

Washoe County School District
John Bohach Elementary School
2025-2026 School Improvement Plan

Classification: 5 Star School



Mission Statement

Mission:

Bohach Elementary School is responsible for building a foundation of essential academic and social skills for all students to help ensure their future success in school and beyond.

Vision

Vision:

Bohach will utilize a strong adult culture of teaching and learning to teach every child relentlessly so that they grow and attain proficiency.

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/2025>

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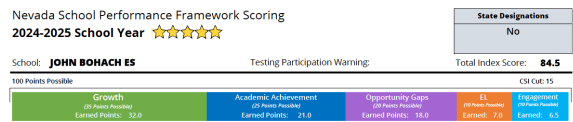
Comprehensive Needs Assessment

Revised/Approved: June 11, 2025

Student Success

Student Success Areas of Strength

Bohach received 84.5 points on the NSPF



Growth measures on SBA show high growth overall. Bohach received 9/10 points for Math AGP and 9/10 for ELA AGP. Opportunity Gap. Math opportunity gap was also high and received 8/10 points. ELA opportunity gap was the highest growth category and received 10/10 points.

The lowest performing category was chronic absenteeism, receiving 6.5 points out of 10

Bohach student growth is high in both ELA and mathematics. Cohorts are growing in proficiency as well. Science performance remains strong but is still an opportunity. AGP increased. Year over year proficiency is increasing in math. Bohach outperformed the district in growth.

Student Success Areas for Growth

Chronic absenteeism continues to be a challenge and our rate increased from 9% to 11% this year.

School Value	Chronic Absenteeism	School Value
Rate: 11.3	Points Earned: 6.5	Reduction: 26
< 5	10	Chronic Absenteeism Points Earned for Rate
>= 5 and < 6	9.5	
>= 6 and < 7	9	
>= 7 and < 8	8.5	
>= 8 and < 9	8	
>= 9 and < 10	7.5	
>= 10 and < 11	7	
>= 11 and < 12	6.5	
>= 12 and < 13	6	
>= 13 and < 14	5.5	
>= 14 and < 15	5	>=30
>= 15 and < 16	4.5	>=27 and < 30
>= 16 and < 17	4	>=24 and <27
>= 17 and < 18	3.5	>=21 and <24
>= 18 and < 19	3	>=18 and <21
>= 19 and < 20	2.5	>=15 and <18
>= 20 and < 21	2	>=12 and <15
>= 21 and < 22	1.5	>=9 and <12
>= 22 and < 23	1	>=6 and <9
>= 23 and < 24	0.5	>=3 and <6
>= 24	0	<3
Chronic Absenteeism Reduction Incentive Point: 0		

SBA pooled proficiency overall was 55.9 across subjects and grade levels. This indicates that there is work to do to increase proficiency in ELA, math and science.

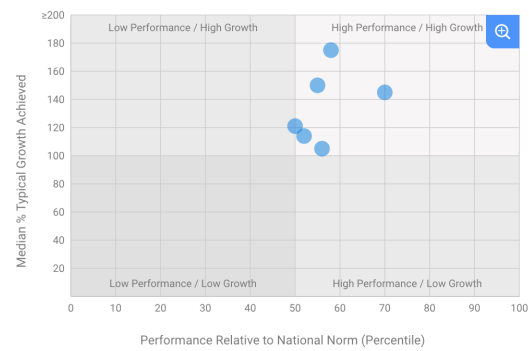
SBAC	School Value: 55.9
Pooled Proficiency	Points Earned: 17
>= 60	20
< 60 and >= 58	19
< 58 and >= 56	18
< 56 and >= 55	17
< 55 and >= 54	16
< 54 and >= 53	15
< 53 and >= 52	14
< 52 and >= 50	13
< 50 and >= 49	12
< 49 and >= 48	11
< 48 and >= 46	10
< 46 and >= 44	9
< 44 and >= 42	8
< 42 and >= 40	7
< 40 and >= 38	6
< 38 and >= 35	5
< 35 and >= 33	4
< 33 and >= 30	3
< 30 and >= 26	2
< 26	1

iReady shows high reading growth and proficiency across grade levels

Student Growth in Reading Shown by **Grade**

Across the School from Fall to Spring (March 2 - End of Year)

03/02/25 - 06/30/25

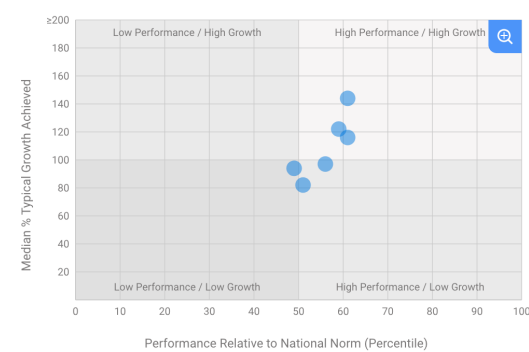


iReady shows high math performance and high growth in grades k, 3,4 and 5

Student Growth in Math Shown by **Grade**

Across the School from Fall to Spring (March 2 - End of Year)

03/02/25 - 06/30/25



Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	WIDA AGP was high but can still improve	Targeted support and Tier 1 support for all teachers
Foster/Homeless	May struggle to connect and may not have a consistent trusted adult	Leverage trusted adults, ensure trusted adults are in place
Free and Reduced Lunch	Not identified	Support all learners as if FRL and may need extra support
Migrant/Title I-C Eligible	N/A	N/A
Racial/Ethnic Minorities	May struggle with connection, may feel undervalued	Passion projects, Tier 1 Counseling Guidance on diversity
Students on an IEP	Proficiency rates for this population remain below the overall	Targeting growth for each student on an IEP and closely connecting IEP goals to standards, front loading content

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): 1 Teachers may struggle with clarity in instruction. 2 Teachers may struggle to provide sufficient volume of reading to students. They may be having difficulty creating structured opportunities for reading inside and outside of the reading block. 3 Students may need to engage in more volume of reading non-fiction text.

Critical Root Cause: 1 Curriculum materials offer too many resources and not all are well aligned to summative assessment outcomes. Some materials may be deeply aligned to standards and outcomes and some may not. 2 Teachers are following district guidance for implementing core ELA curriculum which may not offer enough time in text to students.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Bohach teachers are motivated to meet the needs of all learners. Bohach teachers utilize data trackers to monitor student growth and learning mastery.

Adult Learning Culture Areas for Growth

Bohach utilized weekly Professional Learning Community (PLC) time. Teachers engage in common planning based on common pacing and assessed by common assessments. Teachers share data and strategies to maximize learning.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Lesson access may not be sufficient	PD/PL in SoR and coaching to support systematic vocabulary instruction, anchor charts
Foster/Homeless	lack of consistent adults	Access to trusted adult
Free and Reduced Lunch	lack of identification	Treat all learners as potentially FRL learners who may need additional supports
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	may feel disconnection from mainstream learning community	Tier 1 counseling guidance lessons in diversity, passion projects
Students with IEPs	Gap between IEP goals and grade level expectations may be large	Pre teach/ leverage small group to view content ahead of time

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teachers may struggle to provide sufficient volume of reading to students. They may be having difficulty creating structured opportunities for

reading inside and outside of the reading block.

Critical Root Cause: Teachers are following district guidance for implementing core ELA curriculum which may not offer enough time in text to students

Connectedness

Connectedness Areas of Strength

Bohach has strengths in the area of connectedness including positive parent and student climate and safety surveys. Additionally, the metric that is used to measure connectedness in the NSPF, chronic absenteeism, has seen year over year improvement and last year was our lowest ever at 9%.

Connectedness Areas for Growth

Bohach chronic absenteeism decreased to 9%. Parents, staff and student climate and safety surveys noted trusting relationships and a positive climate.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	May lack entry point in lessons,	Coaching supports and passion project participation
Foster/Homeless	May lack trusted adults, may struggle with transportation	Connect with Foster Supports as needed, provide consistent trusted adult support
Free and Reduced Lunch	Lack of identification of FRL students	Support all students as if they may need additional supports
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	May feel disconnected from community.	passion projects, Tier 1 counseling support in valuing diversity
Students with IEPs	May struggle to connect with Tier 1 lessons, may feel undervalued in academic setting	Clubs, passion projects and inclusionary practices, Tier 1 counseling in diversity

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Students in grades 4 and 5 begin to display signs of disengagement in the school environment.

Critical Root Cause: Students may feel that they lack power and or agency in the school environment.

Priority Problem Statements

Problem Statement 1: 1 Teachers may struggle with clarity in instruction. 2 Teachers may struggle to provide sufficient volume of reading to students. They may be having difficulty creating structured opportunities for reading inside and outside of the reading block. 3 Students may need to engage in more volume of reading non fiction text.

Critical Root Cause 1: 1 Curriculum materials offer too many resources and not all are well aligned to summative assessment outcomes. Some materials may be deeply aligned to standards and outcomes and some may not. 2 Teachers are following district guidance for implementing core ELA curriculum which may not offer enough time in text to students.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Teachers may struggle to provide sufficient volume of reading to students. They may be having difficulty creating structured opportunities for reading inside and outside of the reading block.

Critical Root Cause 2: Teachers are following district guidance for implementing core ELA curriculum which may not offer enough time in text to students

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Students in grades 4 and 5 begin to display signs of disengagement in the school environment.

Critical Root Cause 3: Students may feel that they lack power and or agency in the school environment.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- Other
 - iReady

Adult Learning Culture

- Lesson Plans
- Teacher evaluation
- Teacher retention
- Walk-through data

Connectedness

- Attendance
- Behavior
- Perception/survey data
- School safety data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase growth and proficiency in ELA and mathematics as measured by SBA assessments.

KPI:

- 1) All students will attain at least typical growth as measured by iReady assessments.
- 2) Increase overall iReady proficiency in reading from 52% to 55% and in math from 57% to 60% as measured by iReady

Aligns with District Goal

- Formative Measures:** 1) All students will attain at least typical growth as measured by iReady assessments.
 2) Increase overall iReady proficiency in reading from 52% to 55% and in math from 57% to 60% as measured by iReady

Improvement Strategy 1 Details				Status Checks														
Improvement Strategy 1: 1 iReady 2 Accelerated Reader <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>All students will complete WCSD suggested pathway lessons/time in platform in iReady in ELA and math.</td><td>Classroom teachers and administration</td><td>8/11/25-6/5/25</td></tr><tr><td>2</td><td>Students in grades 3-5 will increase volume of independent reading.</td><td>Classroom teachers</td><td>8/11/25-6/5/25</td></tr></table> Position Responsible: Classroom teachers and administration Evidence Level Level 1: Strong: Accelerated Reader Level 3: Promising: i-Ready Problem Statements/Critical Root Cause: Student Success 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	All students will complete WCSD suggested pathway lessons/time in platform in iReady in ELA and math.	Classroom teachers and administration	8/11/25-6/5/25	2	Students in grades 3-5 will increase volume of independent reading.	Classroom teachers	8/11/25-6/5/25	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline											
				1	All students will complete WCSD suggested pathway lessons/time in platform in iReady in ELA and math.	Classroom teachers and administration	8/11/25-6/5/25											
				2	Students in grades 3-5 will increase volume of independent reading.	Classroom teachers	8/11/25-6/5/25											
Nov	Feb	May																
No review	No review	No review																

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: 1 Teachers may struggle with clarity in instruction. 2 Teachers may struggle to provide sufficient volume of reading to students. They may be having difficulty creating structured opportunities for reading inside and outside of the reading block. 3 Students may need to engage in more volume of reading non fiction text. **Critical Root Cause:** 1 Curriculum materials offer too many resources and not all are well aligned to summative assessment outcomes. Some materials mat be deeply aligned to standards and outcomes and some may not. 2 Teachers are following district guidance for implementing core ELA curriculum which may not offer enough time in text to students.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: 100% of Bohach teachers will participate in professional learning around teacher clarity.

Aligns with District Goal

Formative Measures: Professional development will be given around teacher clarity during one early release Wednesday per month beginning in August.

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLC's				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Professional Development and Professional Learning Communities:Teachers will participate in professional learning focused in the area of clarity and instructional design	Teachers and administration	Monthly beginning in August			
Position Responsible: Teachers and administration						
Evidence Level Level 2: Moderate: PLC's						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Teachers may struggle to provide sufficient volume of reading to students. They may be having difficulty creating structured opportunities for reading inside and outside of the reading block. Critical Root Cause: Teachers are following district guidance for implementing core ELA curriculum which may not offer enough time in text to students

Inquiry Area 3: Connectedness

SMART Goal 1: 100% of students in grades k-5 will complete a passion project.

Aligns with District Goal

Formative Measures: All students will work on passion projects each week, teachers will schedule passion project time each week

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: Passion Project Implementation <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Students engage in passion projects</td><td>Teacher advisor and Assistant Principal</td><td>Monthly beginning in October</td></tr></table> Position Responsible: Teachers Evidence Level Level 4: Demonstrate Rationale: Passion Projects Problem Statements/Critical Root Cause: Connectedness 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Students engage in passion projects	Teacher advisor and Assistant Principal	Monthly beginning in October	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Students engage in passion projects	Teacher advisor and Assistant Principal	Monthly beginning in October							
				Nov	Feb	May								
No review	No review	No review												

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Students in grades 4 and 5 begin to display signs of disengagement in the school environment. Critical Root Cause: Students may feel that they lack power and or agency in the school environment.

Community Outreach Activities

Activity	Date	Lesson Learned
Meet the teacher/meet the school	August 8, 2025	Connecting families with adults, gathering info on student needs.
Kindergarten Parent Welcome	August 18, 2025	Meeting and school introduction, school mission and vision overview and school improvement plan overview