

Washoe County School District
Bud Beasley Elementary School
2025-2026 School Improvement Plan

Classification: 4 Star School

Demographics & Performance Information

Nevada Report Card

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 https://nevadareportcard.nv.gov/DI/nv/washoe/bud_beasley_elementary/2025

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

The iReady assessment shows that all Beasley students are more proficient ELA with 65% of students meeting their typical growth in ELA during the 2024-25 school year.

Student Success Areas for Growth

Sixty five percent of Beasley students met their typical growth in ELA on iReady assessments

Sixty three percent met their typical growth in Math on iReady assessments.

Forty two percent of all students met stretch growth in ELA and thirty five percent met stretch growth in Math for the 2024-25 school year.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	language barriers and inconsistent attendance	ELLevation strategies to support students' language development across all domains and content areas Use of Teacher Clarity content objectives and success criteria
Foster/Homeless	N/A	
Free and Reduced Lunch	Inconsistent attendance	
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Inconsistent attendance	
Students with IEPs	Students with IEPs are not showing the amount of growth and working below grade level.	Review of IEP goals and objectives to ensure that students are receiving instruction aligned to their needs and Tier 1 content. Use of iReady instruction and data to support goals and objectives

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Teachers continue to struggle to get 30-45 minutes a week of iReady in for both math and ELA.

Critical Root Cause: Technology not always working Absences and buy in for the program Teacher follow through with minute requirements

Adult Learning Culture

Adult Learning Culture Areas of Strength

- Building rapport with students and families
- Using district curriculum planning resources
- Using Language objectives with their "I/We Can" statements

Adult Learning Culture Areas for Growth

- Staff has been working on posting I/We Can. The shift to what we are learning today and relevant success criteria for students.
- Using Teacher Clarity with fidelity
- Continuing this focus has been successful for staff to see the importance of giving all of their students clarity in what they will be learning on a daily basis

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Inconsistent attendance Not enough opportunities to speak with peers and understanding tier-1 curriculum	Use of Teacher Clarity and ELlevation strategies and language objectives in each content objective that is posted daily
Foster/Homeless	N/A	
Free and Reduced Lunch	Inconsistent attendance Not fully understanding tier-1 curriculum	PLC discussions about student needs
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Inconsistent attendance Not fully understanding tier-1 curriculum	PLC discussions about student needs
Students with IEPs	Inconsistent attendance Not fully understanding tier-1 curriculum	PLCs that support and address IEP goals and objectives

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Not all teachers are using language objectives correctly with their students. There are not clear goals and success criteria PLCs not consistent
Critical Root Cause: Switching of PLC time for staff. ELD facilitator was split between two schools. Inconsistent PD using Teacher Clarity

Connectedness

Connectedness Areas of Strength

- Office staff sends attendance letters to all students when thresholds are met for attendance warnings.
- Daily phone calls are made to absent student guardians to address why student is absent and information is put into Infinite Campus
- Administration and Counselor are available to discuss with families why their child is chronically absent and work out a plan with them.

Connectedness Areas for Growth

- Student lunch groups to address attendance
- Continued communication with families of chronically absent students
- Incentives for students who achieve the 20 day monitors when chronically absent.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Some families feel school is not important and need students home to watch younger siblings	Counselor will contact families whose students have 8 or more absences. Offer resources if needed and explain the importance of school.
Foster/Homeless	N/A	
Free and Reduced Lunch	Not getting to transportation in time	Offer alternative ways to get to school and resources if needed.
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Some families feel school is not important and need students home to watch younger siblings	Counselor will contact families whose students have 8 or more absences. Offer resources if needed and explain the importance of school.
Students with IEPs	Struggle to fit in with peers School is not important	Student's case manager will contact parent in regard to absences. Explain the importance of school Offer student and parents resources if needed.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Chronically absent students increased the last two years.

Critical Root Cause: The 2024-2025 school year we saw a large amount of students out for various reasons. Parents are not willing to send their child to school. Felt that there was a disconnect between school and home.

Priority Problem Statements

Problem Statement 1: Teachers continue to struggle to get 30-45 minutes a week of iReady in for both math and ELA.

Critical Root Cause 1: Technology not always working Absences and buy in for the program Teacher follow through with minute requirements

Problem Statement 1 Areas: Student Success

Problem Statement 2: Not all teachers are using language objectives correctly with their students. There are not clear goals and success criteria PLCs not consistent

Critical Root Cause 2: Switching of PLC time for staff. ELD facilitator was split between two schools. Inconsistent PD using Teacher Clarity

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Chronically absent students increased the last two years.

Critical Root Cause 3: The 2024-2025 school year we saw a large amount of students out for various reasons. Parents are not willing to send their child to school. Felt that there was a disconnect between school and home.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- Multi-Tiered System of Supports (MTSS)
- Student Climate Survey, Student Voice
- Other
 - i-Ready

Adult Learning Culture

- Staff surveys and/or other feedback
- Student Climate Survey
- Walk-through data

Connectedness

- Attendance
- Behavior

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: One hundred percent of kindergarten - fifth grade students at Bud Beasley will reach typical growth target in reading by the third ELA and Math iReady diagnostic.

50% of students who are two grade levels below grade level on the first iReady diagnostic will meet their stretch growth target by the third ELA and Math iReady diagnostic.

Aligns with District Goal

Formative Measures: iReady diagnostic - BOY, Winter and spring

Student My path progress

PLC notes

Classroom exit tickets, formative assessments

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: i-Ready				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Staff will use iReady data in PLCs to evaluate their diagnostic progression Data will be used for groupings for interventions/enrichment, curriculum adjustment, and for developing formative assessments. Staff will use student data to close the deficit gaps in all areas of iReady	Classroom Teachers Administration Special Education and EL	SY 2025-26			
Position Responsible: Classroom Teachers Administration Special Education and EL						
Evidence Level Level 3: Promising: i-Ready						
Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Teachers continue to struggle to get 30-45 minutes a week of iReady in for both math and ELA. Critical Root Cause: Technology not always working Absences and buy in for the program Teacher follow through with minute requirements

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Classroom walk-throughs will indicate at least 75% of teachers consistently implement the four components of Teacher Clarity (Clarity of organization, clarity of explanation, clarity of examples and guided practice, clarity of assessment of student learning)

Improve our PLC practices looking at teacher clarity. Teachers will meet weekly (or monthly) to be able to use iReady diagnostic data and immediate data to adjust and clarify with students after initial baseline. They will be able to use the data to provide pre-planned scaffolds and interventions for those learners who need extra support to be successful.

75% of staff will consistently implement teacher clarity strategies using language objectives and success criteria

Aligns with District Goal

Formative Measures: walk through forms
student interviews
iReady
PLC forms

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: PLC Action #<table><tr><th colspan="2">Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Improve our PLC practices looking at teacher clarity. Teachers will meet weekly (or monthly) to be able to use iReady diagnostic data and immediate data to adjust and clarify with students after initial baseline. They will be able to use the data to provide pre-planned scaffolds and interventions for those learners who need extra support to be successful.</td><td>Administration Classroom Teachers</td><td>SY 2025-26</td></tr></table> Position Responsible: Administration Classroom Teachers Evidence Level Level 2: Moderate: PLC Problem Statements/Critical Root Cause: Adult Learning Culture 1				Actions for Implementation		Person(s) Responsible	Timeline	1	Improve our PLC practices looking at teacher clarity. Teachers will meet weekly (or monthly) to be able to use iReady diagnostic data and immediate data to adjust and clarify with students after initial baseline. They will be able to use the data to provide pre-planned scaffolds and interventions for those learners who need extra support to be successful.	Administration Classroom Teachers	SY 2025-26	Status Check		
				Actions for Implementation		Person(s) Responsible	Timeline							
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SMART Goal 1 Problem Statements:

Adult Learning Culture	
Problem Statement 1: Not all teachers are using language objectives correctly with their students. There are not clear goals and success criteria PLCs not consistent	Critical Root Cause: Switching of PLC time for staff. ELD facilitator was split between two schools. Inconsistent PD using Teacher Clarity

Inquiry Area 3: Connectedness

SMART Goal 1: Reduce the percentage of students identified as chronically absent in the 25-26 school year by 2% when compared to the 24-25 chronically absent students.
The percentage of students identified as chronically absent in the 25-26 school year will decrease by twopercent when compared to the 24-25 percent identified as chronically absent.

- Aligns with District Goal**
- Formative Measures:** Teacher positive phone calls each quarter
Counseling groups for chronic attendance students in all grade levels
Number of classes that meet weekly attendance goal
MTSS
Monthly meetings with attendance officer and admin
Announcements celebrating classroom attendance

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: PBIS <table border="1"><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Students who are over 10% chronically absent will set up a check-in check-out, which is a PBIS strategy, with a teacher, counselor or the office; students who are over 15% chronically absent will attend a small group focused on attendance and check-in and check-out with Counselor or office.</td><td>Counselor Administration Classroom Teachers</td><td></td></tr></table> Position Responsible: Counselor Administration Classroom Teachers Evidence Level Level 2: Moderate: PBIS Problem Statements/Critical Root Cause: Connectedness 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Students who are over 10% chronically absent will set up a check-in check-out, which is a PBIS strategy, with a teacher, counselor or the office; students who are over 15% chronically absent will attend a small group focused on attendance and check-in and check-out with Counselor or office.	Counselor Administration Classroom Teachers		Status Check		
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SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Chronically absent students increased the last two years. Critical Root Cause: The 2024-2025 school year we saw a large amount of students out for various reasons. Parents are not willing to send their child to school. Felt that there was a disconnect between school and home.

Community Outreach Activities

Activity	Date	Lesson Learned
Back to School/ Meet the teacher	August 2025	
After School Family Meet and Greet	September 2025	
Trunk or Treat	October 2025	
Apex Fun Run	October 2025	
Halloween Dance Party	October 2025	
Family Bingo Night	November 2025	
Valentine's Day Dance	February 2026	
Monthly PTO Meetings	Monthly throughout 205-2026 School Year	
Family Art Night	April 2026	
Volunteer Breakfast	May 2026	