

Washoe County School District

Bohach Elementary School

School Performance Plan: A Roadmap to Success

Bohach Elementary School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

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

Our SPP was last updated on October 21, 2022

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Heidi Gavrilles, Brynn Hall	Principal(s) <i>(required)</i>
Click here to enter text.	Other School Administrator(s) <i>(required)</i>
Holly Charter, Alisha Gaynor, Katie Barnes, Yvonne Rose, Michelle Homsley, Leah Sherbondy, Leticia Lopez, Stacy Humphreys, Shannon Thompson, Joel Wilson	Teacher(s) <i>(required)</i>
Bill Charter	Paraprofessional(s) <i>(required)</i>
Jessie Allen	Parent(s) <i>(required)</i>
Click here to enter text.	Student(s) <i>(required for secondary schools)</i>
Click here to enter text.	Tribes/Tribal Orgs <i>(if present in community)</i>
Holly Charter	Specialized Instructional Support Personnel <i>(if appropriate)</i>
Click here to add additional members.	Click here to add their role.

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at http://nevadareportcard.nv.gov/DI/nv/washoe/john_bohach_elementary_school/2022/nspf/



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success				
Areas of Strength			Areas for Growth	
2021 Data Highlights: The overall school population has increased from 700 to 817 Our overall proficiency as measured by SBAC:				
	2020-2021	2021-2022		
ELA	67%	67%	No change	
Math	59%	63%	+3%	
Science	46%	60%	+14%	
Cohort growth				
	2020-2021	2021-2022		
3 rd into 4 th Grade ELA	69	71	+2%	
3 rd into 4 th Grade math	58	59	+1%	
4 th into 5 th grade ELA	63	70	+7%	
4 th into 5 th grade math	55	66	+11	
Nevada School Performance Framework Scoring (Addendum Year*) 2021-2022 School Year			<div>State Designations</div> <div>No Designation</div>	
School: Bohach ES			Total Index Score: 91.5	
100 Points Possible				
Growth (35 Points Possible) Earned Points: 32.0		Academic Achievement (25 Points Possible) Earned Points: 25.0	Opportunity Gaps (20 Points Possible) Earned Points: 20.0	EL (10 Points Possible) Earned: 9.0
				Engagement (10 Points Possible) Earned: 5.5
Problem Statement: Hiastorical achievement gaps persist. Students in identifiable groups attain proficiency levels below that of our “overall.” Growth within these populations is also below the “overall.”				

**Critical Root Causes of the Problem:**

- Limited staffing
- Lack of entry points for students in curriculum
- Lack of access to normative measures in 4-5 ELA and K-5 math
- Lack of differentiated small group reading instruction
- Transiency-as our school has grown and added over 100 new students each year we struggle to staff, develop our teachers, supervise and evaluate, coach teachers.
- Limited time in the instructional day. WCSD has one of the shortest elementary instructional days in the United States.
- Opportunities for teacher directed practice in mathematics are limited by the digital tools available in WCSD
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Student Success

School Goal: *Bohach will increase proficiency and growth in ELA, mathematics and science. KPIs: 1.ELA overall proficiency will increase from 67% to 70% as measured by Nevada CRT/SBAC 2.Math overall proficiency will increase from 62% to 65% as measured by Nevada CRT/SBAC #3. Science overall proficiency will increase from 60 to 65% as measured by Nevada CRT*

Formative Measures:

- MAP—baseline in 4-5 ELA is TBD
- 3rd grade ELA from 59.6% to 70%
- MAP math baselines and goal--TBD

Aligned to Nevada's STIP Goal:

- ✓ STIP Goal 1 ✓ STIP Goal 2
- ✓ STIP Goal 3 ✓ STIP Goal 4
- ✓ STIP Goal 5



Improvement Strategy: Bohach will implement an aligned system of instruction using the PLC process as the framework for improving learning outcomes.

Evidence Level: Tier 1 - Strong Evidence

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

- Develop and implement a master schedule to provide daily intervention/enrichment outside of Tier 1 instruction.
 - 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 SMARTIE 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
- All teams will utilize a common note taker for their PLCs that is customizable for the team.
- Implement a whole school scorecard, updated after each quarter
- Implement quarterly PLC extra common planning block of 90 minutes during the school day.
- Continue to build understanding of differentiation as a core practice of Tier 1 instruction (e.g.: small group reading, responsive small group math)

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

- Budget for Intervention Sub (ESSER III)
 - Recruitment and hiring plan
 - Differentiated math curriculum materials, pacing guide
 - Funding for sub days

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

Lead: *Who is responsible for implementing this strategy?*
Instructional Leadership Team-Principal, AP, Learning Facilitator, Navigation Team, Grade Level Teams



- *Implementation Challenge:* • Finding financial resources given limited budget • Hiring a quality candidate on a short timeline • Onboarding new staff member • Teacher working relationship
- *Potential Solution:* Fundraising, partnering with HR/talent acquisition, attending to staff needs

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

- ESSER III, general budget, activity budget

Equity Supports: Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?

English Learners

- *Challenge:* Language acquisition timeline is 5-7 years
- *Support:* ELD model

Foster/Homeless:

- *Challenge:* Track formative of Foster/CIT to measure if any disparities exist on ongoing basis
- *Support:* spreadsheets tracking this group

Free and Reduced Lunch:

- *Challenge:* Track formative of FRL to measure if any disparities exist on ongoing basis
- *Support:* spreadsheets tracking this group

Migrant: N/A

- *Challenge:* spreadsheets tracking this group



- *Support:* Update during SPP Roadmap Development.

Racial/Ethnic Groups:

- *Challenge:* Track formative of students who are Hispanic to measure if any disparities exist on ongoing basis
- *Support:* spreadsheets tracking this group

Students with IEPs:

- *Challenge:* Track formative of students who are on an IEP to measure if any disparities exist on ongoing basis
- *Support:* spreadsheets tracking this group

Add other student groups as needed.

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

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none">• Teachers work in collaborative grade level PLCs• Full time Learning Facilitator on staff• Early release time weekly• PLC structure exists and is in work• Inservice class currently being offered in “Curriculum and Standards Inquiry” at Bohach• Navigation team structure focuses teacher leadership on teaching and learning rather than operational issues• Operational team works on operations, freeing up teacher leadership time• WCSD has set aside PD days: 11/8, 1/9 and 3/13, plan approved by NDE.• We have incredible talent in the building and teachers are not always aware of the effective practices of other teachers, but	<ul style="list-style-type: none">• Intentional use of Interim Assessment Blocks by teachers• Teachers are unfamiliar with backward planning model• Teachers struggle with student behaviors• PLC implementation often only got to common planning, teachers rarely looked at data• Proactive, positive and balanced teacher communication remains a challenge• Plans often were sometimes not present when teachers had an unexpected absence• While teachers were familiar with setting their own professional and student achievement goals, not all students are aware of their progress nor are they setting their own goals•



- there is an acute appetite for observing and learning from colleagues.
- High expectations for ourselves and our students leads to success at high levels

Problem Statement: Bohach teachers work within a collaborative team structure/PLC model. In order to meet the needs of all learners, we need to 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 refine our data process, share high-yield instructional practices within and across grade level teams, and both proactively and responsively support the work of teachers.

Critical Root Causes of the Problem:

- Data driven focus is inconsistent between and among teams. The data that teams is more consistent. Teams have regularly shared data following common formative assessments (CFA). The data that teams share is sometimes limited to overall performance on the CFA. Planning and data analysis demands are impossible to accomplish in Wednesday early release alone. There may be uneven content knowledge within the faculty.

Adult Learning Culture

School Goal: Bohach PLC will become more data forward as measured by PLC team self assessments.

Formative Measures:

- Bohach PLC teams will use the Seven Stages of Professional Learning Teams as a self assessment tool at the conclusion of each meeting, 50% of meetings will be self rated level 4 or higher.
- Bohach PLC teams will use the new TACA form which will include what teachers will do next within tier 1, TACA in use beginning 9/21/22—ACHIEVED
- Bohach PLC teams will use a new “note-taker” which includes teams self rating their meeting in relation to the Seven Stages of Professional Learning Teams (Gram&Ferrier, 2008)-ACHIEVED
- Bohach PLC will utilize Microsoft Teams to streamline communication and feedback—ACHIEVED
- AFTER WINTER MAP, grade levels will create SMART goals**(this is contingent upon WCSD board of trustees approving a plan to return MAP access to all elementary students).
- Teachers will implement EOCs developed in 2021-2022 IF MAP is not available

Aligned to Nevada’s STIP Goal:

- ✓ STIP Goal 1 ✓ STIP Goal 2
- ✓ STIP Goal 3 ✓ STIP Goal 4
- ✓ STIP Goal 5



Improvement Strategy: Improve PLC process to become more data-forward, 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>)

Evidence Level: Tier 4 - Demonstrates a Rational

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

- Teams meet 2x/month for PLC work
- Teams will meet 3x/year(11/8, 12/23, 2/22) to review MTSS placements/groups. MTSS team will review data to follow (11/14, 1/9, 3/13)
- Teams will meet as needed, following CFAs to complete the recised TACA form and perform a deeper dive into individual items/standards
- Immediately following CFA TACA, teams will review the next CFA for the purposes of backward planning to guide and inform instruction.
- Teams will cuntinue to utilize EOCs developed last school year
- Data will be centralized using MS Teams

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

- Learning Facilitator
- MS teams
- Early release Wednesday times
- Stipend \$ for teachers to complete planning outside of contract time
- Revised TACA forms
- MTSS leadership team speadsheet to monitor progress
- SMART goal resources for teams

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

- *Implementation Challenge:* Time. WCSD has agreed to a MOU with our teacher association, WEA granting teachers individual prep time during ½ of the Wednesdays between now and December 22.

Lead: *Who is responsible for implementing this strategy?*
Instructional Leadership Team-Principal, AP, Learning Facilitator



- *Potential Solution:* Bohach will pruprosfully utilize the tin egiven by WCSD on 11/8, , 1/9 and 3/13 to implement our Professional Learning Goals as identified by the SPP process.

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

- Bohach Site General fund, ESSER III funds to support LF and stipends

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners: Identify students in this group and periodically report results (CFAs, Benchmarking with MAP, EOC, Tier reports) in teacher teams and in MTSS leadership team

- *Challenge:* Lack of staffing in EL assistant position puts pressure on EL teacher to support over 80 students
- *Support:* Staff the position ASAP

Foster/Homeless: Identify students in this group and periodically report disaggregated results in teacher teams (CFAs, MAP, EOCs) and MTSS leadership team (benchmark assessments, progress monitoring).

- *Challenge:* This group can be fluid—training office staff to identify students and help qualify them is imperative
- *Support:* Proactively engaging with families as soon as they are identified as CIT/homeless/foster

Free and Reduced Lunch: Identify students in this group and periodically report disaggregated results in teacher teams (CFAs, MAP, EOCs) MTSS leadership team (benchmark assessments, progress monitoring).



- *Challenge:* Identification of students receiving FRL is problematic as we believe we are under-identifying students eligible for FRL in our community. Direct certifications are the vast majority of our qualifications but we believe many more families are eligible and being under served.
- *Support:* Send lunch applications home, work to reduce the stigma of FRL eligibility.

Migrant: N/A

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

Racial/Ethnic Groups: Identify students in identifiable groups and periodically report disaggregated results in teacher teams (CFAs, MAP, EOCs) MTSS leadership team (benchmark assessments, progress monitoring).

- *Challenge:* Our large ongoing influx of enrollments
- *Support:* Informing teachers of student eligibility in certain identifiable groups

Students with IEPs: Identify students in this group and periodically report disaggregated results in teacher teams (CFAs, MAP, EOCs) MTSS leadership team (benchmark assessments, progress monitoring).

- *Challenge:* Matching student goals and accommodations with progress toward grade level standards.
- *Support:* WCSD purchased GoalBook

Add other student groups as needed.

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

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • Bohach had 16% of students meet the criteria for chronic absenteeism compared with 16% of students overall in the WCSD—our chronic absenteeism was equal to the district overall 	<ul style="list-style-type: none"> • 16% of students are missing more than 18 days of school and that is a lot of missed instruction.
<p>Problem Statement: Bohach is a new school with ever-increasing enrollment. Students new to Bohach may not feel connected to the school community. Bohach will be working in implementing new and unique ways of increasing student connectedness within the community.</p>	

**Critical Root Causes of the Problem:**

- WCSD transportation blackouts and confusion on WCSD policy along with community perceptions regarding absences within the context of just coming out of a global pandemic have shifted family priorities within our community.

Connectedness

School Goal: Decrease the number of students who meet the criteria of chronically absent from 16% to 12%

Formative Measures:

Chronic absenteeism at Bohach will be at or below 12% and will be checked 3x/year following each of the first three report card reporting periods.

Aligned to Nevada's STIP Goal:

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

Improvement Strategy: In addition to implementing the protocols of communication for attendance that were developed by the team last year, Bohach will also create opportunities for connection, specifically to encourage student VOICE and CHOICE including featuring all students in student of the week and implementing passion projects (self-directed weekly learning opportunities for students) and implementing a student voice council.

Evidence Level: Tier 4 - Demonstrates a Rational

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

- Intervention/enrichment may take place 4 days/ week and one day set aside for passion projects,
- teachers will recognize all students as a student of the week
- Assistant Principal Hall will facilitate a Student Voice Council beginning on 10/19 and ending on 6/9.

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

- Master schedule time set aside
- Formats/resources/templates for student of the week

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

Lead: *Who is responsible for implementing this strategy?*
Instructional leadership team-principal, AP, Learning facilitator, counselor, navigation team



- *Implementation Challenge:* Teachers are passionate about instructional time and giving up time for passion projects and student engagement can be difficult.
- *Potential Solution:* Update during SPP Roadmap Development.

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

- General budget, ESSER III, bus driver pay incentives to fill routes

Equity Supports: Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?

English Learners

- *Challenge:* Students who are English learners, particularly newcomers might feel a lack of connection due to language barriers.
- *Support:* Identify students in this group and report disaggregated attendance and engagement data on (11/8, 1/9, 3/13)

Foster/Homeless:

- *Challenge:* Students who are foster/homeless might struggle with real barriers for attendance.
- *Support:* Students in this group need to be correctly identified and supported with school and outside referrals.

Free and Reduced Lunch:

- *Challenge:* Students in this identifiable group might experience unique challenges due to economic disadvantages.
- *Support:* Identify students in this group and report disaggregated attendance and engagement data on (11/8, 1/9, 3/13). Supply school and outside agency referrals to support basic needs when needed.

Migrant: N/A



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

Racial/Ethnic Groups:

- *Challenge:* Students in identifiable groups might struggle with connectedness in the school community and they may feel that their values are not mirrored by the school community.
- *Support:* Identify students in identifiable group and report disaggregated attendance and engagement data on (11/8, 1/9, 3/13)

Students with IEPs:

- *Challenge:* Students who receive special education services may struggle to make connections with the school community and may struggle to attend school due to factors relating to their disability.
- *Support:* Identify students in this group and report disaggregated attendance and engagement data on (11/8, 1/9, 3/13. IEP team should set attendance goals as appropriate for students and work as an IEP team to problem solve if student is chronically absent.)

Add other student groups as needed.

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Identify students in this group and report disaggregated attendance and engagement data on (11/8, 1/9, 3/13)

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Updating community of student achievement results and NSPF ratings <i>Posting SPP to school web site</i>	9/13/2022 11/1/22	<ul style="list-style-type: none"> • Celebration within community along with an acknowledgement that the work continues and is as urgent as ever