

Washoe County School District
Bud Beasley Elementary School
2025-2026 Status Checks with Notes

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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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 Position Responsible: Classroom Teachers Administration Special Education and EL Evidence Level Level 3: Promising: i-Ready Problem Statements/Critical Root Cause: Student Success 1	Nov: In progress November Lessons Learned Through our work so far this year, we have learned that consistent and intentional use of i-Ready data within PLCs is essential for driving instructional decisions and improving student outcomes. When teams regularly review diagnostic and growth data, they are better able to identify specific skill deficits, adjust instructional groupings, and target interventions and enrichment effectively. November Next Steps/Need * Continue structured i-Ready data discussions during PLCs to monitor growth and adjust instruction. * Provide professional learning on interpreting diagnostic reports and using data to plan targeted interventions. * Establish consistent data protocols to ensure grade-level alignment in groupings and instructional responses. * Monitor intervention effectiveness through progress checks and formative assessments to close remaining skill gaps. Feb: No review February Lessons Learned February Next Steps/Need May: No review May Lessons Learned May Next Steps/Need

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 Position Responsible: Administration Classroom Teachers Evidence Level Level 2: Moderate: PLC Problem Statements/Critical Root Cause: Adult Learning Culture 1	Nov: In progress November Lessons Learned Focusing on teacher clarity within PLCs has strengthened collaboration and improved instructional planning. Teams that regularly review i-Ready and classroom data are better able to identify misconceptions early, provide timely scaffolds, and adjust instruction based on student needs. Ongoing support is needed to deepen understanding of teacher clarity practices and ensure data discussions consistently translate into effective instructional adjustments. November Next Steps/Need * Continue emphasizing teacher clarity during PLCs with a focus on clearly defined learning intentions and success criteria. * Provide professional learning on using i-Ready and classroom data to plan scaffolds and targeted supports. * Create a consistent PLC structure that includes data review, instructional planning, and reflection on student progress. * Monitor implementation through classroom walkthroughs and PLC feedback to ensure clarity practices are improving student understanding. Feb: No review February Lessons Learned February Next Steps/Need May: No review May Lessons Learned May Next Steps/Need

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 two percent 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 Position Responsible: Counselor Administration Classroom Teachers Evidence Level Level 2: Moderate: PBIS Problem Statements/Critical Root Cause: Connectedness 1	Nov: In progress November Lessons Learned Efforts to reduce chronic absenteeism is showing that consistent communication, positive attendance incentives, and strong family partnerships are key to improving student attendance. Data tracking has helped identify at-risk students earlier, but sustained improvement requires proactive follow-up and collaboration between teachers, support staff, and families. Continued focus on relationship-building and early intervention will be essential to meet future attendance goals. November Next Steps/Need * Strengthen early identification and outreach for students showing attendance concerns. * Continue implementing attendance incentives and recognition programs to promote positive habits. * Increase family engagement through regular communication, resources, and support for barriers to attendance. * Monitor attendance data monthly in PLCs and leadership meetings to guide targeted interventions and ensure progress toward the 2% reduction goal. Feb: No review February Lessons Learned February Next Steps/Need May: No review May Lessons Learned May Next Steps/Need