**Washoe County School District**

Roy Gomm Elementary

School Performance Plan: A Roadmap to Success

Roy Gomm Elementary *has established its School Performance Plan for the school year. This plan was developed by the school’s continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.*

**Principal:** Barbara Barker

**School Website:** [**https://www.washoeschools.net/gomm**](https://www.washoeschools.net/gomm)

**Email:** [bhbarker@washoeschools.net](mailto:bhbarker@washoeschools.net)

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**School Designations:** ☐Title I ☐CSI ☐TSI ☐ TSI/ATSI

*Our SPP was last updated on October 9, 2023*

# School Continuous Improvement Team

*The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school’s continuous improvement efforts outlined in the School Performance Plan.*

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| **Name** | **Role** |
| Barbara Barker | **Principal(s)** *(required)* |
| Troy Reinhardt, Building Learning Facilitator | **Other School Administrator(s)** *(required* |
| Katie Hill, Shannon Hatjakes, Jean Donley, Katie Weber, Maribel Ramirez, & Angela Motter | **Teacher(s)** *(required)* |
| Dorothy Hurt | **Paraprofessional(s)** *(required)* |
| Tory Yerton, Jenn Shepherd, Heather Siri, & Noree Staudmeister | **Parent(s)** *(required)* |
|  | **Student(s)** *(required for secondary schools)* |
|  | **Tribes/Tribal Orgs** *(if present in community)* |
|  | **Specialized Instructional Support Personnel** *(if appropriate)* |
| *Add additional members/roles as necessary* |  |

# School Demographics and Performance Information

*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* [ROY GOMM ELEMENTARY - Nevada Accountability Portal (nv.gov)](http://nevadareportcard.nv.gov/DI/nv/washoe/roy_gomm_elementary/2023)

# School Goals and Improvement Plan

*The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.*

## Inquiry Area 1 - Student Success

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| **Student Success** | |
| **Areas of Strength** | **Areas for Growth** |
| * Collaborative,experienced, and professional faculty. * Strong community support and involvement. * Minimal faculty transitions, most faculty members have been in the community for over 5 years. * Building wide Student Learning Objective (SLO), focused on writing instruction. * Students currently demonstrate a profeciency of 70.3% in ELA and 69.3% in Math which is above WCSD district rate (2022 – 2023 SBAC results). | * Intentionality around data review and data driven decisions within the PLC process using iReady, SBAC, Map, Summative/Formative classroom assessments. * Growth mindset versus fixed mindset. * Implementation of tier 1 instructional supports. * SBAC growth of 5% in both ELA and Math. * Continunity around implementation of reading, writing, and mathematical instruction. * Empowering scholars to take ownership of their academic journey with goal setting and student-led conferences. |
| **Problem Statement:** Roy Gomm student growth data reflects a stagnate growth for the past five years.  **Critical Root Causes of the Problem:**   * Implementation with understanding of district adopted curriculum, essential standards, and determining grade level expected outcomes. * Lack of continunity around instruction and implementation of district adopted curriculum. * For ELA, trends around the number of scholars struggling with comprehension of informational text and vocabulary. Math results demonstrated a need in the areas of number/operations, algebra and algebraic thinking, as well as measurement. * Authentic and intentional feedback for scholars around student academic need and progress. * Empowering our scholars to take an active role in their learning, discussing student data, creating a more authentic learning environment where scholars identify their academic needs and challenges. * Chronic absenteeism. | |

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| **Student Success** |
| |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **School Goal:** Increase student overall performance in both ELA and Math by 3% - 5% by the next SBAC assessment (2024)  **Formative Measures:**   * Track and discuss student data using iReady, SBAC, MAP, and formative and common summative data during weekly PLC meetings. * Implementation of Tier 1 classroom instruction by faculty with support of professional development, parent involvement, and resources. * Opportunities for additional reflection with our building Learning Facilitator two times per month. | **Aligned to Nevada’s STIP Goal:**   |  |  | | --- | --- | | X STIP Goal 1 | X STIP Goal 2 | | **X**STIP Goal 3 | X STIP Goal 4 | | X STIP Goal 5 | X STIP Goal 6 | | |
| |  |  | | --- | --- | | **Improvement Strategy: MTSS/Student Voice**  **Evidence Level: 2-3**  **Action Steps:** *What steps do you need to take to implement this improvement strategy?*   * Scheduling and determining resources to support effective implementation of tier 1 intervention strategies and instruction. * Communication around purpose of student-led data chats and weekly goal setting to community. * Faculty meets with students weekly to set academic goals and assess progress. * Identify engagement opportunities for community members through our PFA organization, based upon our 2022 – 2023 parent climate data results. * Tier 1 Intervention instruction and weekly goal setting meetings with scholars. Student-led data chats.   **Resources Needed:** What resources do you need to implement this improvement strategy?   * Professional development around tier 1 classroom instruction and iReady resources. * Twice monthly teacher meetings with LF to determine instructional gaps, and access to resources. * Opportunities to observe tier 1 classroom instruction.   **Challenges to Tackle:** What implementation challenges do you anticipate? What are the potential solutions?   * Implementation Challenge: PLC role and goal, access to professional development opportunities, and time to conduct observations. Also, identifying weekly opportunities to goal set with students. * Potential Solution: Reach out to district for PD resources and utilize district dedicated professional development days, twice monthly meetings with LF to identify potential challenges and solutions, and peer support with PLC’s and observing other classrooms.   **Funding:** What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?   * Identify principal directed substitute days to cover opportunities to observe classrooms. | **Lead:** *Who is responsible for implementing this strategy?*  Faculty & administration | |
| **Resource Equity Supports[[1]](#footnote-1):** *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?* |
| **English Learners**   * Challenge:Lack of consistent access to a dedicated building EL teacher. * Support:Monthly meetings with district EL teacher with administration, placement of students in GLAD trained faculty, Tier 1 instructional supports, and PD around Elevation resources.   **Foster/Homeless:**   * Challenge: *Update during SPP Roadmap Development.* * Support: *Update during SPP Roadmap Development.*   **Free and Reduced Lunch:**   * Challenge:Consistent implementation of tier 1 instruction for intentionality around scholars needing additional support. * Support:Tier 1 instruction, guaranteed and viable curriculum across grade levels, collaboration with families around student academic progress, PLC conversations around scholar progress to identify effective instructional strategies.   **Migrant:**   * Challenge: *Update during SPP Roadmap Development.* * Support: *Update during SPP Roadmap Development.*   **Racial/Ethnic Groups:**   * Challenge:Differentiating instruction to support and effectively identifing academic strengths and challenges. * Support:Tier 1 instructional supports that are differentiated and include GLAD instructional strategies.   **Students with IEPs:**   * Challenge: Identifing inclusion opportunities and ways to differentiate instruction, materials, and feedback. * Support:Collaboration with special education department, district sped experts, professional development around iReady supplemental and differentiated resources. Developing systems around our MTSS process, support, and communication with all stakeholders. Providing a guaranteed and viable curriculum for all scholars, conversations during PLC meetings, and effective implementation. |

## Inquiry Area 2 - Adult Learning Culture

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| **Adult Learning Culture** | |
| **Areas of Strength** | **Areas for Growth** |
| * Collaborative grade level PLC’s. * Community support and involvement. * Building wide SLO focused on writing instruction. * Access to Building Learning Facilitator * Opportunities for Professional Development. * Low faculty movement, most faculty members have been at Roy Gomm 5+ years. | * Adoption of district ELA/Math curriculum with understanding and differentiated to support the essential standards. * Providing authentic and intentional feedback around scholars academic standing. * Continunity around instructional strategies, resources, and data review. * PLC’s more focused on student outcomes as evidenced by the use of assessment data and conversations around student growth. |
| **Problem Statement:** Lack of professional development that clearly demonstrates how to analyze data and plan for instruction that meets student needs.  **Critical Root Causes of the Problem:**   * Stagnate academic progress from one grade to the next. * Continuity around reading, writing, and math instruction, resources, and grading. * Consistent implementation of district adopted curriculum and utilizing essential standards. * Clear expectations around functionality of the PLC process. | |

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| **Adult Learning Culture** |
| |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **School Goal:** Use assessment data in PLC’s to revise goals and monitor academic progress, differentiate resources, and set student goals for all students as measured by goal sheets. Gomm is developing this goal throughout the school year and will utilize 2023-24 as a baseline to determine our measurement and measurement tool.  **Formative Measures:**   * Review with grade level PLC teams, progress towards school goals, potentially establishing a grade level representative to share outcomes with admininstration. * LF support. * IReady, SBAC, MAP, and formative & common summative assessments. * Walk through observations and feedback. | **Aligned to Nevada’s STIP Goal:**   |  |  | | --- | --- | | X STIP Goal 1 | X STIP Goal 2 | | X STIP Goal 3 | X STIP Goal 4 | | X STIP Goal 5 | X STIP Goal 6 | | |
| |  |  | | --- | --- | | **Improvement Strategy:** Monitoring PLC’s, modeling intended outcomes, and provide professional development.  **Evidence Level:** Tier 2 – Moderate Support  **Action Steps:** What steps do you need to take to implement this improvement strategy?   * Twice monthly reflection visits with building LF. * Alignment and calibration of weekly PLC meetings. * Observation feedback and ongoing conversations with administration. * Develop resources to align schoolwide frequently used instructional strategies. * Reach out to district experts to request support for PD – Diana Walker was contacted and secured for ongoing PD.   **Resources Needed:** What resources do you need to implement this improvement strategy?   * None at this time.   **Challenges to Tackle:** What implementation challenges do you anticipate What are the potential solutions?   * Identifying time for professional development opportunities to discuss instructional best practices, district, and schoolwide data, PLC goals and expected outcomes. * Intentionality and purpose around twice monthly meetings with LF. * Potential Solution: Identifying an accountablity piece for PLC’s, have each grade level determine how and whether or not they met their goal.   **Funding:** What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?   * None at this time. | **Lead:** *Who is responsible for implementing this strategy?*  *Administration, LF, grade level faculty.* | |
| **Resource Equity Supports:** *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?* |
| **English Learners**   * Challenge: *Update during SPP Roadmap Development.* * Support: *Update during SPP Roadmap Development.*   **Foster/Homeless:**   * Challenge: *Update during SPP Roadmap Development.* * Support: *Update during SPP Roadmap Development.*   **Free and Reduced Lunch:**   * Challenge:Communicating with all stakeholders academic and SEL resources available. * Support:Providing all communication in Spanish and English and increase access (website, flyers, classroom weekly communications, principal’s weekly annuncements, notecards, postcards, and phone calls, parent/teacher/scholar conferences, and schoolwide Tracker and Parent Handbook).   **Migrant:**   * Challenge: *Update during SPP Roadmap Development.* * Support: *Update during SPP Roadmap Development.*   **Racial/Ethnic Groups:**   * Challenge:Communicating with all stakeholders in a variety of ways to increase access to information. * Support:Access to information – multiple and varied ways to communicate schoolwide happenings, checking out technology for use at home, and providing opportunities for professional development.   **Students with IEPs:**   * Challenge: Identifing inclusion opportunities and ways to differentiate instruction, materials, and feedback. * Support:Collaboration with special education department, district sped experts, professional development around iReady supplemental and differentiated resources. Developing systems around our MTSS (MTSS) process, support, and communication with all stakeholders. Providing a guaranteed and viable curriculum for all scholars, conversations during PLC meetings, and effective implementation. |

## Inquiry Area 3 - Connectedness

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| **Connectedness** | |
| **Areas of Strength** | **Areas for Growth** |
| * District culture/climate surveys * Twice a year parent/scholar conferences. * Systems of communication between school and community. * Strong and collaborative Parent Faculty Association (PFA) * Strong community/volunteer involvement. | * Increase communication around scholars academic growth. * Increase active participation and membership in our PFA. * Opportunities to collaborate with WCSD parent university to support areas of concerns for parents based upon our parent climate survey, for example, learning behaviors. |
| **Problem Statement: Parents and faculty work collaboratively to support our scholars academic and SEL progress.**  **Critical Root Causes of the Problem:**   * Clear and frequent communication between all stakeholders regarding scholars academic and SEL progress. | |

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| **Connectedness** |
| |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **School Goal: Increase learning behaviors (defined in 2022 – 2023 Parent Climate Survey), by 10% for the 2023 – 2024, and increase communication and collaboration regarding scholars academic progress.**  **Formative Measures:**   * Student-led conferences. * Weekly goal setting and recording in our schoolwide tracker. * Collaboration with parent university. * Identifying weekly scheduled meetings to set goals with scholars. * PFA collaboration to provide opportunities to discuss academic/SEL concerns. | **Aligned to Nevada’s STIP Goal:**   |  |  | | --- | --- | | X STIP Goal 1 | X STIP Goal 2 | | XSTIP Goal 3 | X STIP Goal 4 | | X STIP Goal 5 | X STIP Goal 6 | | |
| |  |  | | --- | --- | | **Improvement Strategy:** Establish a communication system that reports to all stakeholders scholars academic and SEL progress.  **Evidence Level: Tier 2 Moderate Evidence**  **Action Steps:** *What steps do you need to take to implement this improvement strategy?*   * Assessment data to include, iReady, SBAC, MAP (K-3), classroom and gradelevel formative and summative assessments. * Review parent and student climate survey. * Estabish a communication plan, via e-mail, snail mail, phone calls, personal conferences, IC, and weekly announcements, website. * Parent/student-led conferences twice a year. * Differentiating data to share with stakeholders. * Schoolwide Tracker.   **Resources Needed:** *What resources do you need to implement this improvement strategy?*   * Access to data reports and PD to disseminate information.   **Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?*   * Implementation Challenge: Parent and student feedback. * Potential Solution: Increase positive reinforcement to complete survey and provide multiple opportunities, with easy access in multiple languages.   **Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*   * None needed at this time. | **Lead:** *Who is responsible for implementing this strategy?*  Principal and Building Learning Facilitator | |
| **Resource Equity Supports:** *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?* |
| **English Learners**   * Challenge: *Update during SPP Roadmap Development.* * Support: *Update during SPP Roadmap Development.*   **Foster/Homeless:**   * Challenge: *Update during SPP Roadmap Development.* * Support: *Update during SPP Roadmap Development.*   **Free and Reduced Lunch:**   * Challenge:Communicating with all stakeholders academic and SEL resources available. * Support:Providing all communication in Spanish and English and increase access (website, flyers, classroom weekly communications, principal’s weekly annuncements, notecards, postcards, and phone calls, parent/teacher/scholar conferences, and schoolwide Tracker and Parent Handbook).   **Migrant:**   * Challenge: *Update during SPP Roadmap Development.* * Support: *Update during SPP Roadmap Development.*   **Racial/Ethnic Groups:**   * Challenge:Communicating with all stakeholders in a variety of ways to increase access to information. * Support:Access to information – multiple and varied ways to communicate schoolwide happenings, checking out technology for use at home, and providing opportunities for professional development.   **Students with IEPs:**   * Challenge: Identifing inclusion opportunities and ways to differentiate instruction, materials, and feedback. * Support:Collaboration with special education department, district sped experts, professional development around iReady supplemental and differentiated resources. Developing systems around our MTSS (MTSS) process, support, and communication with all stakeholders. Providing a guaranteed and viable curriculum for all scholars, conversations during PLC meetings, and effective implementation. |

# School Community Outreach

*This section highlights our school’s deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.*

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| **Outreach Activity** | **Date** | **Lessons Learned from the School Community** |
| School Goal: Increasing communication and opportunities for all stakeholders to participte in our school community through:   * Parent/Teacher Conference (October 2023) * Student Data-Driven Conference (February 2024) Designed to support scholars ability to discuss their academic journey with their parents. * Back to School Night (August 2023) * Open House (September 2023) * Recruitment of Stakeholder Volunteer Opportunities at all schoolwide community events (ongoing) * Weekly Announcements (ongoing) * Scholar Semester Tracker resource (ongoing) * Parent Faculty Association (PFA) and School Calendar Resource * Monthly PFA Board meetings and semester General meetings * Art Night (October 2023) * Bingo Night (January 2024) * Science Fair (April 2024) * Parent University * Wellness Committee * State of Academic Achievement – Roy Gomm (January 2024) |  | One of the greatest lessons learned from our community outreach opportunities is that all stakeholders are passionate, informed, and appreciate the opportunity to partner in their child’s academic/SEL journey. |

1. “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED) [↑](#footnote-ref-1)