

Washoe County School District
Jessie Beck Elementary School
2024-2025 School Performance Plan

Classification: 5 Star School

Value Statement

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/jessie_beck_elementary/2024

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Comprehensive Needs Assessment

Student Success

Student Success Summary

We continued to grow in proficiency across both ELA and Math-the year before we were at 71% proficiency in ELA and we stayed at 71% proficiency in ELA, however our ELA Median Growth Percentile went up, so we gained a point on our NSPF in this area and we earned the maximum points again in our ELA Adequate Growth Percentile.

In Math, our SBAC proficiency went up 1% from 67% to 68%, however our Math Median Growth Percentile went up 10 points, therefore we scored all 10 points on the NSPF in this category and then earned all points in our Math Adequate Growth Percentile as well.

We also continued to see great success in our IEP population and our FRL population.

We saw this success due to strong PLCs, MTSS systems, introduction and use of iReady, interventions support and continual data analysis.

Student Success Strengths

- Strong PLCs-using student data to drive instructional decisions.
- Weekly MTSS Meetings-using data to move students through the Tiers.
- Use of MAP, iReady, and Aims Web 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.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): 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. **Critical Root Cause:** Critical Root Causes of the Problem: During the, 23-24 SY data indicated that we did not exit as many students on the ACCESS assessment as we had the previous year, however we had a higher number of students who were in the lower range (beginning language skills so it was more difficult for them to exit). We also had many newcomers enroll last year.

Adult Learning Culture

Adult Learning Culture Summary

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 weekly 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, however that will be fully implemented during the 2024-2025 SY.

Adult Learning Culture Strengths

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 continue to be trained as Admin and whole staff into the 2024-2025 SY on iReady to better serve our students.

We will plan to better communicate with our families too the benefits of iReady and the great academic gains it can achieve when used with fidelity.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): One goal this year will be Teacher Clarity and the use of "Today I am learning", "I am learning this because"... and "I will know what I have learned when".... statements in the classroom. We will also continue our iReady use. iReady is in its 2nd year, but we are still learning how to use & analyze the data & lessons with some of our students; Specifically EL and newcomers. **Critical Root Cause:** 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.

Connectedness

Connectedness Summary

We focused on student engagement and decreasing chronic absenteeism to 10% from 14%. We put all of the following interventions into practice:

Big 5 Attendance Data Reviews-Quarterly.

Reviewed Student Feedback from student Climate Survey.

Reviewed Student Feedback from Parent Climate Survey as well.

Making phone calls and sending home letters to families that had students that were approaching, severe and chronic absenteeism.

We discussed Attendance interventions and incentives and put them into place during weekly MTSS Meetings.

We utilized our Truancy Officer to pick up students and bring them to school.

However, with all of these interventions in place we stayed stagnant at 14% chronic absenteeism.

Connectedness Strengths

We will continue to implement the above interventions; however we will add the following interventions to our attendance goal this next year:

- 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.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): We continued to see our chronic absenteeism rate at 14% for the 2023-2024 SY, yet we put so many interventions and supports in place for students. **Critical Root Cause:** Our EL, Hispanic, Newcomer population continue to show higher level absenteeism rates as do our primary grade levels.

Priority Problem Statements

Problem Statement 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.

Critical Root Cause 1: Critical Root Causes of the Problem: During the, 23-24 SY data indicated that we did not exit as many students on the ACCESS assessment as we had the previous year, however we had a higher number of students who were in the lower range (beginning language skills so it was more difficult for them to exit). We also had many newcomers enroll last year.

Problem Statement 1 Areas: Student Success

Problem Statement 2: One goal this year will be Teacher Clarity and the use of "Today I am learning", "I am learning this because"... and "I will know what I have learned when".... statements in the classroom. We will also continue our iReady use. iReady is in its 2nd year, but we are still learning how to use & analyze the data & lessons with some of our students; Specifically EL and newcomers.

Critical Root Cause 2: 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.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: We continued to see our chronic absenteeism rate at 14% for the 2023-2024 SY, yet we put so many interventions and supports in place for students.

Critical Root Cause 3: Our EL, Hispanic, Newcomer population continue to show higher level absenteeism rates as do our primary grade levels.

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 - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies

Accountability Data

- State assessment performance report

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Special education
- At-risk
- EL
- Section 504 data
- Homeless data
- Foster
- Gifted and talented data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- School leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Family/Community Data

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

Support Systems and Other Data

- Master schedule

Goals





Goal 1: Student Success
Aligns with District Priority

Annual Performance Objective 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).

Evaluation Data Sources: iReady, Diagnostic Reports

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: iReady 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. Formative Measures: Student lesson tracker, Weekly Personalized Instruction Summary. Position Responsible: Teachers, Dean, Principal, ELD Facilitator. Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Promising Problem Statements/Critical Root Causes: Student Success 1	Status Check		
	Jan	Apr	June

Improvement Strategy 2 Details	Status Checks		
Improvement Strategy 2: iReady 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. Formative Measures: Data chats, testing schedule, percentage tested, student pledge, Diagnostic Growth Report, Weekly Personalized Instruction Summary Position Responsible: Teachers, Dean, Principal, ELD Facilitators. Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, 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

Annual Performance Objective 1 Problem Statements:

Student Success
Problem Statement 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. Critical Root Cause: Critical Root Causes of the Problem: During the, 23-24 SY data indicated that we did not exit as many students on the ACCESS assessment as we had the previous year, however we had a higher number of students who were in the lower range (beginning language skills so it was more difficult for them to exit). We also had many newcomers enroll last year.





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).

Evaluation Data Sources: Walkthrough forms, student observations, essential questions/objectives stated on the board.

Improvement Strategy 1 Details		Status Checks		
Improvement Strategy 1: PLCs Teacher Clarity will improve student learning. Implement structured weekly PLC meetings with explicit agendas to discuss instructional practices, student data, and components of The Teacher Clarity Playbook. 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 Teacher Clarity. 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 Teacher Clarity 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. Formative Measures: PLC agendas, lesson plans, formative assessment data Formative Measures: Master schedule, Teacher Clarity focus walk form, leadership meeting notes, PLC agenda. Position Responsible: Teachers, Dean, Principal, ELD Facilitator. 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: Adult Learning Culture 1		Status Check		
		Jan	Apr	June

Improvement Strategy 2 Details	Status Checks		
Improvement Strategy 2: PLCs Develop a shared understanding of academic standards, curriculum expectations, and instructional best practices through the Teacher Clarity lens. Design PLC agendas to include incorporating Teacher Clarity 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. Formative Measures: PLC agendas, Teacher Clarity focus walk form, protocol and plan for teacher data analysis Position Responsible: Teachers, Dean, Principal, ELD Facilitator. Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Moderate Problem Statements/Critical Root Causes: Adult Learning Culture 1	Status Check		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: One goal this year will be Teacher Clarity and the use of "Today I am learning", "I am learning this because"... and "I will know what I have learned when".... statements in the classroom. We will also continue our iReady use. iReady is in its 2nd year, but we are still learning how to use & analyze the data & lessons with some of our students; Specifically EL and newcomers. Critical Root Cause: 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.


Goal 3: Connectedness


Aligns with District Priority


Annual Performance Objective 1: The percentage of students identified as chronically absent in the 24-25 school year will decrease by 5% when compared to the 23-24 percent identified as chronically absent.


Evaluation Data Sources: BIG Reports, IC reports, ASR, MTSS Attendance discussion and notes.

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: MTSS/Home Visits 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. Formative Measures: Contracts/agreements, attendance reports, attendance review data, outreach communication, process/protocols Position Responsible: Teachers, Dean, Principal, Attendance Clerk, District Attendance Department, Truancy. Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Strong, Moderate Problem Statements/Critical Root Causes: Connectedness 1	Status Check		
	Jan	Apr	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Annual Performance Objective 1 Problem Statements:

Connectedness
<p>Problem Statement 1: We continued to see our chronic absenteeism rate at 14% for the 2023-2024 SY, yet we put so many interventions and supports in place for students.</p> <p>Critical Root Cause: Our EL, Hispanic, Newcomer population continue to show higher level absenteeism rates as do our primary grade levels.</p>

Leadership Team

Team Role	Name	Position
Parent	Lauren Murray	PFA President/Parent
Classified Staff Member	Stefani Cantu	Librarian
Teacher	Joanne McAndrews	Resource K-5th
Teacher	Josh Newman	5th Grade
Teacher	Katrena Kalleres	4th Grade
Teacher and DL Rep Teacher	Laura Fermoile	3rd Grade
Teacher	Debi Welch	2nd Grade
Teacher	Cathy Lowden	1st Grade
Teacher	Kati Jones	Kinder
Member	Quinn Sims	ELD Facilitator
Member	Jilian Piper	Counselor
Team Co-Leader	Virginia Briggs	Dean
Team Leader	Erin Lane	Principal