Washoe County School District

Jessie Beck Elementary School

2024-2025 Status Check

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/jessie_beck_elementary/2024

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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	Status Check		
	Jan	Apr	June
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			

Improvement Strategy 2 Details	Status Checks		
	Status Check		
	Jan	Apr	June
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			

 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.

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

Improvement Strategy 1 Details	Status Checks		
	Status Check		
	Jan	Apr	June
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			

Improvement Strategy 2 Details	Status Checks		
	Status Check		
	Jan	Apr	June
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			

 No Progress Accomplished Continue/Modify Discontinue

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		
	Status Check		
	Jan	Apr	June
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			

 No Progress Accomplished Continue/Modify Discontinue