



Washoe County School District

Jessie Beck Elementary

School Performance Plan: A Roadmap to Success

Jessie Beck 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.

Principal: Erin Lane

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School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on 9/11/2023



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
Erin Lane, Principal	Principal(s) (required)
Virginia Briggs, Dean	Other School Administrator(s) (required)
Kati Jones K/1 DL, Cathy Lowden 1 st , Debi Welch 2 nd , Laura Fermoile 3 rd DL, Katrena Kalleres, 4 th , Josh Newman 5 th , Joanne McAndrews, Resource, Quinn Sims, ELD Facilitator, and Jilian Piper, Counselor	Teacher(s) (required)
Michelle Kiewicz, Rachel Stepina-DL Bilingual Intervention Support Staff.	Paraprofessional(s) (required)
Lauren Murray, President PFA	Parent(s) (required)
	Student(s) (required for secondary schools)
	Tribes/Tribal Orgs (if present in community)
Kris Haygood, Diana York, Michael Carreon-ESSER Funded Intervention Support Personnel.	Specialized Instructional Support Personnel (if appropriate)
<i>Add additional members/roles as necessary</i>	

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/jessie_beck_elementary/2023



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
<ul style="list-style-type: none"> We continue to grow in proficiency across both ELA and Math-Last year we were at 71% ELA and 67% Math proficiency across 3rd-5th grade. We increased our ELA score by 1% and Math by 5%. We also targeted our EL population again, however due to the decrease in students that were projected to exit on the ACCESS exam, we did not meet the proficiency targets that we had anticipated. This is an area of growth for us moving into the 23'-24 SY. We did see significant growth in our IEP student population going from 36% proficient to 51% proficient in ELA and 19% proficient in Math to 37% proficient. 	<ul style="list-style-type: none"> We targeted our EL population again, however due to the decrease of students that were projected to exit on the ACCESS exam, we did not meet the proficiency targets that we had anticipated. This is an area of growth for us moving into the 23'-24 SY. Our absenteeism rate of our Hispanic population, although significantly down from 17% in 2020-2021 to 8% in 2022-2023, this was still the most significant sub population of student absenteeism. Our EL population was at 12% and our CIT group at 16% and the primary grades were most impacted by this.
<p>Problem Statement: Our EL subgroup is still not proficient or showing the amount of adequate growth that we would like to see on SBAC in ELA or Math due to language and continued attendance issues.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> During the 21-22 SY data we exited a high number of EL students which also complimented the high level of proficiency with our EL students. This past year, 22-23 SY data indicated that we did not exit as many students on the ACCESS assessment, however we had a higher number of students who were in the lower range (beginning language skills) i.e.: scores of 1s,2s, and early 3s which made it difficult to move students that significantly; hence minimal proficiency growth with our EL, Hispanic learners/sub-population. We had many younger students too, so this would make sense in that they have years to develop proficiency and it was also evident in our attendance data that our Hispanic population had significant attendance issues that we continuously targeted last year. We continue to see direct instruction, support in language and due to attendance concerns with some of our EL students as a critical root cause. 	



- Data is used to drive instruction at JB, however analyzing and interpreting data is still an area where growth is needed and is an area in need of improvement. We have multiple assessments and reports to evaluate each students' needs, but we need to be able to synthesize the results and apply the information more effectively.

Student Success

School Goal: Increase SBAC proficiency scores by 3-5% in ELA and Math overall and increase EL students meeting ACCESS AGP by 5%.

Specifically, our focus will be on FRL and Hispanic populations (which encompasses the majority of our EL population) promoting student growth in ELA from 39% Hispanic and 31% in FRL to an increase to at or above 50% in both subpopulations. In math, from 44% in Hispanic and 43% in FRL to at or above 60% in both subpopulations.

Formative Measures:

- IReady Diagnostic Assessments, MAP data, End of Unit assessments, ACCESS AGP data, and observational walk-through data.

Aligned to Nevada's STIP Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5 STIP Goal 6



Improvement Strategy: Our primary strategy will be the use of GLAD within our classrooms to support vocabulary development for our English Learners. The GLAD strategies and methods will be supported by our ELD Facilitator.

Evidence Level: 2-3 Level

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

JB will continue to keep the structure of the ELD Facilitator's schedule to support our students, staff, and families on a continued basis throughout the week. Last year our ELD was on site 2.5 days a week and in all of our PLCs and MTSS meetings. This truly made a significant difference because she was able to speak to every student on her caseload and offered support, strategies, and coaching for all teachers. We also did schoolwide PD to support all of our teachers with GLAD strategies, understanding language acquisition, giving teachers ideas and resources to support our students in all the classrooms. We also trained our staff on the MTSS process of EL and use of language samples, so they understood the process of moving EL students through the Tiered process. We will look at our schoolwide ACCESS data deeper in early release Wednesdays. We will continue with this schedule into the 22-23 (23-24 SY) and will focus on our SBAC, ACCESS data, as well as, to continue to move our students to exit proficiency and proficiency on the SBAC with 3s and 4s. We will continue to support our students in Tier 1, Tier 2, Tier 3 instruction before testing for special education services, all teachers will integrate a balanced literacy approach to support reading and writing instruction into the content area. Reading instruction will include whole group, small group, and individual structures to improve reading skills and comprehension for all students across content areas.

- **Review ELA and Math Essential Standards, schoolwide use of Benchmark Curriculum, EnVision, MAP, iReady, formative and summative assessments.**
- **Effectively communicate and provide intentional and strategic feedback to students, parents and guardians regarding student progress-via MAP reports, iReady progress, attendance reports, etc.**
- **Our ELD facilitator schedule will change for the 23-24 SY. She will be on site M-F AMs (9:00-11:30) and will work with all EL students, newcomers, staff during this timeframe.**
- **ELD Facilitator will still attend all Tuesday morning MTSS meetings and attend as many PLCs as this new schedule will allow.**
- **Strategic placement of ELs in dual language class or one English only class at each grade level to maximize ELD facilitator's time spent in classrooms.**
- **Data Dive during report week 23' with all staff and we also looked deeply at our ACCESS scores as well to determine why we did not exit as many students and our proficiency growth was**

Lead: *Who is responsible for implementing this strategy?*
The primary contact will be the ELD Facilitator with classroom teacher, Additional support will be provided by the Principal, Dean, MTSS/SEL/PBIS Team, Interventionists, and Counselor.



significantly down with this subgroup population as well as concerns with attendance.

- Language focused and deeper data dive the week of September 11th-15th with individual grade level PLCs to look at individual students and to discuss GLAD strategies and language strategies to support students.
- Dual Language teacher learning walks at Bijou Bilingual Two Way Immersion school on October 9th to focus on language acquisition strategies.
- GLAD trainer supported PLCs the week of November 6-10 with K-3 teachers to support language development strategies for T1 instruction.
- Review of Attendance on a regular basis specifically for our FRL population.

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

- Funding for ELD Facilitator, Dean who can support our PLC process since we no longer have a BLF, ESSER funding for additional support staff and PFA funding to support additional intervention support.
- Continued PD in the areas of understanding ACCESS testing results, time during PLCs and MTSS to discuss EL, Hispanic and FRL students.
- Improvement in Attendance strategies and supports for loss of instruction when students are not in school.
- Creating interventions to support Attendance goal since we saw a significant decline of our FRL, Hispanic and EL students in school last year.

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

- Implementation Challenge: Balancing the schedule between 2 schools-we shifted her schedule this coming school year so that **our ELD facilitator schedule will change for the 23-24 SY. She will be on site M-F AMs (9:00-11:30) and will work with all EL students, newcomers, staff during this timeframe. She will still attend all Tuesday morning MTSS meetings and attend as many PLCs as this new schedule will allow. We did a Data Dive during report week 23' with all staff and we also looked deeply at our ACCESS scores as well to determine we did not exit as many students and our proficiency growth was significantly down with this subgroup population as well as concerns with attendance. We will do a further deeper data dive the week of September 11th-15th with individual grade level PLCs to look at individual students.**
- Potential Solution: Continue to work with ELD prior to the SY to create a schedule and to identify days (this year it will be M-F AM schedule at Beck) to work with student and staff, however right now our PLC schedule is not conducive to her schedule completely.



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

- Funding for ELD Facilitator, Dean who can support our PLC process since we no longer have a BLF, ESSER funding for additional support staff and PFA funding to support additional intervention support. Dean and attendance clerk to support attendance concerns for all students.

Resource Equity Supports¹: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: *Vocabulary development, language support for newcomers, Communication with families*
- Support: *Continue to monitor attendance, language development, and assessments, continue to monitor through MTSS and PLC process, collaboration with the EL teacher, communication with parents in their native language. Bilingual support staff and newsletter/connect ed will be sent home weekly and use of ELlevation high yield strategies and ELD support.*

Foster/Homeless:

- Challenge: *n/a*
- Support: *n/a*

Free and Reduced Lunch:

¹ “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



- Challenge: *Growth mindset vs fixed mindset for some students.*
- Support: *Continue to monitor attendance and assessments, continue to monitor through MTSS and PLC process, collaboration with classroom teacher and counselor, communication with parents in native language and use of home language in curriculum and instructional strategies. Use of BIG data and Student Monitoring Tool to identify sub-populations and students to focus on.*

Migrant:

- Challenge: *n/a*
- Support: *n/a*

Racial/Ethnic Groups:

- Challenge: *Growth mindset vs fixed mindset for some students. Connections and communication with families.*
- Support: *Continue to monitor attendance, and assessments, continue to monitor through MTSS and PLC process, collaboration with classroom teacher and counselor, communication with parents in native language and use of home language in curriculum and instructional strategies. Track formative data across racial groups to measure any disparities across ethnic groups. Use of BIG data and Student Monitoring Tool to identify sub-populations and students to focus on.*

Students with IEPs:

- Challenge: *n/a*
- Support: *n/a*

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● All teachers have received training on the iReady platform. The program is designed to provide accurate diagnostic assessments for reading and math. The test will also be available in Spanish for our Dual Language classrooms. Once students complete the diagnostic assessment, they will be provided lessons to move them at their individualized level to close the learning gaps and extend learning of students already working above grade level. ● The program will also serve as the platform for progress monitoring students tiered in MTSS for ELA or math. ● Students and staff at Jessie Beck benefit from a large and dedicated group of additional intervention support. This additional support toward academic growth is supported by 	<ul style="list-style-type: none"> ● Teachers are unfamiliar with iReady and will require trainings throughout the year on how to access and analyze the data provided. With a strong level of dedication of our teachers, there may be some frustration with having to wait for district trainings. ● Information will need to be provided with clarity so teachers can access data and begin using it to drive instruction as soon as possible. ● Teachers will need time in PLCs to review common assessments and determine the needs of their students. ● Involve parents as partners in academic success. Parents are essential partners in promoting good attendance as they have the bottom-line responsibility for setting attendance



schedules being created to identify students who are in need of additional academic support.

- Funding school wide incentives for student success, attendance, reading and math achievement and by organizing and working monthly events for our students and families. Communication with our school community takes place regularly with newsletters from the PFA, weekly Connect Eds, classroom teachers and the office.
- Involve parents as partners in academic success. They are essential partners in promoting good attendance as they have the most responsibility for setting attendance expectations for making sure their children get to school every day.
- Parents need to be equipped with the right information, so they understand that good attendance is really a matter of providing children more and better opportunities to learn and with group emails, class Dojo, texts and our student information system (IC).

expectations for making sure their children get to school every day.

- Capitalize on our PFA support to include families of students who have tendencies towards absenteeism so that the barriers are removed, and they attend school.
- Parents need to be equipped with the right information, so they understand that good attendance is really a matter of providing children more and better opportunities to learn and with group emails, class Dojo, texts and our student information system (IC).

Problem Statement: iReady is a new program to the district-teachers will need to understand how to implement the Diagnostic Assessment, formative assessments during Winter and Spring windows, analyzing their data in order to identify student’s specific needs and match interventions accordingly, as well as, to create a daily schedule where they can implement the required weekly lesson minutes.

Critical Root Causes of the Problem:

- Unfamiliar program.
- Teachers are being asked to give up familiar modes of progress monitoring.
- Trainings are spread out and that requires teachers to be patient or do self-exploration of the tools for student lessons.
- Platform is new for parents as well, so sharing data with families will be a new frontier!

Adult Learning Culture

School Goal: Implementation of iReady in all grades to directly impact student achievement scores as evidence through SBAC scores (grade 3-5), MAP ELA scores (grades K-3), and iReady formative assessments 3 times a year. Beck ES will have deep data discussions around i-Ready assessment data at

Aligned to Nevada’s STIP Goal:

- STIP Goal 1 STIP Goal 2



70% of our PLC and MTSS meetings. We will measure this based on PLC agendas, MTSS data logs, and Observational Walk-through data.

Every classroom utilizes the reports with parents, utilizing the reports within the PLC structure and within the MTSS process. How iReady is incorporated into MTSS, PLCs and how to use it effectively across all systems of the school.

Formative Measures:

- IReady diagnostic, progress monitoring and formative assessments.

- STIP Goal 3 STIP Goal 4
- STIP Goal 5 STIP Goal 6

Improvement Strategy: Weekly PLC discussions to analyze iReady data and drive decisions for instruction and intervention. Whole staff participation in iReady trainings.

Evidence Level: Promising (2-3)

Action Steps:

- Attending district wide iReady trainings on the reports.
- Reinforcing use of iReady reports in PLC's and during staff meetings.
- Prepare iReady information for parents during conference week.
- Dean using reports within the PLC model.
- Setting up a schedule of how students will be using the iReady lessons.

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

- Time
- District Trainings
- Additional Technology Resources in some classrooms.

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

- Implementation Challenge: Time, teacher resistance, timing of District Trainings.
- Potential Solution: Continual staff development on site and continual conversation of data through PLCs and MTSS.

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

- District Paid

Lead: Who is responsible for implementing this strategy? The primary contact person for implementation will be the Principal with support from the Dean, Classroom Teachers, ELD Facilitator, MTSS/SEL/PBIS Team, Interventionists, Counselor.



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

English Learners

- Challenge: Engagement in iReady platform due to language needs. Identifying appropriate resources to support language needs of students and build vocabulary in both reading and math.
- Support: ELD Facilitator is supporting teachers in using GLAD strategies to build vocabulary. Use of Spanish lessons and assessments provided in iReady and frequent check-in on progress to ensure lessons are being passed and content covered in iReady is appropriate for the students’ needs. Use of a notetaker in PLCs to ensure focus and that the needs of EL are being addressed regularly.

Foster/Homeless:

- Challenge: n/a
- Support: n/a

Free and Reduced Lunch:

- Challenge: Ensuring basic needs are met to allow students to be engaged and support the climate and community of the school.
- Support: Attempt to make in-person connections with families. Track iReady data and lesson performance data to match support to student to maximize impact on achievement. Counselor support to classrooms with guidance lessons and supporting the needs of students and families using school and community resources.

Migrant:

- Challenge: n/a
- Support: n/a

Racial/Ethnic Groups:

- Challenge: Building strong relationships with each student through personal connections and strong sense of community.
- Support: Consistent positive parent communication, training in Restorative Practices and community circles. PLC support on RP in the classroom.

Students with IEPs:

- Challenge: n/a
- Support: n/a

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● Jessie Beck will continue to focus on staff, students and family relationships to support Social and Emotional Growth by implementing and following a school wide expectation to 	<ul style="list-style-type: none"> ● SEL student climate survey in the area of Self-Management of Emotions which fell 13 points to 46% and Student Engagement that went down 4 points to 76%.



create a safe and healthy learning environment by holding at least 5-10 school wide traditional events and at least 3-5 positive behavioral support activities for student for the 2023-2024 SY.

- We will continue to focus on positive behavior refocusing on PBIS, Guidance, Small Group Counseling groups, and SEL strategies. We will also continue implementing Self-Managers, Bear Paw Reward Parties, Test Taking Strategy incentives form SBAC and Spring MAP Cycle.

Problem Statement:

When students or parents don't feel engaged, we see a decrease in attendance. This loss of instruction leads to lower academic achievement and growth, and a disengagement from the culture of the classroom and the school. Therefore, we need to ensure our students identified as being chronically absent have a connection to school and/or services to support attending school on a regular basis. Decrease chronic absenteeism for the 2023-2024 SY in half to 7% from 14%. This will increase student engagement as evidenced in our student climate survey from 76% to 80%.

Critical Root Causes of the Problem:

- *Transportation.*
- *Apathy towards school and the importance of regular attendance.*
- *Inconsistency of SEL practices in classrooms creating a positive classroom culture.*
- *Inconsistency of SEL practices schoolwide.*
- *Past inconsistencies holding students accountable for their behavior through schoolwide consequences.*

Connectedness

School Goal: Jessie Beck will decrease chronic absenteeism for the 2023-2024 SY to 10% or below from 14% and increase student engagement by 4% from 76% to 80%.

Formative Measures:

- Big 5 Behavior Data.
- Student Feedback-Student Climate Survey Data.
- Staff Feedback-Staff Climate Survey Data.
- Parent Feedback-Parent Climate Survey Data.

Aligned to Nevada's STIP Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5 STIP Goal 6



Improvement Strategy: To review current practices in SEL and PBIS to improve schoolwide implementation. Implementation of Restorative Practices through Community Circles, Affective statements, and restorative conversations. Staff training with Crisis Prevention Institute Online program and in person trainings quarterly.

Evidence Level: Strong Evidence PBIS is level 1, SEL is 2-3

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

- **SEL skills across the 5 core competencies will be clearly articulated including developmental benchmarks and indicators.**
- **Develop procedures for accurately understanding students' social-emotional functioning and growth throughout the 2023-2024 school year.**
- **Regular communication with students, families and teachers regarding behavior.**
- **We are setting a tone that the schoolwide expected behaviors will be enforced and rewarded.**
- **Schoolwide PBIS systems and structures are in place ie: Bear Paws, Bear Paw Reward Parties, Self-Managers.**
- **As needed Tier 2, Tier 3 interventions for Attendance and Behavior.**
- **District CPI Staff Training.**
- **Restorative Practice Cohort.**

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

- *Funding.*
- *District Trainers.*
- *PBIS/SEL Refreshers.*
- *Quarterly Data Analysis to determine if our systems are working.*

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

- *Implementation Challenge: Parent follow through, parents getting their children to school, parents supporting our behavior efforts.*
- *Potential Solution: Continue to communicate and meet with parents when issues arise.*

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

- School Site Budget and PFA Funding Resources.

Lead: *Who is responsible for implementing this strategy?*

Principal, Dean, Classroom Teachers, ELD Facilitator, MTSS/SEL/PBIS Team, Interventionists, Counselor.

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



English Learners

- Challenge: Student perception of engagement (data retrieved from student survey), language. Lack of community connection due to lower English vocabulary skills.
- Support: SEL Instruction bi-weekly and counselor guidance lessons focusing on how to deal with situations when feeling frustrated and stressed. If Spanish or another language is spoken in the home, make phone calls and send letters in spoken language. Dojo has translation option.

Foster/Homeless:

- Challenge: n/a
- Support: n/s

Free and Reduced Lunch:

- Challenge: Student perception of engagement. Social Emotional stress due to concerns outside of school.
- Support: SEL Instruction bi-weekly and counselor guidance lessons focusing on how to deal with situations when feeling frustrated and stressed. Restorative circles to build community positive climate and strengthen the relationships students have with peers and adults.

Migrant:

- Challenge: n/a.
- Support: n/a

Racial/Ethnic Groups:

- Challenge: Student perception of engagement. Lack of connection to peers and adults.
- Support: SEL Instruction bi-weekly and counselor guidance lessons focusing on how to deal with situations when feeling frustrated and stressed. Crisis Prevention Institute training by all staff to support clear and consistent expectations, support peer relationships through restorative conversations and community circles.

Students with IEPs:

- Challenge: n/a
- Support: n/a

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
Kindergarten Dual Language Informational Night Back to School Night Coffee on the Lawn Aces Family Baseball Night	8/2023 - 6/2024	<ul style="list-style-type: none"> • Parents appreciate and learn information about our Dual Language Program and if it is the right fit for them prior to the lottery. Teachers go over their classroom expectations, classroom policies and school wide rules. It is always a well-attended evening.



<p>Yogurt Beach Day Roller Kingdom Family Night Grizzly Creek Ranch-5th Grade El Adobe Nights Parent Teacher Conferences Scarecrow Fall Festival Bimonthly Newsletter and Weekly Connect Ed. Parent/Student/Faculty Daily Announcements and Shoutouts. PFA Board and PFA General Meetings DLAC Monthly Meetings (Dual Language Advisory Committee) Apex Jog-A-Thon Jessie Beck Annual Golf Tournament Multicultural Night Winter Ice Skating Night Archery Shoots Fund the Arts Family Bingo Night Talent Show Strolling Art Show Dual Language Celebration Intramural Flag Football, Basketball and Soccer Team. School Wide Language Camp School Wide WCSD Summer School Beck's Coding Night Robotics Club Science Night Chess Club Kidscape Boy Scouts and Girls Scouts City of Reno-Fall Break Camp</p>		<ul style="list-style-type: none">● Coffee on the Lawn is a way the PA informs our families of all the wonderful things happening at Jessie Beck and how the families can get involved and sign up for committees to help throughout the year.● All of the evening events are well attended and encourage families to get to know each other outside of school.● Parent Teacher Conference Week-Teachers connect with families to go over the academic and social success of each child.● PFA Monthly Newsletter is sent to all families to highlight the month's happenings and all the great things happening departmental wise at Beck.● Principal Daily Morning Announcements to Highlight all of the days/weeks happenings and shout outs incorporating our JB Peace Pledge: Respectful, Responsible and Kind.● PFA Board/Principal/Staff meet on a Monthly Basis to go over Fundraisers, Daily Functions and Needs of School/Students/Staff.● Jog-A-Thon-one of the 1st high performing fundraisers of the year.● Scarecrow is in its 43rd Year! A great JB Tradition.● Golf Tournament is going into its 4th year and has been a strong fundraiser for our school.● Multicultural Night-1st event of its kind-to be held on 12/1. Fund the Arts is our biggest fundraiser of the year and is always successful-incorporating arts into the curriculum and then to auction.● The other "nights"/" activities" are all to build community across the school and the community and reach so many different audiences. Families have so many choices to choose from and access to all-many are free events and although some do cost money our PFA is cognizant of supporting and sponsoring as needed.● Social and Emotional Activities that built the Jessie Beck Community have been traditional activities for many years in 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 can receive a more robust educational experience.
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