Washoe County School District

John Bohach Elementary School

Classification: 3 Star School

≥ 10% of enrolled students are English Learners

2026-2027 School Improvement Plan

District Approval Date:
October 14, 2026

Generated by Plan4Learning.com
October 14, 2026 at 01:51 PM

Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Student Success

Areas of Strength

Bohach has a strong history of rigorous teaching and strong student achievement results and exceptional results in the NSPF. Bohach houses some of the most talented educators in our area. Bohach utilized a team approach to PLCs and implements an aligned system of instruction and assessment. This year Bohach is participating in the WCSD priority area of Teacher Clarity which allows the opportunity for district supported training during professional learning days. By setting rigorous, yet attainable goals for our students, Bohach can attain 4 stars in the 26-27 NEPF framework.

Areas for Growth

Bohach earned 51.5 points on the NSPF this past school year and was deemed a three star school.

Pooled proficiency was 46.4 earning 10 out of 20 points.

Our RGB3 measure was 50.4%

Math SGP was 54

ELA SGP was 46

Math AGP was 43.3%

ELA AGP was 49.5

WIDA AGP was 42%

Math Closing opportunity gaps was 22.5%

ELA closing opportunity gaps was 33.9%

Chronic absenteeism was 10.7

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	WIDA AGP was 42%	Targeted support and Tier 1 support for all students, entry points, accounatble talk
Foster/Homeless	May struggle to connect and may not have a consistent trusted adult	Leverage trusted adults, ensure trusted adults are in place

Student Group	Challenge	Solution
Free and Reduced Lunch	Not identified	Support all learners as if FRL and may need extra support
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	May struggle with connection, may feel under valued	Passion projects, Tier 1 Counseling Guidance on diversity
Students on an IEP	Proficiency rates for this population remain below the overall	Targeting growth for each student on an IEP and closely connecting IEP goals to standards, front loading content

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	1 Full depth of standards may not be addresses by curriculum and common assessments 2 Teachers may struggle to provide learning opportunities that address the rigor of the standards/depth of SBA assessments	1 Curriculum materials offer too many resources and not all are well aligned to summative assessment outcomes. Some materials mat be deeply aligned to standards and outcomes and some may not. 2 Teachers are following district guidance for implementing core ELA curriculum which may not address the full rigor of the standards/SBA
2 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners, students qualifying for free or reduced lunch (FRL), students experiencing homelessness, children in transition (CIT), students in foster care at the school, district, and state levels, including at Bohach ES.	The school's assessment data indicates that English learner students and students qualifying for free or reduced lunch (FRL) may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Adult Learning Culture

Areas of Strength

Bohach teachers are motivated to meet the needs of all learners. Bohach teachers utilize data trackers to monitor student growth and learning mastery. According to the WCSD Staff Climate Survey (Fall 2025), staff report a strong sense of teamwork and support, with staff pride at 98% and 90% feeling supported by administrators. Leadership efforts are also viewed favorably, with 86% positive ratings on addressing staff concerns and involving staff in decision-making.

Areas for Growth

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

Equity Resource Supports

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

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	1 Full depth of standards may not be addresses by curriculum and common assessments 2 Teachers may struggle to provide learning opportunities that address the rigor of the standards/depth of SBA assessments	1 Curriculum materials offer too many resources and not all are well aligned to summative assessment outcomes. Some materials mat be deeply aligned to standards and outcomes and some may not. 2 Teachers are following district guidance for implementing core ELA curriculum which may not address the full rigor of the standards/SBA
2 ★	Teachers may struggle to provide sufficient volume of reading to students. They may be having difficulty creating structured opportunities for reading inside and outside of the reading block. Staff survey results from SY 25-26 suggest teachers have 97% positive response to "staff set high expectations for student success.	Teachers are following district guidance for implementing core ELA curriculum which may not offer enough time in text to students. Teachers may feel that there is no time for additional reading in school or may feel that additional reading opportunities may not directly impact student achievement.

★ = Priority

Connectedness

Areas of Strength

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

Areas for Growth

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

Equity Resource Supports

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

Problem Statements Identifying Connectedness Needs

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

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	1 Full depth of standards may not be addresses by curriculum and common assessments 2 Teachers may struggle to provide learning opportunities that address the rigor of the standards/depth of SBA assessments	1 Curriculum materials offer too many resources and not all are well aligned to summative assessment outcomes. Some materials mat be deeply aligned to standards and outcomes and some may not. 2 Teachers are following district guidance for implementing core ELA curriculum which may not address the full rigor of the standards/SBA
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3 ★	Teachers may struggle to provide sufficient volume of reading to students. They may be having difficulty creating structured opportunities for reading inside and outside of the reading block. Staff survey results from SY 25-26 suggest teachers have 97% positive response to "staff set high expectations for student success.	Teachers are following district guidance for implementing core ELA curriculum which may not offer enough time in text to students. Teachers may feel that there is no time for additional reading in school or may feel that additional reading opportunities may not directly impact student achievement.
4 ★	Students in grades 4 and 5 begin to display signs of disengagement in the school environment.	Students may feel that they lack power and or agency in the school environment.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

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

Adult Learning Culture

- [x] **Lesson Plans**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **School leadership data**
- [x] **Teacher evaluation**
- [x] **Teacher retention**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Perception/survey data**
- [x] **School safety data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal:
Increase growth and proficiency in ELA and mathematics as measured by SBA assessments.
KPI:
Increase pooled proficiency by 32 students overall to 52%
Increase 3rd grade ELA by 1 student to 51%
Increase Math SGP to 61
Increase ELA SGP to 58
Increase math catch up by 5 students to 47%
Increase ELA catch up by 4 students to 51%
Progress toward proficiency and growth will be monitored by iReady inform assessment and we will target 50% of students making stretch growth

Formative Measures: Progress toward proficiency and growth will be monitored by iReady inform assessment and we will target 50% of students making stretch growth

Improvement Strategy 1

Implement elements of Teacher Clarity in the classroom:
Learning Intentions and 2-3 scaffolded Success Criteria posted and referred to in ELA, math and science
Align activities with the LISC
Provide opportunities for building independence in lessons form I do/We do/You do
Make student thinking visible by utilizing a variety of formative assessment practices.
Provide rigorous mid range assessments

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	LISC posted, referred to and activities aligned Create clear learning progressions and provide more robust assessment opportunities at increased rigor	Teachers, Admin	August 10, 2026	✓

Position Responsible: Teachers and Administration

Resources Needed: District training on August 5, October 12, and January 4, Bohach site training November 3

Evidence Level

Level 4: Demonstrate Rationale:
Teacher Clarity

Problem Statements: Student Success 1, 2 - Adult Learning Culture 1

Status Checks

November	February	May

Improvement Strategy 2

Teach Claim-Evidence-Reasoning in classrooms

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide a CER activity each month in quarter 1 Provide a CER weekly in quarters 2 and 3	Teachers, Admin	Starting October 10, 2026	

Position Responsible: Teachers and admin

Resources Needed: CER posters, CER activities (Reveal Math Probes)

Evidence Level

Level 4: Demonstrate Rationale:
CER

Problem Statements: Student Success 1, 2 - Adult Learning Culture 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

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SMART Goal 1 Problem Statements Identifying Adult Learning Culture

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Inquiry Area 2

Adult Learning Culture

SMART Goal 1

100% of Bohach teachers will participate in professional learning around teacher clarity and implement the elements of clarity at 95% as measured by walkthrough data (Learning Intention and Success Criteria posted, activity matches LI/SC, LI/SC aligned with standard, LI/SC at sufficient rigor, assessment present at sufficient rigor)

Formative Measures: Professional development will be given around teacher clarity on August 5, October 10, January 4 and November 3.

Improvement Strategy 1

PLC's

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Professional Development and Professional Learning Communities:Teachers will participate in professional learning focused in the area of clarity and instructional design	Teachers and administration	Monthly beginning in August	

Position Responsible: Teachers and administration

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Student Success 1, 2 - Adult Learning Culture 1, 2

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

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Inquiry Area 3

Connectedness

SMART Goal 1

100% of students in grades k-5 will complete a passion project.

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

Improvement Strategy 1

Passion Project Implementation

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Students engage in passion projects	Teacher advisor and Assistant Principal	Monthly beginning in October	

Position Responsible: Teachers

Evidence Level

Level 4: Demonstrate Rationale:
Passion Projects

Problem Statements: Student Success 1 - Adult Learning Culture 1 - Connectedness 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

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SMART Goal 1 Problem Statements Identifying Connectedness

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

Community Outreach Activities

Activity	Date	Lesson Learned
Publishing of plan to website	10/3/2026	