Washoe County School District

Jessie Beck Elementary School

2025-2026 School Improvement Plan

Classification: 5 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/jessie_beck_elementary/2025

Table of Contents

Comprehensive Needs Assessment 4
- Student Success 4
- Adult Learning Culture 6
- Connectedness 8

Priority Problem Statements 10
Comprehensive Needs Assessment Data Documentation 11
Inquiry Areas 13
- Inquiry Area 1: Student Success 13
- Inquiry Area 2: Adult Learning Culture 15
- Inquiry Area 3: Connectedness 17

Community Outreach Activities 19

Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

- Strong PLCs-using student data to drive instructional decisions.
- Quarterly MTSS Meetings-using data to move students through the Tiers.
- Use of MAP, iReady, and progress monitoring to drive instruction and intervention support.
- Use of iReady My Path Lessons and intervention supports.
- We gained 5 Star Status on the NSPF due to great growth gains in ELA and Math.
- Strengthening Tier 1 Instruction.
- Strengthening EL Supports across all classrooms.
- New math curriculum aligned to the standards and focused on application.
- District designed instructional minutes that we have aligned our master schedule to.

Student Success Areas for Growth

We continued to grow in proficiency across both ELA and Math-based on iReady projected proficiency scores. School wide for ELA we are looking at 78% proficiency and last year we were at 71% proficiency in ELA. However, we have yet to receive our SBAC scores.

In Math, our projected proficiency based on iReady is 79% and last year we were at 68% proficiency. However, we have yet to have our scores.

We designed the master schedule to have block intervention times for K-3rd grade which help support with tiered interventions.

We saw this success due to strong interventions, MTSS systems, monitored and consistent use of iReady across all grade levels, interventions support and continual data analysis.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	language	Bridging and Ellevations strategies for staff PD.
Foster/Homeless	Attendance	Continued monitoring and interventions/Truancy.
Free and Reduced Lunch	N/A	N/A

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	N/A	N/A
Students with IEPs	N/A	N/A

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): 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. Also lack of preparation for our students to succeed with the test format ie: speaking.
Critical Root Cause: Critical Root Causes of the Problem: During the, 24-25 SY data indicated that we did not exit as many students on the ACCESS assessment as we could have, however we had a higher number of students who were in the lower range (beginning language skills so it was more difficult for them to exit). We also had many newcomers enroll last year. We did see overall growth-especially with students in the lower grades.

Adult Learning Culture

Adult Learning Culture Areas of Strength

We truly felt supported by the District with the training that both Admin and Teachers received by iReady support staff and on-site as well.

We utilized Diagnostic Reports to really fine tune our instructional strategies and to identify students and student groupings for support during intervention blocks.

We were able to utilize Diagnostic results throughout the year to guide our SBAC proficiency outcomes.

We will continue to be trained as Admin and whole staff into the 2025-2026 SY on iReady to better serve our students.

We will plan to better communicate with our families too the benefits of iReady and the great academic gains it can achieve when used with fidelity.

We will have a Capacity Builder who will help support the roll out of Reveal Math-She is a veteran teacher with many years of knowledge.

Adult Learning Culture Areas for Growth

We implemented iReady as a whole District last year and the District did provide 3 PD days for our teachers throughout the year. We were also able to bring in an iReady consultant 2 times throughout the school year to specifically support our needs.

We utilized the Diagnostic Assessment results as we continued to meet in MTSS Quarterly meetings.

We utilized the Math Path Lessons in class and did our best to create a schedule so that our students were on ELA and Math iReady the required minutes per week.

We began to understand the iReady progress monitoring platform, however that will be fully implemented during the 2024-2025 SY. Moving into 2025-2026-the expectation will be that teachers will move into early and consistent progress monitoring so that when quarterly MTSS meetings come up, the data to support student movement is there.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language	Bridging and ELLevation Strategies PD
Foster/Homeless	Attendance	Consistent monitoring, use of Truancy and teacher support.
Free and Reduced Lunch	N/A	N/A

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	N/A	N/A
Students with IEPs	N/A	N/A

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): One goal this year will be Teacher Clarity and the use of "Today I am learning", "I am learning this because"... and "I will know what I have learned when".... statements in the classroom specifically with the adoption of the new Reveal Math Curriculum. We will also continue our iReady use. iReady will be in its 3rd year, but we are still learning how to use & analyze the data & lessons with some of our students; Specifically EL and newcomers. We are still trying to determine correlation between iReady and SBAC. Focus on allocation of instructional minutes specifically in our Dual Language classrooms.
Critical Root Cause: The feeling of District mandated adoptions and then lack of knowledge of how to maximize their use to reach our population of EL learners and Newcomers with these resources so that we can increase their growth and academic achievement by improving their listening, speaking, reading, writing scores as measured by ACCESS and SBAC.

Connectedness

Connectedness Areas of Strength

We will continue to implement the below interventions since we were so successful:

- Identifying absenteeism students early on in the school year and having a laser focus from day one!
- Teacher connectedness with students and families.
- Teacher will continue to contact home and work with students/families to be in school-will discuss any barriers.
- Quarterly Awards Assemblies to include Perfect Attendance Award and Most Improved Attendance.
- Daily Phone Calls Home.
- Continued incentives to have students be in school.
- Dean will provide weekly Attendance Updates to whole staff.
- Encourage parents to provide appointment documentation if they have it.
- Principal will continue to review weekly ASRs to review what students continue to be attendance concerns.
- Home Visits.
- Use of EL Teacher Assistant and ELD Facilitator to support our EL, Hispanic, and Newcomer population who continue to be our biggest attendance concern group.

Connectedness Areas for Growth

We focused on student engagement and decreasing chronic absenteeism. In order to continue to decrease our chronic absenteeism, we plan to focus on the following engagement activities for our students;

- Student Voice
- Student Leadership Opportunities
- Monthly Admin/Student Leadership Team Meeting.
- Addition of on campus clubs.
- Student led conferences-PD for teachers prior to Fall Conferences.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language	Bilingual staff and support staff usage and bilingual students.
Foster/Homeless	N/A	N/A

Student Group	Challenge	Solution
Free and Reduced Lunch	N/A	N/A
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	N/A	N/A
Students with IEPs	N/A	

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Our Chronic absenteeism rate at the end of the 23-24 SY was at 14% and 10% at the state level. At the end of the 24-25SY our chronic absenteeism rate dropped to 7. 42% for the 2023-2024 SY. We continued as a whole school to put interventions and supports in place for our chronic and approaching chronic absenteeism students.
Critical Root Cause: Our CIT, Hispanic, Newcomer population continue to show higher level absenteeism rates as do our primary grade levels.

Priority Problem Statements

Problem Statement 1: 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. Also lack of preparation for our students to succeed with the test format ie: speaking.

Critical Root Cause 1: Critical Root Causes of the Problem: During the, 24-25 SY data indicated that we did not exit as many students on the ACCESS assessment as we could have, however we had a higher number of students who were in the lower range (beginning language skills so it was more difficult for them to exit). We also had many newcomers enroll last year. We did see overall growth-especially with students in the lower grades.

Problem Statement 1 Areas: Student Success

Problem Statement 2: One goal this year will be Teacher Clarity and the use of "Today I am learning", "I am learning this because"... and "I will know what I have learned when".... statements in the classroom specifically with the adoption of the new Reveal Math Curriculum. We will also continue our iReady use. iReady will be in its 3rd year, but we are still learning how to use & analyze the data & lessons with some of our students; Specifically EL and newcomers. We are still trying to determine correlation between iReady and SBAC. Focus on allocation of instructional minutes specifically in our Dual Language classrooms.

Critical Root Cause 2: The feeling of District mandated adoptions and then lack of knowledge of how to maximize their use to reach our population of EL learners and Newcomers with these resources so that we can increase their growth and academic achievement by improving their listening, speaking, reading, writing scores as measured by ACCESS and SBAC.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Our Chronic absenteeism rate at the end of the 23-24 SY was at 14% and 10% at the state level. At the end of the 24-25SY our chronic absenteeism rate dropped to 7. 42% for the 2023-2024 SY. We continued as a whole school to put interventions and supports in place for our chronic and approaching chronic absenteeism students.

Critical Root Cause 3: Our CIT, Hispanic, Newcomer population continue to show higher level absenteeism rates as do our primary grade levels.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Criterion-Referenced Test in Mathematics
- Criterion-Referenced Test in Science
- Curriculum Based Measures
- Early reading assessment results
- End-of-Unit Assessments
- Grades
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- MyPath
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Screener
- Other
    - BIG-Attendance and Behavior Data

Adult Learning Culture

- Administrator evaluation
- Master schedule
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- School leadership data
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher evaluation
- Walk-through data
- Other
    - iReady usage and performance data.

Connectedness

- Attendance
- Behavior
- Demographic data

- Enrollment
- PBIS/MTSS data
- Social Emotional Learning Data
- Volunteer opportunities, attendance, and participation
- Other
    - Community events throughout the year at the school or local spots that are well attended.

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: One hundred percent of students in grades K-5 will meet their typical growth target in reading and math on the third iReady Diagnostic. 75% of students who are two or more grade levels below on the first reading iReady Diagnostic will meet their stretch growth target on the third Diagnostic. (75% K-5 will reach typical growth, while 50% will meet stretch growth).

Comment

Aligns with District Goal

Formative Measures: Student lesson tracker, Weekly Personalized Instruction Summary.
Data chats, testing schedule, percentage tested, student pledge, Diagnostic Growth Report, Weekly Personalized Instruction Summary

Improvement Strategy 1 Details | **Status Checks**

Improvement Strategy 1: iReady

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Conduct weekly reviews of student usage and lesson passage with the goal of students passing 3 or more reading and 3 or more math lessons each week. Create an incentive program/system to support students in meeting weekly lesson passage goals. Students will utilize a lesson data tracker to monitor Personalized Path Lesson passage. Our EL students will be our laser focus too, making sure they are meeting their weekly minutes to increase academic achievement. Educate families on the Diagnostic Assessment and how they can help prepare their children before students are scheduled to take the assessment. Formally educate students on the purpose of the Diagnostic Assessment to motivate them to put forth their best effort. Administration will conduct data chats with teachers after each Diagnostic Assessment. Teachers will conduct data chats with students after each Diagnostic Assessment and develop goal(s) for growth. Create an incentive/reward system to recognize students meeting their growth target. Develop a system to adjust a student's Personalize Path when a Diagnostic Assessment score does not accurately reflect a student's ability.	Teachers, Dean, Principal, ELD Facilitator.	SY 2025-26

Status Check

Nov	Feb	May
No review	No review	No review

Position Responsible: Teachers, Dean, Principal, ELD Facilitator.

Evidence Level
Level 3: Promising: i-Ready

Problem Statements/Critical Root Cause: Student Success 1

SMART Goal 1 Problem Statements:

Student Success
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Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Classroom observations and UFLI specific walkthrough form will indicate that 100% of K-3 teachers are implementing strategies aligned with the Science of Reading. In 4th and 5th grade 100% of the teachers are implementing the Science of Reading pillars throughout all contact areas.

Aligns with District Goal

Formative Measures: 7 Mighty Moves book club, UFLI implementation K-3, individualized support through NNRPDP professional development, SOR walk through forms, participation in the district Science of Reading Trainings. PLC agendas, lesson plans, formative assessment data

Formative Measures: Master schedule, leadership meeting notes, PLC agenda, iReady diagnostic growth in reading from BOY to MOY and EOY, progress monitoring through MTSS and use of iReady intervention lessons.

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: PLC's	**Status Check**		
	Nov	**Feb**	**May**
	No review	No review	No review

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Within PLC meeting, teachers will collaborate to define clear learning intentions for daily lessons across all subject areas, aligned with curriculum standards and student needs. Implement peer observation and feedback protocols and share observation takeaways during PLC meetings to promote continuous improvement. Create the master schedule with specific time allotted for weekly PLC meetings. A member of the administrative team and instructional coach will be present at all PLC meetings to lead the collaboration around Science of Reading. Develop a schedule for quarterly meetings (MTSS Quarterly Admin Meetings) for instructional leadership to recap observations from PLC meetings and classroom walkthroughs to intervene and provide support in a timely manner. Utilize the Instructional Focus Walk-Through Form to monitor the incorporation of Science of Reading in daily instruction. Use of Language Learning Walk Through Form by ELD Facilitator, EL Coordinator-to then be reviewed/shared with DL Staff and Whole Staff to evaluate the impact of teacher clarity on our EL population.	Teachers, Dean, Principal, ELD Facilitator.	SY 2025-26
2	Develop a shared understanding of academic standards, curriculum expectations, and instructional best practices through the Science of Reading lens. Design PLC agendas to include incorporating Science of Reading into instructional practices across grade levels and subject areas. Within PLC meetings, teachers will collaborate to analyze student data and adjust Tier I instruction in a timely manner. Monitoring of iReady growth throughout the year through the different pillars of reading.	Teachers, Dean, Principal, ELD Facilitator.	

Position Responsible: Teachers, Dean, Principal, ELD Facilitator.

Evidence Level
Level 2: Moderate: PLC's

Problem Statements/Critical Root Cause: Adult Learning Culture 1

SMART Goal 1 Problem Statements:

Adult Learning Culture
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Inquiry Area 3: Connectedness

SMART Goal 1: The percentage of students identified as chronically absent in the 25-26 school year will decrease by 3% when compared to the 24-25 percent identified as chronically absent.

Aligns with District Goal

Formative Measures: Contracts/agreements, attendance reports, attendance review data, outreach communication, process/protocols

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: MTSS/Home Visits				**Status Check**		
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Nov**	**Feb**	**May**
1	Use historical attendance data to identify students who are at risk of chronic absenteeism. Conduct weekly reviews of attendance data to identify students with 2-3 consecutive absences, with 10% or more days absent, with more than one unverified absence. Principal/Dean/ Attendance Clerk-emailing teachers directly to make contact with family to come up with a plan for absences. Form attendance team (MTSS Grade Level Team) to coordinate efforts to develop individualized attendance contracts/agreements with students identified through the weekly attendance reviews. Develop a comprehensive outreach campaign to inform families about the importance of regular attendance and the potential consequences of chronic absenteeism. (BTSN and Conference Week). Utilize various communication channels such as email, newsletters, phone calls and social media platforms to reach out to parents. (Email, Connect Ed, Class Dojo, Newsletters) Establish process/protocol for teachers to communicate with attendance team regarding student absences. Establish protocols/process for communicating with families regarding student absences in a timely manner. Provide quarterly incentives for those with improved attendance or excellent attendance. Work with Counselor, Truancy Officer to conduct Home Visits. Use of a bilingual staff member when reaching out to our EL, Hispanic or Newcomer families-recent data shows that this sub-population is negatively impacting our chronic absenteeism.	Teachers, Dean, Principal, Attendance Clerk, District Attendance Department, Truancy.	SY 2025-26	No review	No review	No review

Position Responsible: Teachers, Dean, Principal, Attendance Clerk, District Attendance Department, Truancy.

Evidence Level
Level 1: Strong: MTSS
Level 2: Moderate: Home Visits

Problem Statements/Critical Root Cause: Connectedness 1

SMART Goal 1 Problem Statements:

Connectedness
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Community Outreach Activities

Activity	Date	Lesson Learned
Morning Mingle	8/18/25	
Back To School Night	8/19/25	
Incoming DL Info Night	8/12/25	
Kinder Welcome	8/15/25	
Quarterly PFA Meetings	Quarterly	
Aces Game	8/31/25	
Scarecrow Festival	10/17/25	
Multicultural Night	12/9/25	
Fund the Arts	3/13/26	
Jog-A-Thon	April 24th-May 8th	
Strolling Art Show	5/29	
Music Concerts	Various Times throughout the year.	