Washoe County School District

Jessie Beck Elementary School

Classification: 5 Star School

2026-2027 School Improvement Plan

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Comprehensive Needs Assessment

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 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.

Areas for Growth

Following the BOY iReady diagnostic/Inform, we have a projected proficiency of 62% in reading.

In math, our projected proficiency is 65%.

Beck earned five stars on the NSPF for the 2025-2026 school year. This included max points earned in ELA MGP, Math AGP, ELA AGP, SBAC Pooled Proficiency, ACCESS AGP, and ELA AGP Catch Up.

However, we saw declining SBAC proficiency outcomes for certain populations. Schoolwide, we saw decreases in ELA proficiency for our Hispanic students, IEP students, EL students, and our chronically absent students. The same was true in math proficiency for students on an IEP and our chronically absent students.

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.

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.

Student Group	Challenge	Solution
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	N/A	N/A
Students with IEPs	Students with Individualized Education Programs (IEPs) are not consistently demonstrating expected rates of growth toward their individualized learning goals. A review of current IEPs indicates that some goals are not sufficiently aligned to students' present levels of performance, resulting in goals that may not adequately address individual needs or accurately measure progress. In addition, progress monitoring and goal revisions have not occurred consistently enough to ensure that goals remain responsive to students' growth and changing instructional needs.	The school will strengthen special education programming by ensuring that all IEP goals are individualized, measurable, and directly aligned to each student's present levels of academic and functional performance. Special education staff will engage in ongoing review and progress monitoring cycles to regularly evaluate student growth and revise goals as needed. Through targeted professional support, collaboration between general and special education staff, and consistent monitoring of IEP quality, the school will increase the effectiveness of specially designed instruction and improve outcomes for students with disabilities.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
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 Causes of the Problem: During the 25-26 SY ACCESS, Beck saw growth across the listening, speaking and reading domains. However, we did see a decline in the writing domain. This has an impact on student composite scores because writing represents 50% of the literacy score and more than a third of the overall score. Language support and access is an important focus as iReady diagnostic/Inform results show compounding gaps in reading and math from one grade level to the next.

★ = Priority

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

Regarding the 25-26 SY Staff climate survey, scores were higher than the district average in every category. Results showed that staff attitudes about iReady, work stress, and the quality of the school district are the school's lowest scores. Looking at the individual items reveals that staff are less likely to use the personalized learning reports to plan learning, a distrust in the correlation between iReady diagnostic results and real student ability, and general malaise about using the platform as part of instruction.

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, moving into the 26-27 SY-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.

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.

Student Group	Challenge	Solution
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
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Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	One goal this year will be to review and refine our MTSS systems. In particular, we are making sure in our MTSS meetings that all tiered students have objective goals and intentional progress monitoring to ensure students get what they need when they need it. 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.	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.

★ = Priority

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.

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.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language	Bilingual staff and support staff usage and bilingual students.

Student Group	Challenge	Solution
Foster/Homeless	Students experiencing homelessness and students in foster care face unique challenges related to housing instability, school transitions, inconsistent attendance, and access to academic and social-emotional supports. These factors can contribute to gaps in academic achievement, engagement, and school connectedness when compared to their peers.	The school will implement a coordinated system of support to identify and monitor students experiencing homelessness and students in foster care, ensuring timely access to academic, behavioral, and social-emotional resources. Through collaboration among school staff, families, community agencies, and district support personnel, the school will reduce barriers to attendance and engagement while increasing student access to consistent educational opportunities and interventions.
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	N/A
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Student Group	Challenge	Solution
Students with IEPs	Students with Individualized Education Programs (IEPs) are not consistently demonstrating expected rates of growth toward their individualized learning goals. A review of current IEPs indicates that some goals are not sufficiently aligned to students' present levels of performance, resulting in goals that may not adequately address individual needs or accurately measure progress. In addition, progress monitoring and goal revisions have not occurred consistently enough to ensure that goals remain responsive to students' growth and changing instructional needs.	The school will strengthen special education programming by ensuring that all IEP goals are individualized, measurable, and directly aligned to each student's present levels of academic and functional performance. Special education staff will engage in ongoing review and progress monitoring cycles to regularly evaluate student growth and revise goals as needed. Through targeted professional support, collaboration between general and special education staff, and consistent monitoring of IEP quality, the school will increase the effectiveness of specially designed instruction and improve outcomes for students with disabilities.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Our Chronic absenteeism rate at the end of the 25-26 SY was at 7% at the state level. We continued as a whole school to put interventions and supports in place for our chronic and approaching chronic absenteeism students.	Our CIT, Hispanic, Newcomer population continue to show higher level absenteeism rates as do our primary grade levels.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
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 Causes of the Problem: During the 25-26 SY ACCESS, Beck saw growth across the listening, speaking and reading domains. However, we did see a decline in the writing domain. This has an impact on student composite scores because writing represents 50% of the literacy score and more than a third of the overall score. Language support and access is an important focus as iReady diagnostic/Inform results show compounding gaps in reading and math from one grade level to the next.
2 ★	One goal this year will be to review and refine our MTSS systems. In particular, we are making sure in our MTSS meetings that all tiered students have objective goals and intentional progress monitoring to ensure students get what they need when they need it. 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.	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.
3 ★	Our Chronic absenteeism rate at the end of the 25-26 SY was at 7% at the state level. We continued as a whole school to put interventions and supports in place for our chronic and approaching chronic absenteeism students.	Our CIT, Hispanic, Newcomer population continue to show higher level absenteeism rates as do our primary grade levels.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

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

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Master schedule**
- [x] **Professional Development Agendas**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **School department and/or faculty meeting discussions and data**
- [x] **School leadership data**

- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Teacher evaluation**
- [x] **Walk-through data**
- [x] **Other**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Demographic data**
- [x] **Enrollment**
- [x] **PBIS/MTSS data**
- [x] **Social Emotional Learning Data**
- [x] **Volunteer opportunities, attendance, and participation**
- [x] **Other**

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

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

iReady

Actions for Implementation

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

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

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
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 Causes of the Problem: During the 25-26 SY ACCESS, Beck saw growth across the listening, speaking and reading domains. However, we did see a decline in the writing domain. This has an impact on student composite scores because writing represents 50% of the literacy score and more than a third of the overall score. Language support and access is an important focus as iReady diagnostic/Inform results show compounding gaps in reading and math from one grade level to the next.

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.

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

PLC's

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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 2026-27	
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: Adult Learning Culture 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	One goal this year will be to review and refine our MTSS systems. In particular, we are making sure in our MTSS meetings that all tiered students have objective goals and intentional progress monitoring to ensure students get what they need when they need it. 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.	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.

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% in the 26-27 school year.

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

Improvement Strategy 1

MTSS/Home Visits

Actions for Implementation

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

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

Evidence Level

Level 1: Strong:
MTSS

Level 2: Moderate:
Home Visits

Problem Statements: Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Our Chronic absenteeism rate at the end of the 25-26 SY was at 7% at the state level. We continued as a whole school to put interventions and supports in place for our chronic and approaching chronic absenteeism students.	Our CIT, Hispanic, Newcomer population continue to show higher level absenteeism rates as do our primary grade levels.

Community Outreach Activities

Activity	Date	Lesson Learned
Snow Cones on the Lawn	8/14/2026	Large turnout. Lots of parent engagement with PFA members. Great opportunity for teachers to interact with families during the first week.
Back To School Night	8/18/2026	Great turnout. Changed this year's format to include principal session. Families liked hearing from the principal before heading to classes.
Coffee and Conversations	9/29/2026	Had 17 parents for our first Coffee and Conversations. New community event for the school. Parents learned information about bullying policies. Families liked the extra communication.
Annual Scarecrow Festival	10/1/2026	Community tradition. Great turnout. Lots of family engagement. Great opportunity to engage with families and better get to know families/ students.