

**Washoe County School District**

**Nancy Gomes Elementary School**

**2025-2026 School Improvement Plan**

**Classification: 2 Star School**

# 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/nancy\\_gomes\\_elementary/2025](https://nevadareportcard.nv.gov/DI/nv/washoe/nancy_gomes_elementary/2025)

Table of Contents

Comprehensive Needs Assessment ..... 4

    Student Success ..... 4

    Adult Learning Culture ..... 7

    Connectedness ..... 10

Priority Problem Statements ..... 12

Comprehensive Needs Assessment Data Documentation ..... 14

Inquiry Areas ..... 15

    Inquiry Area 1: Student Success ..... 15

    Inquiry Area 2: Adult Learning Culture ..... 18

    Inquiry Area 3: Connectedness ..... 20

Community Outreach Activities ..... 22

# Comprehensive Needs Assessment

Revised/Approved: November 19, 2025

## Student Success

### Student Success Areas of Strength

- Our 24- 25 ACCESS data showed that we made significant gains. We had 100% growth in writing.
- 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
- Professional development with teachers surrounding language and vocabulary acquisition incorporating ELLevation strategies show direct impact.
- Co-teaching, co-planning and PDSA cycles reinforced vocabulary instruction and use in reading and writing in 2nd and 4th grades.

### Student Success Areas for Growth

For the 24-25 school year, we had 79% growth in reading. Our data showed that we need to improve speaking with our students.

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 Equity Resource Supports

| Student Group                    | Challenge                                                                                                                                               | Solution                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>English Learners</b>          | Our EL students are not making enough growth in speaking.                                                                                               | <p>More speaking and listening strategies in the classroom such as read alouds, accountable talk, role playing, storytelling and presentations</p> <p>Tier 1 instruction of the implementation of Ellevation, GLAD strategies, visual aids and context and student engagement</p> <p>SEL strategies such as building confidence, embracing mistakes, self awareness and building relationships</p> |
| <b>Foster/Homeless</b>           | Emotional stress and trauma can impact focus and academic performance                                                                                   | <p>Create trauma-informed reading spaces and routines in classrooms</p> <p>Provide personalized reading supports, materials, and device access</p>                                                                                                                                                                                                                                                 |
| <b>Free and Reduced Lunch</b>    | <p>Limited access to books or digital learning tools at home</p> <p>Unstable housing or food insecurity may affect focus and attendance</p>             | <p>Distribute take-home reading books and identify who needs technology to access MaxScholar (if needed)</p> <p>Collaborate with community partners to sponsor family literacy nights</p>                                                                                                                                                                                                          |
| <b>Migrant/Title1-C Eligible</b> | N/A                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Racial/Ethnic Minorities</b>  | <p>Underrepresentation in advanced literacy groups or enrichment programs</p> <p>Fewer texts that reflect their identities and cultural backgrounds</p> | <p>Offer professional development on anti-bias and equity-centered literacy practices</p> <p>Launch family literacy initiatives led by staff from shared cultural backgrounds</p>                                                                                                                                                                                                                  |

| Student Group      | Challenge                                                        | Solution                                                                                                                                                                                                                                                    |
|--------------------|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students with IEPs | Need individualized, scaffolded instruction aligned to IEP goals | <p>Strengthen co-teaching and inclusion models in literacy classrooms</p> <p>Schedule protected collaboration time for IEP-aligned instructional planning</p> <p>Implementation of two programs for help with dyslexia, phonemic awareness and phonics.</p> |

### 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. In the 24 - 25 ACCESS data, 3/13 short term EL students met expected growth. Our EL and students with IEP's make up a large portion of our chronically absent students.

**Critical Root Cause:** Teacher turnover Long term substitute teachers in testing grades Attendance Trips to their native country Feeling behind in their academics

**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

**Problem Statement 3 (Prioritized):** Navigating master schedules to ensure Tier 1 instruction is happening consistently for all students. Our English Learners are not improving in their speaking and listening skills. Students with IEP's are accessing Tier 1, but remediation is a large amount of time.

**Critical Root Cause:** Novice teachers, lack of knowledge in the MTSS process, complacent professionals

**Problem Statement 4 (Prioritized):** Navigating master schedules to ensure Tier 1 instruction is happening consistently for all students. Our English Learners are not improving in their speaking and listening skills. Students with IEP's are accessing Tier 1, but remediation is a large amount of time.

**Critical Root Cause:** Novice teachers, lack of knowledge in the MTSS process, complacent professionals

**Problem Statement 5 (Prioritized):** Behavior impacted attendance Attendance impacted student growth and proficiency We held many parent meetings to assist with barriers or issues, and some did not yield the change that we were hoping for. Our EL and students with IEP's make up a large portion of our chronically absent students.

**Critical Root Cause:** Parents kept students home once students received consequences at the end of the school year. Parents continued to have students miss school even when barriers or issues were addressed. Students feeling behind in their academics.

**Problem Statement 6 (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 7 (Prioritized):** Behavior impacted attendance Attendance impacted student growth and proficiency We held many parent meetings to assist with barriers or issues, and some did not yield the change that we were hoping for. Our EL and students with IEP's make up a large portion of our chronically absent students.

**Critical Root Cause:** Parents kept students home once students received consequences at the end of the school year. Parents continued to have students miss school even when barriers or issues were addressed. Students feeling behind in their academics.

# Adult Learning Culture

## Adult Learning Culture Areas of Strength

- In the 24-25 school year, 35% of students met their stretch growth goal in i-Ready. 92% of our Kindergartners are ready for 1st grade. We celebrated staff for their hard work and achievements.
- 100% of the instructional staff used MTSS research based best practices.
- 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

## Adult Learning Culture Areas for Growth

In the 24-25 school year, 100% of teachers had students engaged in their i-Ready pathways the allotted amount of time per district guidelines. Teachers intervened when students needed assistance or support.

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 Equity Resource Supports

| Student Group    | Challenge                                                                                                                                 | Solution                                                                                                                                                                                                                                                         |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English Learners | Instruction may not be consistently scaffolded to support language development<br><br>Families may feel excluded due to language barriers | Provide PD on culturally responsive instruction and language acquisition strategies<br><br>Create structured collaboration time for general education and ELL educators<br><br>Reassign staff to support ELL family engagement (translators, bilingual liaisons) |

| Student Group                    | Challenge                                                                                                                                                                                                                           | Solution                                                                                                                                                                                                                  |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Foster/Homeless</b>           | <p>Frequent moves lead to disrupted relationships with teachers and staff</p> <p>Students may feel disconnected or unsupported socially and academically</p>                                                                        | <p>Identify a trusted adult or staff “anchor” for every foster/homeless student</p> <p>Establish protocols to ensure transitions (new classroom, new school) are student-centered</p>                                     |
| <b>Free and Reduced Lunch</b>    | <p>Students may struggle with focus or attendance due to unmet basic needs</p> <p>Families may be less visible in school spaces due to time, work, or trust barriers</p>                                                            | <p>Provide supports and resources to families and staff contact information on how to receive this information</p> <p>Launch family advisory groups to elevate underrepresented voices in school improvement planning</p> |
| <b>Migrant/Title1-C Eligible</b> | N/A                                                                                                                                                                                                                                 |                                                                                                                                                                                                                           |
| <b>Racial/Ethnic Minorities</b>  | <p>Curriculum and instruction may lack cultural relevance</p> <p>Families may feel excluded from decision-making or overlooked in communication</p>                                                                                 | <p>Prioritize student voice in school leadership decisions within our Soaring Students Advisory Council</p>                                                                                                               |
| <b>Students with IEPs</b>        | <p>IEP accommodations may not be consistently implemented across classrooms</p> <p>Some teachers feel unprepared or unsupported to meet diverse needs</p> <p>General and special education staff may lack time to plan together</p> | <p>Establish dedicated co-planning time for GenEd and SpEd teachers</p> <p>Use PLC's to build shared accountability for IEP implementation and student growth</p>                                                         |

## **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. Our English Learners are not improving in their speaking and listening skills. Students with IEP's are accessing Tier 1, but remediation is a large amount of time.

**Critical Root Cause:** Novice teachers, lack of knowledge in the MTSS process, complacent professionals

**Problem Statement 2 (Prioritized):** Our Hispanic students are not making growth. We do not have a big enough "n" size to obtain data. In the 24 - 25 ACCESS data, 3/13 short term EL students met expected growth. Our EL and students with IEP's make up a large portion of our chronically absent students.

**Critical Root Cause:** Teacher turnover Long term substitute teachers in testing grades Attendance Trips to their native country Feeling behind in their academics

**Problem Statement 3 (Prioritized):** Navigating master schedules to ensure Tier 1 instruction is happening consistently for all students. Our English Learners are not improving in their speaking and listening skills. Students with IEP's are accessing Tier 1, but remediation is a large amount of time.

**Critical Root Cause:** Novice teachers, lack of knowledge in the MTSS process, complacent professionals

**Problem Statement 4 (Prioritized):** Behavior impacted attendance Attendance impacted student growth and proficiency We held many parent meetings to assist with barriers or issues, and some did not yield the change that we were hoping for. Our EL and students with IEP's make up a large portion of our chronically absent students.

**Critical Root Cause:** Parents kept students home once students received consequences at the end of the school year. Parents continued to have students miss school even when barriers or issues were addressed. Students feeling behind in their academics.

**Problem Statement 5 (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 6 (Prioritized):** Behavior impacted attendance Attendance impacted student growth and proficiency We held many parent meetings to assist with barriers or issues, and some did not yield the change that we were hoping for. Our EL and students with IEP's make up a large portion of our chronically absent students.

**Critical Root Cause:** Parents kept students home once students received consequences at the end of the school year. Parents continued to have students miss school even when barriers or issues were addressed. Students feeling behind in their academics.

# Connectedness

## Connectedness Areas of Strength

- Our staff participated in more family meetings to discuss barriers and solution.
- 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

## Connectedness Areas for Growth

In the 24-25 school year, we had 13.78% of our students were chronically absent and 3.15% of our students were severely chronic. The data showed that the majority of missed days were on Friday's. We increased our fun activities and rewards to be on Friday's. In addition, our Kindergarten had the highest severely chronic absenteeism percentage while 3rd and 5th grades had the highest chronically absent percentage of students. In addition for the 24-25 school year, we did all of the above-mentioned strategies and included SARB after our parent meetings did not yield success. We also implemented after school clubs and a student council.

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 Equity Resource Supports

| Student Group          | Challenge                                                                           | Solution                                                                                                                                        |
|------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| English Learners       | Language barriers hindering full participation in school-wide events or activities  | Increase bilingual staff in family engagement events in home languages.                                                                         |
| Foster/Homeless        | High mobility disrupts social ties and consistency in adult support                 | Establish check-in routines<br>Prioritize continuity of school placement where possible                                                         |
| Free and Reduced Lunch | Barriers to participation in non-academic activities due to cost and transportation | Continue our partnership with the Nell J Redfield Foundation, which supports our students, pays for field trips and provide free transportation |

| Student Group             | Challenge                                                                                | Solution                                                       |
|---------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| Migrant/Title1-C Eligible | N/A                                                                                      |                                                                |
| Racial/Ethnic Minorities  | May experience a lack of representation and culturally disconnected curriculum           | Expand cultural events<br>Hire diverse staff                   |
| Students with IEPs        | Social isolation and lack of inclusion in general education and extracurricular settings | Ensure access to inclusive clubs/sports<br>Assign peer mentors |

### Problem Statements Identifying Connectedness Needs

**Problem Statement 1 (Prioritized):** Behavior impacted attendance Attendance impacted student growth and proficiency We held many parent meetings to assist with barriers or issues, and some did not yield the change that we were hoping for. Our EL and students with IEP's make up a large portion of our chronically absent students.

**Critical Root Cause:** Parents kept students home once students received consequences at the end of the school year. Parents continued to have students miss school even when barriers or issues were addressed. Students feeling behind in their academics.

**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

**Problem Statement 3 (Prioritized):** Our Hispanic students are not making growth. We do not have a big enough "n" size to obtain data. In the 24 - 25 ACCESS data, 3/13 short term EL students met expected growth. Our EL and students with IEP's make up a large portion of our chronically absent students.

**Critical Root Cause:** Teacher turnover Long term substitute teachers in testing grades Attendance Trips to their native country Feeling behind in their academics

**Problem Statement 4 (Prioritized):** Behavior impacted attendance Attendance impacted student growth and proficiency We held many parent meetings to assist with barriers or issues, and some did not yield the change that we were hoping for. Our EL and students with IEP's make up a large portion of our chronically absent students.

**Critical Root Cause:** Parents kept students home once students received consequences at the end of the school year. Parents continued to have students miss school even when barriers or issues were addressed. Students feeling behind in their academics.

**Problem Statement 5 (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:** Our Hispanic students are not making growth. We do not have a big enough "n" size to obtain data. In the 24 - 25 ACCESS data, 3/13 short term EL students met expected growth. Our EL and students with IEP's make up a large portion of our chronically absent students.

**Critical Root Cause 1:** Teacher turnover Long term substitute teachers in testing grades Attendance Trips to their native country Feeling behind in their academics

**Problem Statement 1 Areas:** Student Success - Adult Learning Culture - Connectedness

**Problem Statement 2:** Behavior impacted attendance Attendance impacted student growth and proficiency We held many parent meetings to assist with barriers or issues, and some did not yield the change that we were hoping for. Our EL and students with IEP's make up a large portion of our chronically absent students.

**Critical Root Cause 2:** Parents kept students home once students received consequences at the end of the school year. Parents continued to have students miss school even when barriers or issues were addressed. Students feeling behind in their academics.

**Problem Statement 2 Areas:** Student Success - Adult Learning Culture - 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:** Navigating master schedules to ensure Tier 1 instruction is happening consistently for all students. Our English Learners are not improving in their speaking and listening skills. Students with IEP's are accessing Tier 1, but remediation is a large amount of time.

**Critical Root Cause 4:** Novice teachers, lack of knowledge in the MTSS process, complacent professionals

**Problem Statement 4 Areas:** Student Success - Adult Learning Culture

**Problem Statement 5:** Navigating master schedules to ensure Tier 1 instruction is happening consistently for all students. Our English Learners are not improving in their speaking and listening skills. Students with IEP's are accessing Tier 1, but remediation is a large amount of time.

**Critical Root Cause 5:** Novice teachers, lack of knowledge in the MTSS process, complacent professionals

**Problem Statement 5 Areas:** Student Success - Adult Learning Culture

**Problem Statement 6:** Behavior impacted attendance Attendance impacted student growth and proficiency We held many parent meetings to assist with barriers or issues, and some did not yield the change that we were hoping for. Our EL and students with IEP's make up a large portion of our chronically absent students.

**Critical Root Cause 6:** Parents kept students home once students received consequences at the end of the school year. Parents continued to have students miss school even when barriers or issues were addressed. Students feeling behind in their academics.

**Problem Statement 6 Areas:** Student Success - Adult Learning Culture - Connectedness

**Problem Statement 7:** Student absences impacted a sense of community and relationships.

**Critical Root Cause 7:** Long term trips out of country, lack of relationships with peers and staff, and unverified health issues

**Problem Statement 7 Areas:** Student Success - Adult Learning Culture - Connectedness

# Comprehensive Needs Assessment Data Documentation

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

## **Student Success**

- End-of-Unit Assessments
- Grades
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs

## **Adult Learning Culture**

- Administrator evaluation
- Coaching Logs
- Lesson Plans
- Master schedule
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- School leadership data
- Student Climate Survey
- Walk-through data

## **Connectedness**

- Attendance
- Behavior
- Demographic data
- PBIS/MTSS data
- Volunteer opportunities, attendance, and participation

# Inquiry Areas

Revised/Approved: November 19, 2025

## Inquiry Area 1: Student Success

**SMART Goal 1:** One hundred percent of students in grades K-5 will meet their typical growth in reading on the third iReady Diagnostic. 25% 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. 25% 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.

### Aligns with District Goal

**Formative Measures:** Weekly personalized instruction summary  
Master schedule

| Improvement Strategy 1 Details                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                  |                | Status Checks |           |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------|---------------|-----------|-----------|
| Improvement Strategy 1: i-Ready                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                  |                | Status Check  |           |           |
|                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                  |                | Nov           | Feb       | May       |
|                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                  |                | No review     | No review | No review |
| Action #                                                                                                                                                                                                                                                                                                                                    | Actions for Implementation                                                                                                                                                                                                                                                                                                                                                                                | Person(s) Responsible                                                            | Timeline       |               |           |           |
| 1                                                                                                                                                                                                                                                                                                                                           | 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. | PLC team members: grade level teachers, resource teachers, EL facilitator, admin | End of 25-26SY |               |           |           |
| <b>Position Responsible:</b> PLC team members: grade level teachers, resource teachers, EL facilitator, admin<br><br><b>Evidence Level</b><br>Level 3: Promising: i-Ready<br><br><b>Problem Statements/Critical Root Cause:</b> Student Success 1, 2, 3, 4, 5, 6, 7 - Adult Learning Culture 1, 2, 3, 4, 5, 6 - Connectedness 1, 2, 3, 4, 5 |                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                  |                |               |           |           |

## SMART Goal 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. In the 24 - 25 ACCESS data, 3/13 short term EL students met expected growth. Our EL and students with IEP's make up a large portion of our chronically absent students. **Critical Root Cause:** Teacher turnover Long term substitute teachers in testing grades Attendance Trips to their native country Feeling behind in their academics

**Problem Statement 2:** 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 3:** Navigating master schedules to ensure Tier 1 instruction is happening consistently for all students. Our English Learners are not improving in their speaking and listening skills. Students with IEP's are accessing Tier 1, but remediation is a large amount of time. **Critical Root Cause:** Novice teachers, lack of knowledge in the MTSS process, complacent professionals

**Problem Statement 4:** Navigating master schedules to ensure Tier 1 instruction is happening consistently for all students. Our English Learners are not improving in their speaking and listening skills. Students with IEP's are accessing Tier 1, but remediation is a large amount of time. **Critical Root Cause:** Novice teachers, lack of knowledge in the MTSS process, complacent professionals

**Problem Statement 5:** Behavior impacted attendance Attendance impacted student growth and proficiency We held many parent meetings to assist with barriers or issues, and some did not yield the change that we were hoping for. Our EL and students with IEP's make up a large portion of our chronically absent students. **Critical Root Cause:** Parents kept students home once students received consequences at the end of the school year. Parents continued to have students miss school even when barriers or issues were addressed. Students feeling behind in their academics.

**Problem Statement 6:** 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 7:** Behavior impacted attendance Attendance impacted student growth and proficiency We held many parent meetings to assist with barriers or issues, and some did not yield the change that we were hoping for. Our EL and students with IEP's make up a large portion of our chronically absent students. **Critical Root Cause:** Parents kept students home once students received consequences at the end of the school year. Parents continued to have students miss school even when barriers or issues were addressed. Students feeling behind in their academics.

## Adult Learning Culture

**Problem Statement 1:** Navigating master schedules to ensure Tier 1 instruction is happening consistently for all students. Our English Learners are not improving in their speaking and listening skills. Students with IEP's are accessing Tier 1, but remediation is a large amount of time. **Critical Root Cause:** Novice teachers, lack of knowledge in the MTSS process, complacent professionals

**Problem Statement 2:** Our Hispanic students are not making growth. We do not have a big enough "n" size to obtain data. In the 24 - 25 ACCESS data, 3/13 short term EL students met expected growth. Our EL and students with IEP's make up a large portion of our chronically absent students. **Critical Root Cause:** Teacher turnover Long term substitute teachers in testing grades Attendance Trips to their native country Feeling behind in their academics

**Problem Statement 3:** Navigating master schedules to ensure Tier 1 instruction is happening consistently for all students. Our English Learners are not improving in their speaking and listening skills. Students with IEP's are accessing Tier 1, but remediation is a large amount of time. **Critical Root Cause:** Novice teachers, lack of knowledge in the MTSS process, complacent professionals

**Problem Statement 4:** Behavior impacted attendance Attendance impacted student growth and proficiency We held many parent meetings to assist with barriers or issues, and some did not yield the change that we were hoping for. Our EL and students with IEP's make up a large portion of our chronically absent students. **Critical Root Cause:** Parents kept students home once students received consequences at the end of the school year. Parents continued to have students miss school even when barriers or issues were addressed. Students feeling behind in their academics.

**Problem Statement 5:** 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

### Adult Learning Culture

**Problem Statement 6:** Behavior impacted attendance Attendance impacted student growth and proficiency We held many parent meetings to assist with barriers or issues, and some did not yield the change that we were hoping for. Our EL and students with IEP's make up a large portion of our chronically absent students. **Critical Root Cause:** Parents kept students home once students received consequences at the end of the school year. Parents continued to have students miss school even when barriers or issues were addressed. Students feeling behind in their academics.

### Connectedness

**Problem Statement 1:** Behavior impacted attendance Attendance impacted student growth and proficiency We held many parent meetings to assist with barriers or issues, and some did not yield the change that we were hoping for. Our EL and students with IEP's make up a large portion of our chronically absent students. **Critical Root Cause:** Parents kept students home once students received consequences at the end of the school year. Parents continued to have students miss school even when barriers or issues were addressed. Students feeling behind in their academics.

**Problem Statement 2:** 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 3:** Our Hispanic students are not making growth. We do not have a big enough "n" size to obtain data. In the 24 - 25 ACCESS data, 3/13 short term EL students met expected growth. Our EL and students with IEP's make up a large portion of our chronically absent students. **Critical Root Cause:** Teacher turnover Long term substitute teachers in testing grades Attendance Trips to their native country Feeling behind in their academics

**Problem Statement 4:** Behavior impacted attendance Attendance impacted student growth and proficiency We held many parent meetings to assist with barriers or issues, and some did not yield the change that we were hoping for. Our EL and students with IEP's make up a large portion of our chronically absent students. **Critical Root Cause:** Parents kept students home once students received consequences at the end of the school year. Parents continued to have students miss school even when barriers or issues were addressed. Students feeling behind in their academics.

**Problem Statement 5:** 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

## Inquiry Area 2: Adult Learning Culture

**SMART Goal 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.

### Aligns with District Goal

**Formative Measures:** PLC agendas

Lesson plans

Master Schedule

Leadership meeting notes

PLC agenda

| Improvement Strategy 1 Details                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                    |                                                                                  |          | Status Checks       |            |            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|----------|---------------------|------------|------------|
| <b>Improvement Strategy 1:</b> PLC's                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                    |                                                                                  |          | <b>Status Check</b> |            |            |
|                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                    |                                                                                  |          | <b>Nov</b>          | <b>Feb</b> | <b>May</b> |
|                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                    |                                                                                  |          | No review           | No review  | No review  |
| Action #                                                                                                                                                                                                                                                                        | Actions for Implementation                                                                                                                                                                                                                                         | Person(s) Responsible                                                            | Timeline |                     |            |            |
| 1                                                                                                                                                                                                                                                                               | 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. | PLC team members: grade level teachers, resource teachers, EL facilitator, admin |          |                     |            |            |
| <b>Position Responsible:</b> PLC team members: grade level teachers, resource teachers, EL facilitator, admin<br><br><b>Evidence Level</b><br>Level 2: Moderate: PLC's<br><br><b>Problem Statements/Critical Root Cause:</b> Student Success 3, 4 - Adult Learning Culture 1, 3 |                                                                                                                                                                                                                                                                    |                                                                                  |          |                     |            |            |

### SMART Goal 1 Problem Statements:

| Student Success                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 3:</b> Navigating master schedules to ensure Tier 1 instruction is happening consistently for all students. Our English Learners are not improving in their speaking and listening skills. Students with IEP's are accessing Tier 1, but remediation is a large amount of time. <b>Critical Root Cause:</b> Novice teachers, lack of knowledge in the MTSS process, complacent professionals |
| <b>Problem Statement 4:</b> Navigating master schedules to ensure Tier 1 instruction is happening consistently for all students. Our English Learners are not improving in their speaking and listening skills. Students with IEP's are accessing Tier 1, but remediation is a large amount of time. <b>Critical Root Cause:</b> 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. Our English Learners are not improving in their speaking and listening skills. Students with IEP's are accessing Tier 1, but remediation is a large amount of time. **Critical Root Cause:** Novice teachers, lack of knowledge in the MTSS process, complacent professionals

**Problem Statement 3:** Navigating master schedules to ensure Tier 1 instruction is happening consistently for all students. Our English Learners are not improving in their speaking and listening skills. Students with IEP's are accessing Tier 1, but remediation is a large amount of time. **Critical Root Cause:** Novice teachers, lack of knowledge in the MTSS process, complacent professionals

### Inquiry Area 3: Connectedness

**SMART Goal 1:** The percentage of students identified as chronically absent in the 25-26 school year will decrease by 5% when compared to the 24-25 percent identified as chronically absent.

**Aligns with District Goal**

**Formative Measures:** BIG and Infinite Campus

| Improvement Strategy 1 Details                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                       |          | Status Checks |           |           |
|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------|---------------|-----------|-----------|
| Improvement Strategy 1: Family Engagement - PBIS and SEL.                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                       |          | Status Check  |           |           |
| Action #                                                                                                                              | Actions for Implementation                                                                                                                                                                                                                                                                                                                                                                                                                              | Person(s) Responsible | Timeline | Nov           | Feb       | May       |
| 1                                                                                                                                     | 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. | All staff             |          | No review     | No review | No review |
| <b>Position Responsible:</b> All staff                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                       |          |               |           |           |
| <b>Evidence Level</b><br>Level 1: Strong: SEL<br>Level 2: Moderate: PBIS                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                       |          |               |           |           |
| <b>Problem Statements/Critical Root Cause:</b> Student Success 2, 5, 6, 7 - Adult Learning Culture 4, 5, 6 - Connectedness 1, 2, 4, 5 |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                       |          |               |           |           |

### SMART Goal 1 Problem Statements:

| Student Success                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 2:</b> Student absences impacted a sense of community and relationships. <b>Critical Root Cause:</b> Long term trips out of country, lack of relationships with peers and staff, and unverified health issues                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Problem Statement 5:</b> Behavior impacted attendance Attendance impacted student growth and proficiency We held many parent meetings to assist with barriers or issues, and some did not yield the change that we were hoping for. Our EL and students with IEP's make up a large portion of our chronically absent students. <b>Critical Root Cause:</b> Parents kept students home once students received consequences at the end of the school year. Parents continued to have students miss school even when barriers or issues were addressed. Students feeling behind in their academics. |
| <b>Problem Statement 6:</b> Student absences impacted a sense of community and relationships. <b>Critical Root Cause:</b> Long term trips out of country, lack of relationships with peers and staff, and unverified health issues                                                                                                                                                                                                                                                                                                                                                                  |

### Student Success

**Problem Statement 7:** Behavior impacted attendance Attendance impacted student growth and proficiency We held many parent meetings to assist with barriers or issues, and some did not yield the change that we were hoping for. Our EL and students with IEP's make up a large portion of our chronically absent students. **Critical Root Cause:** Parents kept students home once students received consequences at the end of the school year. Parents continued to have students miss school even when barriers or issues were addressed. Students feeling behind in their academics.

### Adult Learning Culture

**Problem Statement 4:** Behavior impacted attendance Attendance impacted student growth and proficiency We held many parent meetings to assist with barriers or issues, and some did not yield the change that we were hoping for. Our EL and students with IEP's make up a large portion of our chronically absent students. **Critical Root Cause:** Parents kept students home once students received consequences at the end of the school year. Parents continued to have students miss school even when barriers or issues were addressed. Students feeling behind in their academics.

**Problem Statement 5:** 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 6:** Behavior impacted attendance Attendance impacted student growth and proficiency We held many parent meetings to assist with barriers or issues, and some did not yield the change that we were hoping for. Our EL and students with IEP's make up a large portion of our chronically absent students. **Critical Root Cause:** Parents kept students home once students received consequences at the end of the school year. Parents continued to have students miss school even when barriers or issues were addressed. Students feeling behind in their academics.

### Connectedness

**Problem Statement 1:** Behavior impacted attendance Attendance impacted student growth and proficiency We held many parent meetings to assist with barriers or issues, and some did not yield the change that we were hoping for. Our EL and students with IEP's make up a large portion of our chronically absent students. **Critical Root Cause:** Parents kept students home once students received consequences at the end of the school year. Parents continued to have students miss school even when barriers or issues were addressed. Students feeling behind in their academics.

**Problem Statement 2:** 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:** Behavior impacted attendance Attendance impacted student growth and proficiency We held many parent meetings to assist with barriers or issues, and some did not yield the change that we were hoping for. Our EL and students with IEP's make up a large portion of our chronically absent students. **Critical Root Cause:** Parents kept students home once students received consequences at the end of the school year. Parents continued to have students miss school even when barriers or issues were addressed. Students feeling behind in their academics.

**Problem Statement 5:** 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

# Community Outreach Activities

| Activity                      | Date    | Lesson Learned                                                                        |
|-------------------------------|---------|---------------------------------------------------------------------------------------|
| SNJ Stem Night                | 4/3/26  | Made STEM learning engaging for students and accessible to families.                  |
| Monthly Family Reading Nights | Monthly | Built literacy and language skills while engaging families in fun, low-pressure ways. |

Night of the Arts 3/11/26 Celebrated student creativity, fostered a sense of pride and belonging, and strengthened connections between families, students, and the school community.

Harvest Festival 9/24/25 Promoted physical well-being and connectedness.