

Washoe County School District
Bud Beasley Elementary School
2024-2025 Status Check

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



No Progress



Accomplished



Continue/Modify



Discontinue

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		
Improvement Strategy 1: PLC 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 Formative Measures: walk through forms student interviews iReady PLC forms Position Responsible: Administration Classroom Teachers Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Strong Problem Statements/Critical Root Causes: Adult Learning Culture 1	Status Check		
	Jan	Apr	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			






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 23-24percent identified as chronically absent.

Evaluation Data Sources: BIG Annual attendance report

Improvement Strategy 1 Details		Status Checks		
Improvement Strategy 1: PBIS 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. 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 Position Responsible: Counselor Administration Classroom Teachers Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Racial/Ethnic Groups, Chronically Absent - Evidence Level: Moderate Problem Statements/Critical Root Causes: Connectedness 1		Status Check		
		Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				