

Washoe County School District

Natchez Elementary School

2025-2026 School Improvement Plan

Classification: 3 Star School

Title I



Mission Statement

Through high expectations, quality instruction, and community involvement – all Natchez Elementary School students will grow socially and academically to achieve their maximum potential.

Vision

Building Successful Communities Through Positive Collaboration

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 http://nevadareportcard.nv.gov/DI/nv/washoe/natchez_elementary/2025/nspf/

Table of Contents

Comprehensive Needs Assessment 4

 Student Success 4

 Adult Learning Culture 7

 Connectedness 9

Priority Problem Statements 11

Comprehensive Needs Assessment Data Documentation 12

Inquiry Areas 13

 Inquiry Area 1: Student Success 13

 Inquiry Area 2: Adult Learning Culture 15

 Inquiry Area 3: Connectedness 16

Schoolwide and Targeted Assistance Title I Elements 18

 1.1: Comprehensive Needs Assessment 18

Community Outreach Activities 19

Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

During the 24-25 school year, 80% of Natchez students met their typical growth in Math, and 85% met their typical growth in Reading. 46% met their stretch goal in Math and 55% met their stretch goal in Reading. In reading at the BOY, 13% were on grade level in reading and by the EOY, that had grown to 58%. In Math, 6% were on grade level at the BOY and 54% at the EOY.

Natchez Students rose from 12.22 pts to 56.6 pts on the NSPF scoring system (3 stars). Also, the students' chronic absenteeism rate when down from 18.9% to 8%.

Student Success Areas for Growth

During the 2024-2025 school year, Natchez Elementary School students actively engaged with the iReady learning platform. This innovative tool provided personalized instruction and practice in reading and mathematics, tailored to each student's unique learning needs. The implementation of iReady has led to notable academic progress and growth across all grade levels.

1. Increased Proficiency Rates:

- A significant percentage of students showed marked improvement in their reading and math proficiency levels. Many students advanced to higher proficiency bands, indicating a deeper understanding and mastery of grade-level content.

2. Individual Growth:

- Students experienced personalized learning paths, which helped them progress at their own pace. This personalized approach enabled each student to make significant strides, particularly in areas where they previously struggled.

3. Enhanced Engagement:

- The interactive and engaging nature of the iReady platform kept students motivated and interested in their studies. The use of games, challenges, and rewards helped maintain high

levels of student engagement and participation.

4. Teacher Insights and Support:

- The detailed reports and analytics provided by iReady empowered teachers to better understand each student's strengths and areas for improvement. This data-driven approach allowed for more effective and targeted instruction, fostering a supportive learning environment.

5. Community and Cultural Integration:

- The school successfully integrated culturally relevant content and practices into the iReady learning experience. This approach honored the students' Native American heritage, promoting a sense of pride and cultural identity while supporting academic achievement.

Building on the success of this year, Natchez Elementary School is committed to continuing the use of the iReady learning platform to further enhance student learning outcomes. Future plans include:

6. Professional Development:

Ongoing training and support for teachers to maximize the effective use of iReady data and resources.

Natchez Elementary School is proud of the achievements of its students during the 24-25 school year. The integration of the iReady learning platform has proven to be a valuable asset in fostering academic growth, cultural pride, and a love for learning among its students. Looking at Stretch growth data we were able to highlight an area of focus as significant percentage of the student population is currently 1 or more grade levels behind.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Lack of language-accessible instruction leads to limited comprehension of academic vocabulary and directions, impacting iReady performance and engagement in content lessons.	Provide ELD-aligned instruction with visuals, sentence frames, and designated ELD time. Train staff on sheltering strategies.
Foster/Homeless	Unstable housing disrupts consistent attendance and participation in diagnostics.	flexible make-up times and mentor check-ins.
Free and Reduced Lunch	Limited access to academic supports outside of school contributes to below grade level performance.	Offer tutoring and extended learning using iReady data to guide grouping and content focus.
Migrant/Title1-C Eligible	n/a	n/a
Racial/Ethnic Minorities	Instruction may lack cultural relevance, affecting student engagement and performance.	Use culturally responsive curriculum and instructional practices; provide related PD to staff.
Students with IEPs	Inconsistent accommodation implementation impacts progress on stretch growth targets.	Ensure IEP accommodations are implemented in Tier 1; increase collaboration between gen ed and SPED teachers.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Students across all grade levels are making progress in reading and math; however, consistent growth toward typical and stretch targets remains an area of opportunity. Many students are demonstrating gains on the iReady Diagnostic, but not all are meeting the level of growth needed to close learning gaps or reach grade-level proficiency. By strengthening Tier 1 instruction, ensuring targeted intervention for students performing two or more grade levels below, and maintaining high expectations for all learners, the school can continue to accelerate student growth and move closer to its goal of every student meeting or exceeding their iReady growth targets.

Critical Root Cause: While instruction is aligned to standards and supported by data, opportunities exist to enhance how teachers use iReady data to inform instruction and provide differentiated support. Some grade levels benefit from strong data-driven planning and progress monitoring, while others are still developing consistent systems for using iReady insights to guide small-group and targeted intervention. Continued professional learning around instructional practices, strategic use of iReady tools, and intentional collaboration among grade-level teams will help ensure every student experiences instruction that meets their individual learning needs and supports meaningful growth in reading and math.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Focus on Literacy Instruction and teaching to the 6 Natchez Pillars of Literacy.

Focus on foundation Math instruction and Science of learning.

100% completion of LETRS Course for all staff.

Participation in Book Study, Anxious Generation.

Weekly PLC participation.

iReady Professional Development

Results from staff climate survey show every metric improved except one (Social Emotional Learning went down 1%)

Adult Learning Culture Areas for Growth

While progress has been made toward consistent implementation of the four components of Teacher Clarity—organization, explanation, examples/guided practice, and assessment of student learning—walk-through data indicate that practices are not yet consistently evident across all classrooms. Teachers are at varying levels of proficiency, with many demonstrating strong clarity of organization and explanation, but fewer consistently incorporating clear success criteria, modeling, and formative checks for understanding.

Common growth areas include:

- **Clarifying learning intentions and success criteria** so students can articulate what they are learning and how they will know they've met the goal.
- **Strengthening guided practice** opportunities that include active student engagement and teacher feedback.
- **Using formative assessment strategies** more consistently to adjust instruction in real time.
- **Ensuring coherence** between posted learning intentions, instruction, and student tasks.

Continued professional development, collaborative planning, and targeted coaching cycles will help increase the percentage of teachers demonstrating full implementation of all four components.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Lack of clear, accessible explanations hinders understanding of academic content.	Train teachers to use visuals, modeling, and simplified language to increase clarity for ELs.
Foster/Homeless	Frequent absences limit continuity in accessing guided practice and feedback.	Use digital platforms for lesson recaps and establish classroom routines for reentry and reteaching.
Free and Reduced Lunch	Students may lack background knowledge or vocabulary needed to access examples.	Build background knowledge through pre-teaching and real-life examples; use success criteria explicitly.
Migrant/Title1-C Eligible	n/a	n/a
Racial/Ethnic Minorities	Instructional clarity may not reflect diverse ways of learning or communicating.	Provide training on inclusive communication strategies and ensure diverse representation in examples.
Students with IEPs	General education lessons may not reflect needed scaffolds or supports for clarity.	Embed visual aids and guided practice explicitly tied to IEP accommodations and goals.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Classroom walk-throughs reveal that instruction is often affected by the four common Teacher Clarity traps: vagueness, seductive details, discontinuity, and mazes. In some classrooms, learning intentions are too vague, leaving students uncertain about what they are expected to learn. In others, lessons include interesting but unrelated details that distract from the core objective.

Critical Root Cause: The presence of these clarity traps is due to an inconsistent understanding of the components of Teacher Clarity and how they look in daily instruction. Teachers have had limited opportunities to receive targeted feedback or observe clear examples of concise, student-friendly learning intentions and success criteria. Lesson planning often focuses more on covering content than on designing coherent progressions that make the learning path explicit for students. As a result, learning intentions and success criteria are sometimes written or communicated in ways that are too broad, disconnected, or complex for students to fully grasp.

Connectedness

Connectedness Areas of Strength

- Chronic absenteeism rate (8%) is lower than district average.
- Suspension rate is lower than district average.
- Natchez staff completed 35 Parent Home Visits.
- Satisfactory attendance-74.4%
- From the district parent survey, Learning behaviors increased by 14% and School fit increase by 4%.
- School activities are well attended.

Connectedness Areas for Growth

- At Natchez we are addressing a challenge with our attendance rates. Our chronic absenteeism goal is to go 0%, down from 8% we had last year. We recognize consistent attendance is crucial for fostering a supportive, engaging learning environment that produce academic success. We want to build relationships and build on established relationships with the families to decrease our rate. To tackle this issue, we are implementing targeting interventions and inviting the community to work with us at Natchez ES. These efforts aim to not only enhance academic performance but to also strengthen family engagement/connectedness within our school community. By promoting regular attendance, we strive to ensure that every students feels recognized by name and strength in their educational journey.
- We have focused on building relationships through the parent home visit program. This allows us to build relationships and have candid conversations with families regarding attendance.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language barriers prevent timely communication about absences and attendance expectations.	Use multilingual communication tools and assign bilingual staff to follow up with EL families.
Foster/Homeless	Housing instability contributes to irregular attendance and lack of transportation.	Exhaust resources support for transportation, supplies, and mentorship structures.

Student Group	Challenge	Solution
Free and Reduced Lunch	Health, food insecurity, and family priorities may lead to frequent absences.	Connect families with basic needs resources and create school-based incentives for attendance.
Migrant/Title1-C Eligible	n/a	n/a
Racial/Ethnic Minorities	Cultural mismatch or past negative experiences may affect family-school engagement.	Strengthen culturally respectful relationships and home communication; host inclusive family events.
Students with IEPs	Health-related absences or lack of inclusion can reduce motivation to attend school.	Build strong case management and daily connection routines; celebrate presence and participation.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Increasing daily attendance remains a key opportunity to strengthen students' academic achievement, relationships, and sense of belonging at school. By building stronger connections with families, improving systems for early identification and support, and fostering a positive school culture that values showing up every day, the school can help students who were previously chronically absent make meaningful progress toward consistent attendance and engagement.

Critical Root Cause: Students who were chronically absent in the prior year benefit most from stronger systems of connection, communication, and support. While the school has made progress in promoting attendance, opportunities remain to deepen relationships with families, increase proactive outreach when absences begin to occur, and make attendance messaging more meaningful and motivating for students. In some cases, families may not yet see the direct link between consistent attendance and student success, or they may need additional encouragement and resources to overcome barriers to daily participation. Strengthening these partnerships and supports will help students develop positive attendance habits and a stronger sense of belonging at school.

Priority Problem Statements

Problem Statement 1: Students across all grade levels are making progress in reading and math; however, consistent growth toward typical and stretch targets remains an area of opportunity. Many students are demonstrating gains on the iReady Diagnostic, but not all are meeting the level of growth needed to close learning gaps or reach grade-level proficiency. By strengthening Tier 1 instruction, ensuring targeted intervention for students performing two or more grade levels below, and maintaining high expectations for all learners, the school can continue to accelerate student growth and move closer to its goal of every student meeting or exceeding their iReady growth targets.

Critical Root Cause 1: While instruction is aligned to standards and supported by data, opportunities exist to enhance how teachers use iReady data to inform instruction and provide differentiated support. Some grade levels benefit from strong data-driven planning and progress monitoring, while others are still developing consistent systems for using iReady insights to guide small-group and targeted intervention. Continued professional learning around instructional practices, strategic use of iReady tools, and intentional collaboration among grade-level teams will help ensure every student experiences instruction that meets their individual learning needs and supports meaningful growth in reading and math.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Classroom walk-throughs reveal that instruction is often affected by the four common Teacher Clarity traps: vagueness, seductive details, discontinuity, and mazes. In some classrooms, learning intentions are too vague, leaving students uncertain about what they are expected to learn. In others, lessons include interesting but unrelated details that distract from the core objective.

Critical Root Cause 2: The presence of these clarity traps is due to an inconsistent understanding of the components of Teacher Clarity and how they look in daily instruction. Teachers have had limited opportunities to receive targeted feedback or observe clear examples of concise, student-friendly learning intentions and success criteria. Lesson planning often focuses more on covering content than on designing coherent progressions that make the learning path explicit for students. As a result, learning intentions and success criteria are sometimes written or communicated in ways that are too broad, disconnected, or complex for students to fully grasp.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Increasing daily attendance remains a key opportunity to strengthen students' academic achievement, relationships, and sense of belonging at school. By building stronger connections with families, improving systems for early identification and support, and fostering a positive school culture that values showing up every day, the school can help students who were previously chronically absent make meaningful progress toward consistent attendance and engagement.

Critical Root Cause 3: Students who were chronically absent in the prior year benefit most from stronger systems of connection, communication, and support. While the school has made progress in promoting attendance, opportunities remain to deepen relationships with families, increase proactive outreach when absences begin to occur, and make attendance messaging more meaningful and motivating for students. In some cases, families may not yet see the direct link between consistent attendance and student success, or they may need additional encouragement and resources to overcome barriers to daily participation. Strengthening these partnerships and supports will help students develop positive attendance habits and a stronger sense of belonging at school.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Other
 - i-Ready

Adult Learning Culture

- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- Staff surveys and/or other feedback
- Student Climate Survey
- Study of best practices
- Walk-through data

Connectedness

- Attendance
- Community surveys and/or other feedback
- Home Visits

Inquiry Areas

Revised/Approved: June 12, 2025

Inquiry Area 1: Student Success

SMART Goal 1: One hundred percent of students in grades K-5 will meet their typical growth target 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 target in math on the third iReady Diagnostic. 30% 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: Student lesson tracker
Weekly Personalized Instruction Summary
Master schedule

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: Master Schedule <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Create an incentive program/system to support students in meeting weekly lesson passage goals. 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. Develop master schedule with specific time allocated for students to complete iReady Personalized Path lessons. Students will utilize a lesson data tracker to monitor Personalized Path Lesson passage.</td><td>Principal, Dean, Instructional Coach, Teachers</td><td>SY 2025-26</td></tr></table> Position Responsible: Principal, Dean, Instructional Coach, Teachers Evidence Level Level 2: Moderate: PBIS Level 3: Promising: i-Ready Problem Statements/Critical Root Cause: Student Success 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Create an incentive program/system to support students in meeting weekly lesson passage goals. 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. Develop master schedule with specific time allocated for students to complete iReady Personalized Path lessons. Students will utilize a lesson data tracker to monitor Personalized Path Lesson passage.	Principal, Dean, Instructional Coach, Teachers	SY 2025-26	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Create an incentive program/system to support students in meeting weekly lesson passage goals. 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. Develop master schedule with specific time allocated for students to complete iReady Personalized Path lessons. Students will utilize a lesson data tracker to monitor Personalized Path Lesson passage.	Principal, Dean, Instructional Coach, Teachers	SY 2025-26							
				Nov	Feb	May								
No review	No review	No review												

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: Students across all grade levels are making progress in reading and math; however, consistent growth toward typical and stretch targets remains an area of opportunity. Many students are demonstrating gains on the iReady Diagnostic, but not all are meeting the level of growth needed to close learning gaps or reach grade-level proficiency. By strengthening Tier 1 instruction, ensuring targeted intervention for students performing two or more grade levels below, and maintaining high expectations for all learners, the school can continue to accelerate student growth and move closer to its goal of every student meeting or exceeding their iReady growth targets. **Critical Root Cause:** While instruction is aligned to standards and supported by data, opportunities exist to enhance how teachers use iReady data to inform instruction and provide differentiated support. Some grade levels benefit from strong data-driven planning and progress monitoring, while others are still developing consistent systems for using iReady insights to guide small-group and targeted intervention. Continued professional learning around instructional practices, strategic use of iReady tools, and intentional collaboration among grade-level teams will help ensure every student experiences instruction that meets their individual learning needs and supports meaningful growth in reading and math.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Classroom walk-throughs will indicate at least 75% of teachers consistently implement the four components of Teacher Clarity (Clarity of organization, clarity of explanation, clarity of examples and guided practice, clarity of assessment of student learning)

Aligns with District Goal

Formative Measures: PLC agendas
lesson plans
formative assessment data

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Teacher Clarity				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Implement structured weekly PLC meetings with explicit agendas to discuss instructional practices, student data, and components of The Teacher Clarity Playbook. Within PLC meeting, teachers will collaborate to define clear learning intentions for daily lessons across all subject areas, aligned with curriculum standards and student needs. A member of the administrative team or instructional coach will be present at all PLC meetings to lead the collaboration. Implement peer observation and feedback protocols and share observation takeaways during PLC meetings to promote continuous improvement.	Principal, Dean, Instructional Coach, Interventionists, Teachers	SY 2025-26			
Position Responsible: Principal, Dean, Instructional Coach, Interventionists, Teachers						
Evidence Level Level 2: Moderate: PLC						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Classroom walk-throughs reveal that instruction is often affected by the four common Teacher Clarity traps: vagueness, seductive details, discontinuity, and mazes. In some classrooms, learning intentions are too vague, leaving students uncertain about what they are expected to learn. In others, lessons include interesting but unrelated details that distract from the core objective. Critical Root Cause: The presence of these clarity traps is due to an inconsistent understanding of the components of Teacher Clarity and how they look in daily instruction. Teachers have had limited opportunities to receive targeted feedback or observe clear examples of concise, student-friendly learning intentions and success criteria. Lesson planning often focuses more on covering content than on designing coherent progressions that make the learning path explicit for students. As a result, learning intentions and success criteria are sometimes written or communicated in ways that are too broad, disconnected, or complex for students to fully grasp.

Inquiry Area 3: Connectedness

SMART Goal 1: Students identified as chronically absent in the prior school year will reduce their absentee rate by 5% by the end of the current school year.

Aligns with District Goal

Formative Measures: Attendance records

Event attendance,

Home visit data

individualized attendance plans for students with 3+ absences.

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Family Engagement/PBIs				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Develop a comprehensive outreach campaign to inform families about the importance of regular attendance and the potential consequences of chronic absenteeism. Utilize various communication channels such as email, newsletters, phone calls and social media platforms to reach out to parents. Organize workshops and information sessions specifically designed for parents/guardians to educate them on the importance of attendance and provide strategies for improving their child's attendance. Conduct home visits for students who are at risk of chronic absenteeism.	Principal, Dean, Instructional Coach, Interventionists, Teachers	SY 2025-26	No review	No review	No review
Position Responsible: Principal, Dean, Instructional Coach, Interventionists, Teachers						
Evidence Level						
Level 2: Moderate: PBIS						
Level 3: Promising: Family Engagement						
Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness

Problem Statement 1: Increasing daily attendance remains a key opportunity to strengthen students' academic achievement, relationships, and sense of belonging at school. By building stronger connections with families, improving systems for early identification and support, and fostering a positive school culture that values showing up every day, the school can help students who were previously chronically absent make meaningful progress toward consistent attendance and engagement. **Critical Root Cause:** Students who were chronically absent in the prior year benefit most from stronger systems of connection, communication, and support. While the school has made progress in promoting attendance, opportunities remain to deepen relationships with families, increase proactive outreach when absences begin to occur, and make attendance messaging more meaningful and motivating for students. In some cases, families may not yet see the direct link between consistent attendance and student success, or they may need additional encouragement and resources to overcome barriers to daily participation. Strengthening these partnerships and supports will help students develop positive attendance habits and a stronger sense of belonging at school.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

For all Title 1 Elements, please see attached addendum.

Community Outreach Activities

Activity	Date	Lesson Learned
Back to School Night	8-7-25	
Meet the Teacher Night	9-2-25	
Fall Festival	10-30-25	
Craft Night	11-6-25	
Turkey Bingo	11-20-25	
Christmas Concert	12-17-25	
Holiday Festival	12-19-25	
Movie Night	1-17-26	
5th Grade Art Gala	2-14-26	
Family Game Night	2-27-26	
Movie Night	3-14-26	
Earth Day	4-11-26	
Muffins in the Morning	5-9-26	
Spring Carnival	5-22-26	
Donuts with Grownups	6-2-26	