

Washoe County School District
Bud Beasley Elementary School
2024-2025 School Performance Plan

Classification: 3 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/2024

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Comprehensive Needs Assessment

Student Success

Student Success Summary

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

Fifty six percent met their typical growth in Math on iReady assessments.

Thirty six percent of all students met stretch growth in ELA and twenty nine percent met stretch growth in Math for the 2023-24 school year.

Student Success Strengths

The iReady assessment shows that all Beasley students are more proficient ELA with 61% of all Beasley students meeting their typical growth in ELA during the 2023-24 school year.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Teachers struggling to get 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

Adult Learning Culture

Adult Learning Culture Summary

Staff has been working on posting I/We can statements using language objectives.

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 Strengths

Building rapport with students and families

Using district curriculum planning resources

Using Language objectives with their "I/We Can" statements

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Not all teachers were using language objectives correctly with their students. Clear goals and success criteria PLCs not consistent

Critical Root Cause: Switching of PLC time for staff. ELD facilitator was split between two schools.

Connectedness

Connectedness Summary

Student 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 Strengths

Office staff sends attendance letters to all students when thresholds are met for attendance warnings.

Administration is available to discuss with families why their child is chronically absent and work out a plan with them.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Chronically absent students increased from 9% to 11% the last two years.

Critical Root Cause: The 2023-2024 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 struggling to get 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

Problem Statement 1 Areas: Student Success

Problem Statement 2: Not all teachers were using language objectives correctly with their students. 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.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Chronically absent students increased from 9% to 11% the last two years.

Critical Root Cause 3: The 2023-2024 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:

Improvement Planning Data

- District goals
- School goals
- Prior year improvement plans - Performance objectives (SMART goals)
- Covid-19 factors, and/or waivers

Accountability Data

- State assessment performance report
 - iReady, SBAC, formative assessments, exit tickets, posted objectives, BIG data

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Special programs
- Economically disadvantaged
- Special education
- EL

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Volunteer opportunities, attendance, and participation

Goals

Goal 1: Student Success
Aligns with District Priority

Annual Performance Objective 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.

Evaluation Data Sources: iReady diagnostic - BOY, Winter and spring
 Student My path progress
 IEP and Access data
 Attendance reports

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: i-Ready 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</p> <p>Increase the percentage of students who meet typical and stretch growth on their iReady assessment.</p> <p>Formative Measures: iReady diagnostic - BOY, Winter and spring Student My path progress PLC notes Classroom exit tickets, formative assessments</p> <p>Position Responsible: Classroom Teachers Administration Special Education and EL</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p>	Status Check		
	Jan	Apr	June
			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Annual Performance Objective 1 Problem Statements:

Student Success

Problem Statement 1: Teachers struggling to get 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

Goal 2: Adult Learning Culture

Aligns with District Priority

Annual Performance Objective 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

Evaluation Data Sources: walk through forms
 student interviews
 iReady
 PLC forms

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: PLC</p> <p>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.</p> <p>75% of staff will consistently implement teacher clarity strategies using language objectives and success criteria</p> <p>Formative Measures: walk through forms student interviews iReady PLC forms</p> <p>Position Responsible: Administration Classroom Teachers</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p>	Status Check		
	Jan	Apr	June
			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: Not all teachers were using language objectives correctly with their students. Clear goals and success criteria PLCs not consistent **Critical Root Cause:** Switching of PLC time for staff. ELD facilitator was split between two schools.

Goal 3: Connectedness

Aligns with District Priority

Annual Performance Objective 1: Reduce the percentage of students identified as chronically absent in the 24-25 school year by 3% when compared to the 23-24 chronically absent students.

The percentage of students identified as chronically absent in the 24-25 school year will decrease by three percent when compared to the 23-24 percent identified as chronically absent.

Evaluation Data Sources: BIG Annual attendance report

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: PBIS</p> <p>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.</p> <p>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</p> <p>Position Responsible: Counselor Administration Classroom Teachers</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Racial/Ethnic Groups, Chronically Absent - Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p>	Status Check		
	Jan	Apr	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Annual Performance Objective 1 Problem Statements:

Connectedness

Problem Statement 1: Chronically absent students increased from 9% to 11% the last two years. **Critical Root Cause:** The 2023-2024 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.

Addendums

According to NRS 388.408, all schools who are rated in the lowest 30 percent of public schools in this State in the achievement of pupils who are English learners, shall adopt, submit to the Department (NDE) and publish on an Internet website maintained by the school a corrective action plan. This template is designed to help schools write a plan that satisfies NRS 388.408 and integrates into their School Performance Plan.

School Contact Information

School Year:

<i>School Name:</i>	Bud Beasley ES
<i>District:</i>	Washoe
<i>Principal:</i>	Mary Ellen Arrascada
<i>Principal email:</i>	mearrascada@washoeschools.net
<i>EL Specialist:</i>	Abby Barajas
<i>EL Specialist email:</i>	abarajas@washoechools.net

Root Cause Analysis *When considering the achievement of the English learners at your school, your team might ask the following questions to better understand the underlying reasons why your English learners aren't seeing greater academic success.*

<i>Student Success</i>	<ul style="list-style-type: none"> • SBAC data shows that 8% of our MLL students are at level 3 or 4 in Math and ELA • 14 of our MLL students made growth on the ACCESS assessment • Beasley's chronically absent MLL students decreased from the 2023 school year.
<i>Adult Learning Culture</i>	<ul style="list-style-type: none"> • Staff have been working on posting I/We can statements using language objectives and success criteria. • Continuing this focus has been successful for staff to see the importance of giving all their student's clarity in what they will be learning daily
<i>Connectedness</i>	<ul style="list-style-type: none"> • <i>Student groups to address attendance with our MLL students</i> • <i>Continued communication with families of chronically absent students in both English and Spanish</i> • <i>Incentives for students who achieve the 20-day monitors when chronically absent</i>

School English Learner Academic Achievement Plan

<p><i>English learner Achievement Root Cause Analysis Summary</i></p>	<p>Based on classroom walkthrough, iReady, Access/WIDA and SBAC data. There is a need for our teachers to have an additional or deeper understanding around language acquisition and the explicit teaching of academic language in Tier 1 instruction across all content areas.</p> <p>40% of Beasley’s MLL students are dual certified MLL/Special Education</p> <p>MLL students are more chronically absent.</p>
<p><i>English Learner Achievement Problem Statement</i></p>	<p>There continues to be a significant gap in academic achievement across ELA and math on the 2024 SBAC and our BOY iReady assessment for our MLL population compared to our other student population groups.</p>

English Learner Achievement Plan Goals, Strategies, Action Steps and Persons Responsible

<i>SMARTIE Goal #1</i>	The percentage of MLL students scoring at or above a level 3 or 4 in ELA will increase from 8% to 10% as measured by the SBAC assessment.
<i>Performance Objective</i>	With the use of targeted instruction and support, such as language scaffolds and ELlevation strategies and continual progress monitoring through and formative assessments and iReady.
<i>Strategies for APO/Goal</i>	ELlevation strategies PD Specific support in listening and speaking from EL Assistant and ELF
<i>Action Steps for Strategies</i>	Learning Walks focused on speaking and listening. Coaching support centered on consistent embedding of language strategies for all teachers. Co-Teaching with teachers using speaking and listening strategies from ELlevation
<i>Position Responsible</i>	All staff Administration EL Assistant and EL Facilitator
<i>SMARTIE Goal #2</i>	The percentage of MLL students scoring at or above a level 3 or 4 in Math will increase from 8% to 10% as measured by the SBAC assessment.
<i>Performance Objective</i>	With the use of targeted instruction and support, such as language scaffolds and ELlevation strategies and continual progress monitoring through and formative assessments and iReady.
<i>Strategies for APO</i>	ELlevation strategies PD Specific support in listening and speaking from EL Assistant and ELF
<i>Action Steps for Strategies</i>	Learning Walks focused on speaking and listening. Coaching support centered on consistent embedding of language strategies for all teachers. Co-Teaching with teachers using speaking and listening strategies from ELlevation
<i>Position Responsible</i>	All staff Administration EL Assistant and EL Facilitator