



Washoe County School District  
**Edwin S. Dodson Elementary**  
2021-2022 School Performance Plan:  
A Roadmap to Success

*Dodson 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 Mrs. Ramacciotti for more information.*

**Principal:** Shannon Ramacciotti  
**School Website:** [www.washoeschools.net/dodson](http://www.washoeschools.net/dodson)  
**Email:** [dodson@washoeschools.net](mailto:dodson@washoeschools.net)  
**Phone:** (775) 689-2530

**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	263	1%	7%	48%	1%	37%	0%	6%	20%	16%	100%
District	61,599	1%	4%	42%	3%	43%	1%	6%	14%	14%	47%
State	496,938	1%	5%	43%	12%	31%	1%	7%	13%	14%	66%

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	29	57	37	34	50	40	**	**	34
	District	42	52	40	49	51	51	37	12	42
2019	School	32	63	36	32	51	43.6	14	19	52
	District	41	50	39	49	51	52	36	11	36
2020	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	10	29
	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	10	32

### 4 Year ACGR

Grad Rate 2017- Grad Rate 2018- Grad Rate 2019-

### School Climate Data

Cultural & Linguistic Relationships Emotional Safety



	2018	2019	2020
<b>School</b>	84%	88%	84%
<b>District</b>	84%	86%	85%

	Competence		
<b>School</b>	383	374	372
<b>District</b>	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
Shannon Ramacciotti	<b>Principal</b>
Laura McCartin	<b>Dean</b>
Nancy Fink Nicole McClure Jennifer Elicegui Karla Stewart Diana Dingeldein Melinda Dacus Susan Franklin Megan Yopez Jessica Mack	<b>Teachers</b>
Tamera Archer	<b>Paraprofessional</b>
Rachel Deleon	<b>Parent</b>
Kari Lattin	<b>Learning Facilitator</b>

## 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
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Family SPP and Data Chat	8/31/21 @ 5:30	23 Families and 10 Staff Members	There were no questions or suggestions offered during our outreach meeting. My Leadership Team was present to take notes.
Family Outreach Survey	8/31/21	15 Responses	Families were pleased at the comparison between Dodson and the District. They were also happy with the increase in Math Reading, and Science from the last SBAC administration.
Parent University <ul style="list-style-type: none"> <li>Virtual – Let’s Discover STEM</li> </ul>	2021-22 SY	5 Families logged on	Student Success Connectedness with families
School and Classroom Dojo	Daily	621 Families & 34 Staff Members	Student Success Connectedness with families Most families are connected to Dojo All teachers use Dojo as a means of communication
Family Back to School Night for grades 1-5	8/17/21 from 5-6:30	12 Teachers & 214 Students	Student Success Connectedness with families
Family Bac to School Night for grades PreK & Kindergarten	8/24/21 from 5-6	4 Teachers and 44 Students	Student Success Connectedness with families
Family Skate Night	10/18 from 6-8	204 people	Connectedness with families
Fall Parent Teacher Conferences	10/18-10/22	100% family participation	Student Success Connectedness with families
Favorite Book Character Parade	10/28 from 1:50-2:15	75% Staff, Student, and Family participation	Connectedness with families



Spring Parent Teacher Conferences	2/14/22 - 2/18/22	We strive for 100% participation	Student Success Connectedness with families
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## 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
<b>Data Reviewed</b>	2021 SBAC Data	2020 Student Climate Data	<ul style="list-style-type: none"> <li>• <i>Informal Walk through data</i></li> <li>• <i>Formal Teacher Observations</i></li> <li>• <i>Informal Teacher Observation</i></li> <li>• <i>Pacing Guides</i></li> <li>• <i>Lesson Plans</i></li> </ul>
<b>Problem Statement</b>	At Dodson Elementary School, 68% of our students are not proficient in Math.		
<b>Critical Root Causes</b>	<ul style="list-style-type: none"> <li>• <i>Lack of deep data dives.</i></li> <li>• <i>Rigorous Tier I instruction is not consistent.</i></li> <li>• <i>Chronic Absenteeism.</i></li> </ul>		

### Part B

Student Success	
<p><b>School Goal:</b> By the next SBAC Math Assessment, Dodson will increase our student percent proficient by 18 percentage points making Dodson 50% proficient in Math.</p>	<p><b>Aligned to Nevada's STIP Goal:</b> Goal 3 – All students experience continued academic growth.</p>
<p><b>Improvement Strategy:</b></p> <ul style="list-style-type: none"> <li>• <i>90 min. grade level Team Collaboration.</i></li> <li>• <i>Session devoted to data.</i></li> <li>• <i>Learning Facilitator to model what true PLCs look like. Data dive, implementation of formative and summative grade level assessments.</i></li> <li>• <i>Learning Facilitator will attend district trainings and report information learned to teachers.</i></li> <li>• <i>Learning Facilitator will assist with planning.</i></li> <li>• <i>Learning Facilitator will coach/co-teach.</i></li> </ul>	



- *Admin. weekly meetings with Counselor.*
- *Watchlist. List out to teachers.*
- *20 Day Attendance Monitors.*

**Evidence Demonstrates a Rationale 4**

**Intended Outcomes:**

- *Grade level teams will analyze data/formative assessments to determine next course of action.*
- *Weekly Common Formative Assessments will determine what students need additional intervention.*
- *Grade level teams will be kept up to date with district progress towards PLC work, dyslexia, school city assessments, essential standards, and curriculum pacing guides.*
- *Grade levels will be kept up to date on students who are chronically absent resulting in communication home and positive classroom management techniques to get the students to come to class.*
- *Students who are chronically absent will be put on monitor status which will result in a lower percentage of absenteeism.*

**Action Steps:**

- *Identify specific students needing support.*
- *Hire an Interventionist to push into classrooms during math intervention.*
- *Learning Facilitator to work with grade levels during their PLCs.*
- *Analysis of weekly grade level common formative assessments.*
- *Analysis of School City Math Assessments.*
- *Continuing PD around Culturally Responsive Teaching Practices.*
- *Use of Home Language Survey for planning*
- *Direct instruction of Elevation Strategies during Tier I instruction.*

**Resources Needed:**

- *Budget for Interventionist.*
- *Recruitment of Interventionist.*
- *Differentiated Math Curriculum Materials.*
- *DreamBox Program*
- *Pacing Guides.*
- *Curriculum Guides.*
- *Essential Standards*
- *Envision Black Box Intervention*
- *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:**



- *Lack of personnel to support the various learning levels during interventions.*
- *Hiring a quality candidate on a short timeline.*
- *Teacher working relationships.*
- *Shortage of subs to ensure a 90-minute planning time for teachers during their special's block.*
- *ELD Facilitator only two days per week.*
- *Lack of consistent normed tests for grades K-1.*
- *Entering test into School City is extremely time consuming.*

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

English Learners:

- *Use of Home Language Survey for planning*
- *Direct instruction of Elevation Strategies during Tier I instruction.*
- *ELD Facilitator to work with students and coach teachers on strategies.*
- *Office staff to assist families in filling out Home Language Survey.*
- *Four year monitoring of exited EL students as opposed to the previous two years of monitoring.*

Foster/Homeless:

- *Constant communication between office staff, admin., counselor, teacher, and staff on the status of students.*
- *Teachers are aware of who the students in transition are in their classroom and the resources available to them.*

Free and Reduced Lunch:

- *100% schoolwide free breakfast and lunch for all students to ensure proper nutrition.*
- *Fresh Fruit and Vegetable Program twice a week to introduce different types of fruits and vegetables to students with nutritional information and interesting facts.*

Migrant: N/A

Racial/Ethnic Minorities:

- *Continued PD in Culturally Responsive Teaching Practices.*
- *Track formative data across racial groups to measure if any disparities exist during intervention.*

Students with IEPs:

- *Ensure all teachers are aware of students' goals and objectives and classroom accommodations and modifications.*
- *Staff training in effective co-teaching practices.*



## Inquiry Area 2 - Adult Learning Culture

### Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
<b>Data Reviewed</b>	<i>2020-2021 MTSS Student Count Data</i>	<i>Monthly Site Leadership Team Meetings</i>	<i>Weekly MTSS Grade Level Meetings</i>
<b>Problem Statement</b>	<i>The number of students in Dodson's MTSS process for Tier II and Tier III is a concern.</i>		
<b>Critical Root Causes</b>	<ul style="list-style-type: none"> <li>• <i>No systematic use of common formative assessments to drive instruction.</i></li> <li>• <i>Lack of intervention materials.</i></li> <li>• <i>Lack of Interventionist to assist in classrooms.</i></li> </ul>		

### Part B

Adult Learning Culture	
<b>School Goal:</b> <i>The number of students being referred to MTSS will decrease by 10% per grade level.</i>	<b>STIP Connection:</b> <i>Goal 2 – All students have access to effective educators.</i>
<b>Improvement Strategy:</b> <ul style="list-style-type: none"> <li>• <i>Weekly common formative assessment discussion.</i></li> <li>• <i>SMART Goals written to drive next week's instruction.</i></li> <li>• <i>Purchase of Grade Level Benchmark Intervention Kit.</i></li> <li>• <i>LLI Kits for each grade level.</i></li> <li>• <i>Phonics First kits for each grade level.</i></li> <li>• <i>Black Box Math Intervention one per teacher.</i></li> <li>• <i>Interventionist hours written into Title I Budget.</i></li> </ul>	
<b>Evidence Level</b> <i>Demonstrates a Rationale 4</i>	
<b>Intended Outcomes:</b>	



- *Productive grade level PLC/Planning blocks.*
- *Pacing and Standards will be consistent within each grade level.*
- *Common grade level formative and summative assessments will drive instruction and increase rigorous Tier I instruction.*
- *Common Assessments will drive instruction and increase rigorous Tier I instruction.*
- *Increase in student achievement.*
- *Interventionist to work with Tier I students while teachers work with Tier II and Tier III.*

**Action Steps:**

- *Ensure teachers have a 90 minute block of time to meet to discuss data and students.*
- *Learning Facilitator will attend all grade level PLCs.*
- *Weekly Common Grade Level Formative Assessments will be determined.*
- *Interventionist to work with Tier I students.*

**Resources Needed:**

- *Interventionist to meet with students in grades 1-5.*
- *Essential Standards.*
- *Math Pacing Guides.*
- *Benchmark Pacing Guides.*
- *Subs to pick up posted jobs.*
- *Learning Facilitator to continue in years to come.*

**Challenges to Tackle:**

- *Lack of subs. Specials teachers have to do 45 min. blocks when one is sick.*
- *Lack of funding for programs and people from year to year.*
- *Lack of consistency with Math and ELA curriculum.*

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

- *Use of home language in curriculum documents and instruction.*
- *ELD Facilitator to work with students and coach teachers on strategies.*
- *Office staff to assist families in filling out Home Language Survey.*

**Foster/Homeless:**

- *Constant communication between office staff, admin., counselor, teacher, and staff on the status of students.*
- *Teachers are aware of who the students in transition are in their classroom and the resources available to them.*



<p>Free and Reduced Lunch:</p> <ul style="list-style-type: none"> <li>• 100% schoolwide free breakfast and lunch for all students to ensure proper nutrition.</li> <li>• Fresh Fruit and Vegetable Program twice a week to introduce different types of fruits and vegetables to students with nutritional information and interesting facts.</li> </ul> <p>Migrant: N/A</p> <p>Racial/Ethnic Minorities:</p> <ul style="list-style-type: none"> <li>• Staff training in Culturally Responsive Teaching Practices.</li> <li>• Track formative data across racial groups to measure if any disparities exist during intervention.</li> </ul> <p>Students with IEPs:</p> <ul style="list-style-type: none"> <li>• Ensure all teachers are aware of students' goals and objectives and classroom accommodations and modifications.</li> <li>• Staff training in effective co-teaching practices.</li> </ul>
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### Inquiry Area 3 - Connectedness

#### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
<b>Data Reviewed</b>	2020-2021 Student Climate Data	2020-2021 Staff Climate Data	2020-2021 School family and Community Engagement Data
<b>Problem Statement</b>	Dodson Elementary is performing in the favorable condition in the area of Connectedness (Cultural and Linguistic Competence, Relationships, and Emotional Safety). We want to perform in the most favorable condition.		
<b>Critical Root Causes</b>	<ul style="list-style-type: none"> <li>• Inconsistent lessons centering around SEL Competencies.</li> <li>• Lack of Parent Teacher Organization.</li> <li>• Student to student, student to staff, staff to student, and staff to staff connectedness.</li> </ul>		

#### Part B

Connectedness
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<p><b>School Goal:</b> <i>Dodson Elementary is performing in the favorable condition in the area of Connectedness (Cultural and Linguistic Competence, Relationships, and Emotional Safety). We want to perform in the most favorable condition.</i></p>	<p><b>STIP Connection:</b> <i>Goal 6 – All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</i></p>
<p><b>Improvement Strategy:</b></p> <ul style="list-style-type: none"><li>• <i>Binder with lesson plans given to classroom teachers.</i></li><li>• <i>Designated teacher to start SEL Lessons twice a month.</i></li><li>• <i>Designated teacher to start PE Lessons twice a month.</i></li><li>• <i>Daily announcements indicating who received a positive recognition and what competency they demonstrated.</i></li><li>• <i>Plan to incorporate a Parent Teacher Organization at Dodson.</i></li><li>• <i>Student to student engagement activities.</i></li><li>• <i>Positive Reinforcement Sheets – Student to Student, Student to Staff, Staff to Student.</i></li><li>• <i>Every student paired with a staff member – 10 things about the student. Check in. Mentor.</i></li></ul> <p><b>Evidence Level</b> <i>Demonstrates a Rationale 4</i></p>	
<p><b>Intended Outcomes:</b></p> <ul style="list-style-type: none"><li>• <i>Students will know what Dodson’s Schoolwide Expectations are in all areas of the school.</i></li><li>• <i>Students will know what the 5 SEL Competencies are and will be able to award a positive recognition to staff and students practicing those competencies.</i></li><li>• <i>Students will practice teamwork and become physically fit.</i></li><li>• <i>Families will be a part of the decision making at Dodson which will increase family engagement.</i></li><li>• <i>Students will feel safe, know that staff care about them, and will want to come to school.</i></li></ul>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"><li>• <i>Retain a full time Family and Community Engagement (FACE) position.</i></li><li>• <i>Start a Parent Teacher Organization.</i></li><li>• <i>Incorporate PE classes into the Master Calendar.</i></li><li>• <i>Incorporate SEL Lessons into the Master Calendar.</i></li></ul>	
<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"><li>• <i>Full time Family and Community Engagement (FACE) position.</i></li><li>• <i>PE Teacher.</i></li><li>• <i>SEL Teacher.</i></li></ul>	



**Challenges to Tackle:**

- *In looking at the Master Calendar, where can we add two more classes*

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

English Learners:

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- *ELD Facilitator to work with students and coach teachers on strategies.*
- *Office staff to assist families in filling out Home Language Survey.*

Foster/Homeless:

- *Constant communication between office staff, admin., counselor, teacher, and staff on the status of students.*
- *Teachers are aware of who the students in transition are in their classroom and the resources available to them.*

Free and Reduced Lunch:

- *100% schoolwide free breakfast and lunch for all students to ensure proper nutrition.*
- *Fresh Fruit and Vegetable Program twice a week to introduce different types of fruits and vegetables to students with nutritional information and interesting facts.*

Migrant: N/A

Racial/Ethnic Minorities:

- *Staff training in Culturally Responsive Teaching Practices.*
- *Track formative data across racial groups to measure if any disparities exist during intervention.*

Students with IEPs:

- *Ensure all teachers are aware of students' goals and objectives and classroom accommodations and modifications.*
- *Staff training in effective co-teaching practices.*

**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)
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Title I Budge	\$106,555.00	Interventionist: 51.5 Days FACE: 6hrs/182 Days Supplies: \$64,327.20	Student Success Adult Learning Culture
ESSER Grant	\$13,500.00	After School Tutoring: 2 Teachers 4 days/wk each for 27.5 weeks	Student Success Adult Learning Connectedness
Response to Recovery Grant		Full Time Learning Facilitator	Student Success Adult Learning Culture