Washoe County School District

Bud Beasley Elementary School

Classification: 4 Star School

2026-2027 School Improvement Plan

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Comprehensive Needs Assessment

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 2025-26 school year.

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 2025-26 school year.

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	Emotional Regulation	Check ins with the school counselor and behavior supports
Free and Reduced Lunch	Inconsistent attendance	Attendance celebrations, Group Check Ins, Family Supports
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Inconsistent attendance	Consistent use of EL strategies
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	Critical Root Cause
1 ★	Teachers continue to struggle to get 30-45 minutes a week of iReady in for both math and ELA.	Technology not always working Absences and buy in for the program Teacher follow through with minute requirements

★ = Priority

Adult Learning Culture

Areas of Strength

Building rapport with students and families

Using district curriculum planning resources

Using EL strategies to engage all students

Staff Climate Survey - 100% of staff reported positive staff-student relationships, 99% indicated strong expectations for student achievement, and 98% reported positive staff collaboration, all exceeding district and elementary school averages. The survey also reflects significant growth in key areas, including a 22-point increase in staff collaboration and a 31-point increase in work stress indicators.

Areas for Growth

Staff has been working on meeting the needs of all students, both students who need intervention and students who need enrichment.

Using best teaching practices to support all students

This focus will support all learners and will be demonstrated through growth on the "Keeping Up and Catching Up" portions of the SBAC.

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	Emotional Regulation	Use of trauma informed practices to support students
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 with our EL facilitator 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	Critical Root Cause
1 ★	Not all grade levels are using common formative assessments to support students PLCs not consistent	Consistent time for staff to PLC ELF is split between two schools.

★ = Priority

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.

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.

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	Students have been at many schools	Counselor, admin and teachers work with students to make them feel connected to the school community
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	
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.

Student Group	Challenge	Solution
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	Critical Root Cause
1 ★	Chronically absent students increased the last two years.	During the 2025-2026 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

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Teachers continue to struggle to get 30-45 minutes a week of iReady in for both math and ELA.	Technology not always working Absences and buy in for the program Teacher follow through with minute requirements
2 ★	Not all grade levels are using common formative assessments to support students PLCs not consistent	Consistent time for staff to PLC ELF is split between two schools.
3 ★	Chronically absent students increased the last two years.	During the 2025-2026 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

Data Documentation for CNA

Data Documentation for CNA

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**

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

By the third i-Ready Diagnostic of the 2026-2027 school year, at least 75% of Kindergarten through fifth-grade students at Bud Beasley Elementary School will meet or exceed their Typical Growth targets in both reading and mathematics.

Additionally, at least 50% of students identified as performing two or more grade levels below grade level on the first i-Ready Diagnostic will meet or exceed their Stretch Growth targets in reading and mathematics by the third diagnostic administration.

Formative Measures: iReady diagnostic - BOY, Winter and spring
Student My path progress
PLC notes
Classroom exit tickets, formative assessments

Improvement Strategy 1

i-Ready

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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 2026-27	

Position Responsible: Classroom Teachers Administration Special Education and EL

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1

Status Checks

In progress

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

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

During the 2026-2027 school year, teachers will improve student growth and engagement in mathematics through effective PLC practices, the use of common formative assessments, and intentional implementation of Ellevation instructional strategies. Teachers will collaborate regularly in PLCs to analyze i-Ready and common formative assessment data, identify student strengths and needs, and adjust instruction based on results.

Teachers will use data to plan targeted scaffolds, interventions, and enrichment opportunities to ensure all students have access to rigorous grade-level mathematics. Classroom walkthroughs will demonstrate that at least 75% of teachers consistently implement high-impact Ellevation strategies that promote active participation, academic discourse, and meaningful student engagement in mathematics.

Formative Measures: walk through forms
student interviews
iReady
PLC forms

Improvement Strategy 1

PLC

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Improve our PLC practices looking at student achievement and growth. Teachers will meet every three weeks with admin and our ELG 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. Teachers will also use data to enrich students who are above grade level.	Administration Classroom Teachers ELF	SY 2026-27	

Position Responsible: Administration Classroom Teachers

Evidence Level

Level 2: Moderate:
PLC

Problem Statements: Adult Learning Culture 1

Status Checks

In progress

November	February	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Not all grade levels are using common formative assessments to support students PLCs not consistent	Consistent time for staff to PLC ELF is split between two schools.

Inquiry Area 3

Connectedness

SMART Goal 1

By the end of the 2026-2027 school year, the percentage of students identified as chronically absent will decrease by at least two percentage points compared to the 2025-2026 school year, as measured by annual student attendance data.

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
Announcements celebrating classroom attendance

Improvement Strategy 1

PBIS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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	SY 2026-2027	

Position Responsible: Counselor Administration Classroom Teachers

Evidence Level

Level 2: Moderate:
PBIS

Problem Statements: Connectedness 1

Status Checks

In progress

November **February** **May**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Chronically absent students increased the last two years.	During the 2025-2026 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 Bash	8/6/2026	
5th Grade Back to School Night	8/17/2026	
PTO Meeting	8/18/206	
PTO Meeting	9/1/2026	
Ice Cream Social	9/1/2026	
5K Community Run	9/13/2026	
Fall Conferences	10/23/2026-10/29/2026	