Washoe County School District

Nancy Gomes Elementary School

2024-2025 School Performance Plan

Classification: 2 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/nancy_gomes_elementary/2024

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Comprehensive Needs Assessment

Student Success

Student Success Summary

For the 23-24 school year, our goal was to increase SBAC math student proficiency from 32% to 37%. We increased our proficiency to 35%; however, our Student Growth Percentile went from 41% to 58%. Therefore, our students are growing, but we need them to be growing fast enough to become proficient. Our students Student Growth Percentile in ELA increased by 12%.

Student Success Strengths

- We increased our math proficiency by 3%.
- Our SGP increased 17% in math.
- 53% of students that met their typical growth in i-Ready for ELA and 47% in Math
- 29% of students that met their stretch growth in i-Ready for ELA and 24% in Math
- Students with IEP's grew to 68% in math.
- Student engagement improved during informal/formal classroom observations
- Teachers intervened with increasing frequency to promote student understanding

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Our Hispanic students are not making growth. We do not have a big enough "n" size to obtain data.   **Critical Root Cause:** Teacher turnover Long term substitute teachers in testing grades Attendance

Problem Statement 2 (Prioritized): Behavior impacted attendance   **Critical Root Cause:** Parents kept students home once students received consequences at the end of the school year.

Problem Statement 3 (Prioritized): Student absences impacted a sense of community and relationships.   **Critical Root Cause:** Long term trips out of country, lack of relationships with peers and staff, and unverified health issues

Problem Statement 4 (Prioritized): Navigating master schedules to ensure Tier 1 instruction is happening consistently for all students.   **Critical Root Cause:** Novice teachers, lack of knowledge in the MTSS process, complacent professionals

Adult Learning Culture

Adult Learning Culture Summary

Our 23-24 goal was 100% of instructional staff will use MTSS strategies, i-Ready and teacher discretion during all tiers of math instruction to close the achievement gap while still focusing on grade level content. 100% of our instructional staff did use MTSS and i-Ready; however, staff was still learning about i-Ready. The staff did implement, but did not know about all of the features and functions of the program. Staff was primarily ensuring students were on and following their pathway. For the 24-25 school year, our instructional staff will ensure 70% of students are passing lessons. As a whole school, we will be analyzing the i-Ready data to ensure all students meet their typical growth.

Adult Learning Culture Strengths

- Whole staff implementation of i-Ready as shown by data
- MTSS weekly and monthly meetings
- Collaboration amongst staff
- PLC time
- Culture and climate are safe, positive and supportive

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Navigating master schedules to ensure Tier 1 instruction is happening consistently for all students. **Critical Root Cause:** Novice teachers, lack of knowledge in the MTSS process, complacent professionals

Connectedness

Connectedness Summary

We met our 23-24 goal and decreased chronic absenteeism by 6%! More students came to school, which is vital for students to learn academically as well as socially. We are working hard to ensure all students are connected within our school community. We are celebrating each and every student for attending school every day, which will positively impact our community.

Connectedness Strengths

- Met our SPP 23-24 connectedness goal!
- Increased family engagement with our events, conferences, awards ceremonies
- Increased family communication
- Monthly celebrations to families i.e., postcards
- Attendance incentives and parties
- MTSS attendance team

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Behavior impacted attendance   **Critical Root Cause:** Parents kept students home once students received consequences at the end of the school year.

Problem Statement 2 (Prioritized): Student absences impacted a sense of community and relationships.   **Critical Root Cause:** Long term trips out of country, lack of relationships with peers and staff, and unverified health issues

Priority Problem Statements

Problem Statement 1: Navigating master schedules to ensure Tier 1 instruction is happening consistently for all students.
Critical Root Cause 1: Novice teachers, lack of knowledge in the MTSS process, complacent professionals
Problem Statement 1 Areas: Student Success - Adult Learning Culture

Problem Statement 2: Behavior impacted attendance
Critical Root Cause 2: Parents kept students home once students received consequences at the end of the school year.
Problem Statement 2 Areas: Student Success - Connectedness

Problem Statement 3: Student absences impacted a sense of community and relationships.
Critical Root Cause 3: Long term trips out of country, lack of relationships with peers and staff, and unverified health issues
Problem Statement 3 Areas: Student Success - Connectedness

Problem Statement 4: Our Hispanic students are not making growth. We do not have a big enough "n" size to obtain data.
Critical Root Cause 4: Teacher turnover Long term substitute teachers in testing grades Attendance
Problem Statement 4 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- 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
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- School leadership data
- School department and/or faculty meeting discussions and data
- Teacher retention
- Teacher evaluation
- Administrator evaluation

Parent/Family/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

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 in reading on the third iReady Diagnostic. 40% 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.

One hundred percent of students in grades K-5 will meet their typical growth in math on the third iReady Diagnostic. 40% of students who are two or more grade levels below on the first math iReady Diagnostic will meet their stretch growth target on the third diagnostic.

> **Evaluation Data Sources:** Weekly personalized instruction summary
> Master schedule

> **Summative Evaluation:** Continue/Modify

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: i-Ready	**Status Check**		
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. Provide staff professional learning focused on best practices for incorporating iReady Personalized Path lesson completion into daily class schedule. Create an incentive program/system to support students in meeting weekly lesson passage goals.	**Jan**	**Apr**	**June**
Formative Measures: i-Ready data			
Position Responsible: PLC team members: grade level teachers, resource teachers, EL facilitator, admin			
Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk **- Evidence Level:** Promising			
Problem Statements/Critical Root Causes: Student Success 1, 2, 3, 4 - Adult Learning Culture 1 - Connectedness 1, 2			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✕ Discontinue

Annual Performance Objective 1 Problem Statements:

Student Success
Problem Statement 1: Our Hispanic students are not making growth. We do not have a big enough "n" size to obtain data. **Critical Root Cause**: Teacher turnover Long term substitute teachers in testing grades Attendance
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Goal 2: Adult Learning Culture
Aligns with District Priority

Annual Performance Objective 1: Classroom walkthroughs will indicate at least 75% of teachers consistently implement 2 of the 4 components of Teacher Clarity. Specifically, teachers will implement clarity of organization and clarity of explanation.

Evaluation Data Sources: PLC agendas
Lesson plans
Master Schedule
Leadership meeting notes
PLC agenda

Improvement Strategy 1 Details		Status Checks		
Improvement Strategy 1: PLC's		**Status Check**		
Implement peer observation and feedback protocols and share observation takeaways during PLC meetings to promote continuous improvement. A member of the administrative team will be present at all PLC meetings to lead the collaboration around Teacher Clarity.		**Jan**	**Apr**	**June**
Formative Measures: Walkthrough data				
Position Responsible: PLC team members: grade level teachers, resource teachers, EL facilitator, admin				
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 4 - Adult Learning Culture 1				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Annual Performance Objective 1 Problem Statements:

| Student Success |
|---|
| **Problem Statement 4**: Navigating master schedules to ensure Tier 1 instruction is happening consistently for all students. **Critical Root Cause**: Novice teachers, lack of knowledge in the MTSS process, complacent professionals |

Adult Learning Culture
Problem Statement 1: Navigating master schedules to ensure Tier 1 instruction is happening consistently for all students.   **Critical Root Cause**: Novice teachers, lack of knowledge in the MTSS process, complacent professionals

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 6% when compared to the 23-24 percent identified as chronically absent.

Evaluation Data Sources: BIG and Infinite Campus

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Family Engagement - PBIS and SEL. Increase family engagement events both academically and socially. Incentivize students to come to school each day through classroom rewards such as parties for every 21 days of perfect attendance, lunchroom trophy, etc. Increase a welcoming environment through signage in the foyer, parent newsletters, sending home student postcards, phone calls and emails. Every student will be connected personally with an adult in the school building.	**Status Check**		
	Jan	**Apr**	**June**
Formative Measures: Climate Survey Student Advisory Council data **Position Responsible:** All staff **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 2, 3 - Connectedness 1, 2			

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Annual Performance Objective 1 Problem Statements:

Student Success
Problem Statement 2: Behavior impacted attendance   **Critical Root Cause**: Parents kept students home once students received consequences at the end of the school year.
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Schoolwide and Targeted Assistance Title I Elements

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The leadership team meets twice in the fall to review the plans and provide feedback for making revisions. In addition, feedback is gathered in our meetings or in person during our events.

2.2: Regular monitoring and revision

We hold status checks twice per year with our leadership team to monitor each strategy, document our lessons learned and next steps are recorded in Plan4Learning.

2.3: Available to parents and community in an understandable format and language

The plan is posted on our school website in English, as well as sent to families in the newsletter and available at the front desk.

2.4: Opportunities for all children to meet State standards

N/A