure if any disparities exist on ongoing basis*

Students with IEPs: *create SMART goals within the special education department, engage in bi-weekly data around their students on CFSs*

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	8/5/21, 11/2/21, 11/9/21 and 11/17	8/5/21, 11/2/21, 11/9/21 and 11/17	8/5/21, 11/2/21, 11/9/21 and 11/17
Problem	Bohach teachers work within a collaborative team structure/PLC model. In order to meet the needs of all learners we need to		



Statement	balance transparency, accountability and support within our school. We must improve our PLC process to meet the needs of all learners. We must also build the instructional capacity of staff to meet the needs of an increasingly diverse population. To do this we need to build a data process, share high yield instructional practices more consistently and both proactively and responsively support the work of teachers.
Critical Root Causes	Data driven focus is inconsistent between and among teams. The data that teams are capturing within their meetings is inconsistent (PLC “forms”). There is not enough time to do both planning and data analysis on Wednesday afternoons. There may be uneven content knowledge within the faculty.

Part B

Adult Learning Culture	
<p>School Goal: <i>Refine Bohach PLC process to be more data-driven</i></p> <p>KPI: By 11/10 IST will meet with each team lead to identify barriers, opportunities—KPI MET! <i>By 12/1 and continuing through June 1, 2022 Bohach will implement twice monthly data PLCs using a common format.</i> <i>By 12/1 Teams will develop and present their grade level SMART goals</i> <i>By 12/19 teams will work with IST to develop cohesive and comprehensive assessment plan to include End of Course (EOC) assessments in reading and math as well as IABs</i></p>	<p>STIP Connection: <i>Goals 1,2,3,4, 5</i></p>
<p>Improvement Strategy: <i>Improve PLC Process to become data-driven (see Using Student Achievement Data to Support Instructional Decision Making, a publication of National Center for Educational Evaluation and Regional Assistance available at https://ies.ed.gov/ncee/wwc/PracticeGuide/12)</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>PLC Process=4 Demonstrates a rationale</i></p>	
<p>Intended Outcomes: <i>Empower teachers with a systematic process for understanding who is learning and who is not learning and HOW to more effectively address the needs of learners. This will directly support goal one—increase overall achievement and narrow the achievement</i></p>	



gap.

Action Steps:

By 11/10 IST will meet with each team lead to identify barriers, opportunities

By 12/1 and continuing through June 1, 2022 Bohach will implement twice monthly data PLCs using a common format.

By 12/1 Teams will develop and present their grade level SMART goals

By 12/19 teams will work with IST to develop cohesive and comprehensive assessment plan to include End of Course (EOC) assessments in reading and math.

Data will be centralized in binders in the coach's office and will be reviewed each subsequent Thursday by the IST to understand the efficacy of the instructional system and offer support where appropriate. This data is by no means evaluative and will not be reviewed in that way. Data review will take place in the conference room, A 109 and the door will be open during the meeting.

Resources Needed:

- *Instructional coach, assistant principal*
- *Time set aside twice per month*
- *TACA and PLC forms*

Challenges to Tackle:

- *Trust*
- *"Armored" responses to data/transparency/pressure such as avoiding, fear of failure, scarcity mentality, criticism of process/transparency/communication, weaponizing fear, compliance driven behaviors (Brown, B. (2020) Dare to lead*
-

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

English Learners: identify students who are EIs on teacher spreadsheets and periodically report results for all special populations (EOC, key assessments)

Foster/Homeless: identify students who are in foster/CIT on teacher spreadsheets and periodically report results for all special populations (EOC, key assessments)

Free and Reduced Lunch: identify students who are eligible for FRL on teacher spreadsheets and periodically report results for all special populations (EOC, key assessments)

Migrant: n/a



Racial/Ethnic Minorities: identify students ethnicity on teacher spreadsheets and periodically report results for all special populations (EOC, key assessments)

Students with IEPs: identify students who are receiving special education services on teacher spreadsheets and periodically report results for all special populations (EOC, key assessments)

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	8/5/21, 11/2/21, 11/9/21 and 11/17	8/5/21, 11/2/21, 11/9/21 and 11/17	8/5/21, 11/2/21, 11/9/21 and 11/17
Problem Statement	In SY 202-2021, 13% of all Bohach students were chronically absent		
Critical Root Causes	<i>Distance learning Bohach is a new school opened in Fall 2020, some students came to school with no healthy connections to peers or adults Attendance policy changes and results in confusion for families, which is in addition to confusion over pervious iterations of attendance policy (e.g.. when makeup work “erased” absences in 2018-2019) Increased consciousness of not attending while sick and stricter application of exclusion policies</i>		

Part B

Connectedness	
School Goal: <i>Decrease chronic absenteeism</i> KPI: <i>Decrease % of students who are chronically absent from 13% to 5%</i>	STIP Connection: <i>goals 5, 6</i>
Improvement Strategy: <i>Implement a balanced system of support for student absenteeism (ensuring proper coding, daily calls, twice monthly monitoring, informing, conferencing, incentivizing and truancy involvement when appropriate, SARB referral when necessary)</i>	



Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *message intensification=3*
(https://ies.ed.gov/ncee/pubs/2020006/pdf/2020006_highlights.pdf)

Intended Outcomes: *Improve student attendance and increase achievement*

Action Steps:

- *Daily: use correct coding, make personalized phone calls to verify daily absences*
- *Monitor chronically absent report weekly and issue attendance letters as appropriate*
- *Conference face to face after 2nd letter*
- *Place students on a monitor/incentive plan after conference*
- *Engage with truancy if intervention above does not work, place on formal monitor*
- *Issue 3rd attendance letter*
- *Refer to Student Attendance Review Board*
- *Implement recommendations of SARB*
- *Refer to SARB II as needed*
- *Home visits as needed and appropriate*

Resources Needed:

- *Counselor*
- *Truancy*

Challenges to Tackle:

- *Stamina issues for students who were full distance*
- *Chronic absenteeism in the past is highly correlated with academic struggle...so this results in a vicious circle of not wanting to come to school, not coming, when they are absent they miss critical material, then they come to school and struggle because they missed foundational learning so now they don't want to come to school...*

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

English Learners: Access (translation), as well as seeking to understand barriers and offering community support as needed



Foster/Homeless: Identifying families in transition and offering appropriate supports

Free and Reduced Lunch: Connecting families with community resources (FRC, Food Bank, Operation School Bell, Toys for Tots, etc)

Migrant: n/a

Racial/Ethnic Minorities: identification of barriers and access

Students with IEPs: addition of attendance goals in IEP as needed

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>School General Site Budget</i>	\$31,763.00	Instructional supplies, print materials, general supplies for classrooms	Student Success #1 and #2, Adult Learning Culture, Connectedness
CEIS (pending release from NDE)	\$12,352.97	MTSS planning	Student Success #2, Connectedness
ESSER III	\$13,500.00	Intervention Substitute teacher	Student Success #2, Adult Learning Culture, Connectedness
ESSER II	\$36,838.34 (YTD)	Building Facilitator	Student Success #1 and #2, Adult Learning Culture, Connectedness