

Washoe County School District
Nancy Gomes Elementary School
2024-2025 Status Check with Notes

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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 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
<p>Improvement Strategy 1: i-Ready</p> <p>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.</p> <p>Formative Measures: i-Ready data Position Responsible: PLC team members: grade level teachers, resource teachers, EL facilitator, admin</p> <p>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</p>	<p>Jan</p>  <p>January Lessons Learned Absenteeism; Behaviors in select classrooms; Change in EL support; Lack of buy in with students and staff; Timing of the diagnostic (right before Winter Break); Student stamina</p> <p>January Next Steps/Need Data chats with every student - not just on scores, but with specific goals; Intentional groupings; Differentiation with equal focus on enrichment for below grade level and exceeding grade level students.</p> <p>Apr</p> <p>April Lessons Learned</p> <p>April Next Steps/Need</p> <p>June</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>



No Progress



Accomplished



Continue/Modify



Discontinue

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
<p>Improvement Strategy 1: PLC's</p> <p>Implement peer observation and feedback protocols and share observation takeaways during PLC meetings to promote continuous improvement.</p> <p>A member of the administrative team will be present at all PLC meetings to lead the collaboration around Teacher Clarity.</p> <p>Formative Measures: Walkthrough data</p> <p>Position Responsible: PLC team members: grade level teachers, resource teachers, EL facilitator, admin</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Student Success 4 - Adult Learning Culture 1</p>	<div><div>Jan</div><div>60%</div><div>January Lessons Learned Admin has been present at every PLC meeting; Peer observation has not occurred yet but will occur in the spring; Learning targets are posted and referred to in every classroom; 70% of students know what they are learning not doing; 80% of teachers consistently set challenging tasks.</div><div>January Next Steps/Need Peer observations; Continue with at least 85% of students verbalizing what they are learning not just what they are doing; 90% of teachers working toward consistently setting challenging tasks.</div></div> <div><div>Apr</div><div>April Lessons Learned</div><div>April Next Steps/Need</div></div> <div><div>June</div><div>June Lessons Learned</div><div>June Next Steps/Need</div></div>
<div><div>0% No Progress</div><div>100% Accomplished</div><div>Continue/Modify</div><div>Discontinue</div></div>	

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
<p>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.</p> <p>Formative Measures: Climate Survey Student Advisory Council data</p> <p>Position Responsible: All staff</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Student Success 2, 3 - Connectedness 1, 2</p>	<div><div>Jan</div><div>20%</div><div>January Lessons Learned</div><div>Students are eager to earn the trophies and events; Parent meetings seem to be successful but then lack in follow through; Meetings with students continue; Positive response from attendance letters.</div><div>January Next Steps/Need</div><div>Weekly positive attendance messages to families via Class Dojo; Increase parent meetings; Spring conferences are needed for continued school/home communication</div></div> <div><div>Apr</div><div>April Lessons Learned</div><div>April Next Steps/Need</div></div> <div><div>June</div><div>June Lessons Learned</div><div>June Next Steps/Need</div></div>
<div><div>0% No Progress</div><div>100% Accomplished</div><div>Continue/Modify</div><div>Discontinue</div></div>	