Washoe County School District



Roy Gomm Elementary School

Classification: 5 Star School

2026-2027 School Improvement Plan

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Mission Statement

Washoe County School District Mission Statement:

We will know every student by NAME, STRENGTH, and NEED so they graduate prepared for the future they choose and we will deliver on this promise in partnership with our FAMILIES and COMMUNITY.

Vision

Roy Gomm Elementary

We are Connected.

We are Courageous.

We are a Community.

Table of Contents

Comprehensive Needs Assessment 4

Student Success 5

Adult Learning Culture 12

Connectedness 25

Priority Problem Statements 36

Data Documentation for CNA 39

Student Success 40

Adult Learning Culture 40

Connectedness 41

Inquiry Areas 43

Inquiry Area 1 : Student Success 44

Inquiry Area 2 : Adult Learning Culture 46

Inquiry Area 3 : Connectedness 48

Schoolwide and Targeted Assistance Title I Element Summary 50

Schoolwide and Targeted Assistance Title I Elements 51

3.1 Annually evaluate the schoolwide plan 51

4.2 Offer flexible number of parent involvement meetings 51

Community Outreach Activities 52

Comprehensive Needs Assessment

Student Success

Areas of Strength

Roy Gomm Elementary continues to demonstrate strong academic performance, instructional consistency, and meaningful community engagement. The following highlights showcase the school's strengths across instructional practices, faculty stability, family communication, and student achievement. These key indicators reflect a cohesive school culture focused on continuous improvement and scholar success:

- Collaborative, experienced, and professional faculty engaged in professional development opportunities focused on developing strategies around effective tier 1 instruction.
- Strong community support and involvement.
- Communication between faculty and families regarding scholar's academic and SEL progress. Communication is happening weekly and/or monthly around classroom happenings, weekly expectations, celebrations, and upcoming schoolwide events.
- Minimal faculty transitions, most faculty members have been in the community for more than 3 plus years.
- Grade level Student Learning Objective goals (SLO) around science instruction providing continuity and aligned expectations.
- Scholars demonstrating a trajectory around adequate growth as measured by SBA: ELA - Proficient - increase of 5%, Keeping up - increase of 8%, Catching up - increased by 13%. Math data: Proficient - Increase of 2%, Keeping up - increase of 6%, and Catching up - increase of 10%
- Scholars currently demonstrate proficiency in **ELA 71% and Math 70%** which is above WCSD district rate for 2026 SBA results

Areas for Growth

Roy Gomm Elementary is focused on strengthening data-informed instruction through intentional data reviews and collaborative planning during PLCs. Teachers are using formative and summative assessments—including iReady, MAP, and SBAC, with greater fidelity to guide instruction and address learning needs. Continued emphasis is placed on ensuring consistency in Tier 1 instruction to provide all scholars with access to a guaranteed and viable curriculum. Roy Gomm is also working to empower scholars through goal setting, student-led conferences, and increased family communication. A schoolwide academic tracker supports timely interventions and clear visibility into our scholar's progress.

- Intentionally around data review with faculty and collaborative conversations around next steps and potential obstacles.
- Data driven discussions around formative and summative data during PLC meetings, using iReady with fidelity, MAP, SBAC, as well as the collection and conversation around quantitative and qualitative data.
- Continuity around implementation of tier 1 instruction to provide a guaranteed and viable curriculum for all scholars.
- Empowering scholars to navigate and take ownership of their academic journey through goal setting, scholar-led conferences, and frequent communication with parents around academic standing.
- Effective use of schoolwide tracker to communicate academic progress and challenges.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Our English Learners face several key challenges that impact their academic success and overall school experience. These include consistent attendance, maintaining engagement in both core and enrichment subjects, and ensuring instruction is differentiated to meet diverse learning styles. Additionally, there is a continued need for targeted curriculum and resources that are culturally responsive and language-accessible to support both language development and content mastery.	To address these challenges, Roy Gomm is committed to the following strategies: • Using formative assessments and progress-monitoring tools (e.g., iReady, MAP, WIDA) to track EL progress and inform instruction. • Small-group instruction, language scaffolds, and strategic peer support built into daily classroom routines. • Ongoing training for teachers on strategies for differentiation, cultural responsiveness, and integrating language objectives into content instruction. • Strengthening communication with EL families through translated materials, bilingual staff support, and inclusive school events to build trust and improve attendance. • Utilizing district provided and supplemental EL resources to enrich instruction and support language development across subjects. These efforts are part of our broader commitment to ensuring all scholars, including our English Learners, have equitable access to high-quality instruction and feel a sense of belonging in our school community.

Student Group	Challenge	Solution
Foster/Homeless	• Inconsistent housing often leads to frequent absences or late arrivals, disrupting learning continuity. • Lack of access to food, clothing, school supplies, or technology can hinder students' ability to fully engage in learning. • Housing instability can contribute to trauma, anxiety, or stress, affecting our scholar's ability to focus and participate. • Transportation, healthcare, or school-related supports/issues.	• Providing access to food, clothing, hygiene items, and school supplies through our community partnerships and school-based resources. • Working closely with the WCSD truancy officer to identify students and ensure services are provided discreetly and compassionately. • Coordinating with the district to provide bus transportation or alternative arrangements to ensure consistent attendance. • School Counseling and Mental Health - Offering access to school counselors and social-emotional support tailored to our scholars dealing with instability or trauma. • Providing academic accommodations, after-school support, and flexibility with assignments or deadlines to support learning continuity. For example, we currently have a volunteer that comes in weekly to meet with some of our CIT scholars and work on SEL/ academics. • Supporting families by connecting them to local shelters, food banks, health services, and long-term housing resources through our counseling office. Through a compassionate, community-centered approach, Roy Gomm is committed to ensuring that every scholar—regardless of their living situation—feels safe, supported, and valued in our school.

Student Group	Challenge	Solution
Free and Reduced Lunch	• Scholars may face difficulty obtaining school supplies, clothing, technology, or enrichment opportunities. • Inconsistent access to nutritious meals can affect focus, energy, and health. • Financial limitations may prevent students from participating in extracurriculars, field trips, or school events. • Economic stress can affect academic performance and social-emotional well-being.	• Ensuring every eligible scholar has access to school lunches daily, by coordinating/ collaborating with kitchen manager. • Providing supplies, clothing, hygiene products, and other essentials through partnerships and donations through our counseling office. • Offering financial support for school activities, field trips, and enrichment programs to ensure full participation through our PFA. • Quarterly MTSS meetings to identify and addressing academic gaps and offer resources like tutoring, intervention programs, and individualized support. • Building trusting relationships with families to ensure they are aware of resources, rights, and school opportunities. • Connecting families with external services such as food banks, housing support, and after-school programs.
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	• A lack of culturally responsive teaching may lead to misunderstandings or missed opportunities for connection and learning. • Lack of professional development around inclusive practices.	• Intentionality around developing instructional practices that honor and incorporate students' diverse backgrounds, languages, and experiences. • Providing staff training on cultural competence, anti-bias education, and inclusive practices, and including that piece during monthly professional learning Wednesdays. • Creating opportunities for scholars to share their experiences and feel supported through inclusive classroom discussions, and social-emotional learning. • Reviewing disaggregated data to identify and address disparities in academic outcomes, discipline, or access to resources.

Student Group	Challenge	Solution
Students with IEPs	• Scholars with IEPs may require additional support to meaningfully access and engage with grade-level standards. • Tier 1 instruction must be adapted to accommodate a range of learning styles, needs, and abilities. • Scholars benefit from structured support to navigate social situations, manage emotions, or maintain focus. • Ongoing coordination among general education teachers, special education staff, service providers, and families to ensure IEP goals are met. • Ensuring that scholars with IEPs feel fully included and valued within the school community.	• Providing individualized and small-group instruction in both push-in and pull-out models, aligned to IEP goals. • Integrating scholars into general education settings with appropriate accommodations, modifications, and co-teaching support. • Regularly reviewing scholars' data to track IEP goal progress and make timely instructional adjustments. • Coordinating speech-language therapy, occupational therapy, counseling, and other supports as outlined in the IEP. • Ensuring families are active partners in the IEP process and that all team members work together to meet the needs of our scholars. • Providing staff training on inclusive teaching strategies, accommodations, behavior intervention, and legal compliance.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Roy Gomm overall is seeing an increase in student achievement, however, when looking into sub populations, our students on IEPs are stagnant in the category of "Meeting State AGP Targets." Additionally, our over all percentage of proficiency for students on an IEP decreased by 6% points.	While Roy Gomm Elementary has made strides in using data-informed instruction and strengthening collaborative planning through PLCs, challenges remain for students who are on an IEP to access the Tier 1 Content successfully. Although formative and summative assessments such as iReady and SBAC are used with greater fidelity, we need to further align instruction with a guaranteed and viable curriculum for all scholars and increase our use of Common Formative Assessments that are teacher created and agreed upon to provide more timely and actionable immediate feedback to students. Additionally, continued development is needed to enhance scholars' ownership of learning through the Teacher Clarity Practices ensuring all students know what they are learning, and how they will know when they have achieved it.

★ = Priority

Adult Learning Culture

Areas of Strength

Roy Gomm Elementary fosters a strong adult learning culture grounded in collaboration, reflective practice, and shared ownership of scholar's success. Faculty regularly engage in data-informed discussions, participate in professional learning communities, and demonstrate a collective commitment to continuous improvement. Indicators of this culture include consistent Professional Learning Communities (PLC), meeting structures with clear agendas and norms, teacher-led professional development, peer observation cycles, use of scholar's work to inform instruction, and collaborative goal setting aligned to site and district priorities.

- Consistent PLC meetings with clear agendas, norms, and expected outcomes. PLC meetings will be held during the back to back specials blocks built into the master schedule.
- Use of scholars work and data to inform instructional decisions.
- Use of formative and summative assessments to inform instructional decisions.
- Teacher-led professional development and collaboration opportunities once a month, as well as district identified professional development days.
- Peer observation and feedback provided by daily/weekly walk throughs of administrative team.
- Collaborative goal setting aligned to site priorities and NEPF.
- Reflective practices embedded in planning and instruction during PLC meetings and aligned with district adopted curriculum.
- Cross-grade and cross-content planning conversations, for example, collaboration with our library teacher around intentional instruction of NGSS and FOSS, as well as Benchmark.
- Active participation in curriculum training and implementation as provided by the district and identified on campus by site leadership.
- A collaborative commitment to continuous professional growth and receptiveness to feedback, with a consistent focus on supporting the best interests of scholars.

Staff Climate Survey: Identified Areas of Need

- **Staff Wellness and Work Stress:** While 64% of staff reported favorable perceptions regarding work stress, more than one-third of staff (36%) indicated concerns about workload, stress, and overall well-being. This suggests a need to continue strengthening systems that support staff wellness, work-life balance, and sustainable working conditions.
- **Staff Collaboration:** Staff collaboration was rated at 82% favorable, indicating that nearly one in five staff members (18%) do not view current collaboration structures as effective. This represents an opportunity to enhance collaborative practices, strengthen Professional Learning Community (PLC) processes, and ensure all staff have meaningful opportunities for shared planning and decision-making.
- **Perceptions of the District (Quality of WCSD):** The lowest-rated survey category was Quality of WCSD at 59% favorable. Only 52% of staff reported feeling that their work is valued by the district, and 54% indicated optimism about the district's direction. These findings suggest a need to strengthen staff recognition, communication, and connection between district initiatives and school-level efforts.
- **Student Behavior and Mental Health Concerns:** Although Student Behaviors remained relatively high at 92%

favorable, the category declined by seven percentage points from the previous year. Staff reported increased concerns regarding student respect toward adults (85%, down 15 points) and student depression and mental health challenges (87%, down 9 points), indicating a need for continued behavioral supports, social-emotional learning, and mental health resources.

- **Family Engagement and Parent Involvement:** Parent Involvement declined to 88% favorable. Staff reported decreasing perceptions that families support teaching efforts (84%, down 10 points) and engage in supporting learning at home (74%, down 8 points). These trends highlight an opportunity to strengthen home-school partnerships and increase family engagement in student learning.

Summary Statement

Overall, staff survey data indicate a need to focus on staff wellness, strengthening collaborative structures, improving perceptions of district support and recognition, addressing increasing student behavioral and mental health needs, and enhancing family engagement efforts. Addressing these areas may positively impact both staff morale and student outcomes.

Areas for Growth

To support coherent instruction and student achievement, Roy Gomm Elementary is focused on strengthening implementation of the district-adopted FOSS and Reveal MATH curricula. Consistent use of FOSS promotes vertical alignment in science content and vocabulary, while Reveal MATH ensures structured, standards-based math instruction. Targeted support, collaboration, and professional development will be essential to build faculty confidence and instructional consistency across grade levels.

- FOSS is the district-adopted, research-based science curriculum in Washoe County School District. Ensuring that all educators are confident and consistent in their use of FOSS promotes coherent instruction, builds vertical alignment in science content and vocabulary, and supports student achievement in science.
- Establish monthly PLC meetings with a science focus to align FOSS unit pacing and vocabulary.
- Use a science implementation checklist during administrative walkthroughs.
- Use of Reveal MATH administrative Walk-through and Observation Look-Fors document.
- Collect and review teacher reflections and scholar work samples to assess progress and fidelity.
- Develop stronger and more intentional inclusive practices.
- Create shared vocabulary word walls and graphic organizers by grade band to promote vertical articulation for both Reveal MATH and science.
- Provide site-based training on FOSS and Reval Math curriculum.
- Partner with WCSD Curriculum and Instruction Department to offer targeted support for grade-level implementation for both Reveal MATH and FOSS.
- Conduct FOSS unit unpacking sessions quarterly during PLC.
- Work with PFA to identify volunteers or potential funding of an aide position to support effective implementation of both curriculums.

Equity Resource Supports

Student Group	Challenge	Solution
		• Integrate language objectives into PLC discussions

English Learners	• Integrating language objectives into PLCs, co-planning with EL specialists, and offering collaboration time. • Professional development on how to align instruction with language acquisition stages or use academic discourse routines effectively with new curriculum. • Because Roy Gomm has so few EL scholars, we share EL specialists with other sites and that limits access to language development experts. • Observation tools and walkthroughs may not consistently include specific look-fors for EL supports, or data from these tools may not drive change. Administration will need to be intentional around inclusion practices. • Creating resources and culturally responsive materials requires time and expertise. • Teachers may struggle to balance teaching rigorous content while scaffolding language, especially in hands-on science or complex math reasoning tasks. • Review of ACCESS assessment and expectations for success.	alongside content objectives. • Share scaffolding strategies (e.g., sentence frames, visuals, partner talk protocols) tailored for ELs during science discussions. • Align academic vocabulary instruction with language acquisition stages. • Add specific look-fors related to language scaffolds, such as the use of visuals, realia, and structured scholar talk. • Monitor for linguistic supports during hands-on investigations (e.g., guided group labels, multilingual glossaries). • Incorporate observation criteria for math language routines (e.g., "Stronger and Clearer Each Time," "Three Reads") that promote EL participation. • Ensure that vocabulary, visuals, and discourse supports are in place to foster comprehension and expression of math reasoning. • Review EL work samples for evidence of language development and content understanding. • Use teacher reflections to identify barriers and successful strategies for engaging ELs in math and science. • Promote structured collaborative activities that encourage ELs to use academic language in low-risk settings. • Support co-teaching models that include District EL specialists during science and math blocks. • Create visual, bilingual, or pictorial word walls for high-utility academic terms. • Use color-coded graphic organizers that help ELs categorize and connect key concepts in both science and math. • Embed EL-specific strategies into site-based training (e.g., modeling how to adapt investigations or math tasks for ELs). • Provide professional

		development around academic discourse, scaffolding language, and culturally responsive teaching. • Offer collaboration time with District EL specialists to co-develop supports and instructional adjustments. These equity-focused strategies help ensure that EL learners have access to grade-level content while continuing to develop academic language and confidence.

Student Group	Challenge	Solution
Foster/Homeless	• Teachers may not be aware of which scholars are experiencing housing instability due to limited or delayed data sharing. • Scholars may not have the resources, support, or stable environment to complete "We Missed You" folders or homework outside of school. • Pressure to maintain district pacing can limit flexibility in reteaching or adjusting instruction for scholars returning after absences. • Time and capacity for flexible grouping and individualized supports may be limited due to staffing, class size, or scheduling. • Inconsistent tracking or reflection on patterns in attendance and work completion may result in missed intervention opportunities. • Lack of formal re-entry protocols means support for returning scholars often depends on individual teacher initiative. • Not all staff are trained in trauma-informed practices, and those who are, may experience fatigue or burnout without systemic support. • Professional development on transitional life stressors may be infrequent, one-time, or disconnected from daily practice. • Physical space or staffing constraints may make it difficult to consistently provide quiet areas, check-ins, or soft landings. • Some faculty may feel unsure how to flex instruction or assessments without lowering expectations or disrupting classroom flow.	• Use PLC time to identify students with inconsistent attendance and plan re-teaching or entry points into the current FOSS unit. • Create we missed you homework folders to ensure scholars that missed instruction, have the opportunity to make up the learning experience. • Look for practices that prioritize access over pacing, ensuring scholars who have been absent can reconnect with content. • Encourage flexible grouping and individualized support**s** that help s re-engage scholars age without stigma. • Reflect on and review patterns in work completion or gaps in understanding linked to mobility or attendance. • Identify supports for scholars returning after absences. • Build a trauma-informed classroom culture where belonging, routine, and predictability support learning. • Professional development around sensitivity to transitional life stressors and their impact on engagement and persistence. • Offer quiet spaces, check-ins, and soft landings for scholars experiencing emotional or environmental instability. • Include in training the importance of relationship-building, flexibility, and trauma-informed instruction. • Provide guidance on modifying pacing or assessment**s** for scholars with interrupted schooling, while maintaining access to grade-level content. • Recruit volunteers and community support to build

	• There may be limited systems or guidance for modifying assessments and pacing while still aligning to grade-level content. • Recruiting and retaining volunteers or community partners for relationship-building and attendance support requires sustained effort and coordination.	relationships and purpose to increase attendance. These supports reflect Roy Gomm's commitment to equity, stability, and access for all scholars, especially those navigating transition or uncertainty.

Student Group	Challenge	Solution
Free and Reduced Lunch	• Teachers may not always know which scholars face economic hardship, making it harder to proactively address resource-related barriers in PLCs. • Hands-on or real-world learning experiences can be limited by material costs, scheduling, or staffing, despite being essential to bridging experiential gaps. • Ensuring equal access to lab materials or classroom resources may be challenging when supplies are limited or dependent on external funding. • Teachers may struggle to design instruction that engages all learners without assuming prior knowledge, especially when facing diverse academic readiness levels. • Not all classrooms consistently implement visible scaffolds such as manipulatives or discourse routines due to time, training, or prioritization. • Implicit bias or low expectations may unintentionally affect how educators interpret the behavior or performance of scholars facing poverty. • Teachers may lack data systems or time to regularly reflect on how access to supports (e.g., tutoring, SEL resources) is influencing individual scholar progress. • Providing discreet access to food, clothing, or school supplies may be logistically difficult without a clear system or dedicated space. • Caregivers may not receive important communications due to language barriers, digital access issues, or	Roy Gomm Elementary recognizes that economic disadvantage should never limit access to high-quality, standards-based instruction. The following supports are designed to remove barriers and ensure equitable opportunity for success in FOSS and Reveal MATH. • Use PLC time to identify and address resource-related barriers (e.g., missing supplies, limited access to enrichment experiences). • Share strategies for bridging experiential gaps with hands-on, in-class science investigations and real-world connections. • Ensure scholars have equal access to materials, equipment, and participation during labs and investigations. • Look for practices that provide multiple means of engagement, especially for scholars who may lack background knowledge due to opportunity gaps. • Monitor for visible scaffolds and supports, such as manipulatives, math talk routines, and clear models. • Ensure instruction promotes growth mindset and avoids deficit-based assumptions about scholar's ability. • Reflect on how instructional design and access to support systems are influencing scholar's progress. • Build classroom routines that provide predictability, access to food or supplies discreetly, and emotionally safe learning environments. • Establish home-school communication methods that are accessible (e.g., translated, text-based, or

	demanding work schedules, despite our efforts. • Preparing and maintaining reusable materials like laminated vocabulary cards or offline study guides requires time, materials, and organization. • Professional development on poverty-aware practices may be infrequent or lack follow-through into classroom-level changes. • Trauma-informed practices require ongoing training and emotional capacity from staff, which can be difficult to sustain without systemic support.	app-supported), recognizing caregivers may have limited time or resources. • Offer visual-rich, reusable vocabulary supports (e.g., laminated cards, take-home study guides) that do not require home printing or internet access. • Include PD on poverty-aware teaching, highlighting how to address economic inequities through universal supports. • Provide training on trauma-informed practices, recognizing that economic stress can affect focus, regulation, and academic persistence.
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	• PLCs may lack training or time to meaningfully analyze FOSS materials through a culturally responsive lens, resulting in surface-level connections. • Teachers may be unsure how to identify or document look-fors related to cultural relevance or scholar voice during walkthroughs or observations. • Class discussions may unintentionally center dominant cultural norms, making it difficult for all scholars to feel safe or encouraged to share their lived experiences. • Monitoring equitable participation requires intentional structures and training; without them, some scholars may remain silent or overlooked. • Work sample analysis may unintentionally reflect bias if rigor is equated with conformity rather than authentic, diverse ways of thinking and expressing understanding. • Teacher reflection on bias may be uncomfortable or resisted without a trusting, growth-oriented culture and strong facilitation. • Access to culturally diverse books, visuals, and materials may be limited by funding, outdated resources, or lack of representation in adopted curricula. • Building inclusive classroom norms takes time, consistency, and support—particularly when norms of respect and belonging must be re-taught or modeled. • Professional learning on topics like bias and cultural competence can be met with	Roy Gomm Elementary is committed to creating an environment where all scholars, especially those from racially and culturally diverse backgrounds feel valued, seen, and supported in accessing high-quality, standards-based instruction by: • Encourage PLCs to review FOSS materials through a culturally responsive lens, identifying ways to connect content to scholar's lived experiences and backgrounds. • Include look-fors related to scholar voice, cultural relevance, and identity-affirming practices during instruction. • Ensure science discussions create space for all scholars to share experiences and build on their knowledge base. • Monitor for equitable participation during math discourse—are all scholars being called on, heard, and supported? • Analyze work samples for rigor and high expectations across all scholars. • Use teacher reflections to examine biases in instructional decisions, grouping, or assumptions about scholar's abilities. • Promote culturally responsive teaching through classroom libraries, anchor charts, and examples that reflect diverse cultures and histories. • Build classroom norms around belonging (connected), identity, and respect—where every scholar's voice and experience matter. • Facilitate professional learning

	discomfort, defensiveness, or superficial engagement without skillful facilitation. • Allowing home language and cultural references may conflict with narrow interpretations of academic expectations or language policies. • Promoting academic optimism requires a cultural shift in mindset across staff, especially if implicit bias or deficit-based thinking goes unaddressed.	on implicit bias, cultural competence, and equitable grading practices. • Allow scholars to use home language and cultural references as bridges to academic concepts in math and science.. • Share strategies for fostering academic optimism and high expectations for all learners, regardless of background.

Student Group	Challenge	Solution
Students with IEPs	• Special education teachers may be stretched thin across multiple grade levels or responsibilities, limiting consistent participation in PLCs. • Co-planning time between general and special education teachers can be difficult to schedule due to conflicting duties or prep times. • Co-presenting in PD requires intentional preparation, and some teachers may feel uncomfortable or unprepared to represent diverse scholar needs without support. • Adapting materials (e.g., texts, manipulatives, guided notes) is time-intensive and may fall disproportionately on special educators without shared responsibility. • General education teachers may not consistently reference or implement accommodations/ modifications if IEP "at-a-glance" documents are unclear or inaccessible. • Collecting engagement and accessibility data can feel subjective or time-consuming without efficient tools or training. • Maintaining scaffolded vocabulary walls and graphic organizers across grades demands coordination, consistency, and shared ownership. • Building and updating a repository of inclusive materials may be deprioritized if not embedded into collaborative planning or coaching routines. • Ongoing PD focused on inclusive practices can be difficult to sustain due to scheduling constraints or lack of follow-through between	• Embed special education teachers in grade-level PLCs to support alignment of pacing, vocabulary, and instructional strategies within FOSS and Reveal MATH. • Facilitate co-planning sessions between general and special education teachers to adapt lessons while preserving rigor and content goals during weekly PLC meetings. • During professional development meetings once a month, have a general ed AND special education teacher co-present, representing their scholar's demographic. • Provide differentiated tools (e.g., adapted texts, manipulatives, and guided notes) for FOSS investigations and Reveal MATH tasks. • Ensure that accommodations and modifications are clearly embedded in lesson plans and instructional delivery and that general ed teachers have copies of IEP's at a glance. • Utilize the FOSS and Reveal MATH walkthrough tools with added focus on universal design for learning (UDL) and IEP-aligned supports. • Gather data on scholar's engagement, accessibility of materials, and scaffolded questioning during science and math instruction. • Create and maintain shared, scaffolded vocabulary word walls and graphic organizers by grade, including visual supports and simplified definitions to support language access. • Develop a repository of inclusive instructional materials (e.g., leveled readers for science concepts, math sentence frames) accessible to all teachers. • Offer ongoing PD sessions focused on inclusive practices within FOSS and Reveal MATH, including strategies for differentiation, co-teaching,

	sessions. • Coaching cycles for both general and special education teachers require leadership support, time allocation, and a culture of trust and reflection. • Teachers may struggle to align IEP goal progress with core instruction without clear models or collaborative systems. • Adjusting instruction based on data and feedback requires planning flexibility and a mindset shift from reactive to proactive supports.	and progress monitoring. • Provide coaching cycles for special education and general education staff to reflect on implementation and improve access for students with IEPs. • Collect and analyze scholars work samples, IEP goal progress, and teacher reflections to evaluate how effectively scholars are accessing the core curriculum. • Adjust instructional approaches and supports based on data and collaborative feedforward. These supports reinforce Roy Gomm's commitment to equity, access, and coherence in instruction for all learners.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	By the end of the 2026 2027 academic year, there is a need to ensure full and effective implementation of the districtwide goal to utilize Teacher Clarity Practices in each classroom.	While all faculty have received initial training in the Teacher Clarity Practices, ongoing professional development is planned, and the practices are still in the early stages of implementation. As a result, continued support and collaboration are needed to ensure full alignment with district learning intentions and consistent, high-quality instruction across all classrooms where students will know what they are learning and begin to develop self-assessment skills to understand if they are meeting the criteria for success.
2 ★	By the end of the 2026 academic year, there is a need to ensure consistent, high-quality science instruction across all grade levels at Roy Gomm Elementary.	Roy Gomm Elementary is working to improve coherent instruction and student achievement by strengthening the implementation of the district-adopted FOSS and Reveal MATH curricula. However, inconsistent use of these programs across grade levels limits vertical alignment in science and the delivery of structured, standards-based math instruction. To ensure effective implementation, there is a need for increased targeted support, collaboration, and professional development that builds faculty confidence and promotes instructional consistency schoolwide.

★ = Priority

Connectedness

Areas of Strength

Roy Gomm Elementary demonstrates strong connectedness through positive scholar and faculty rapport that create a safe, supportive environment. Family engagement is robust, supported by regular communication and active partnerships with the Parent Faculty Association. Cross-grade collaboration, schoolwide celebrations, and a welcoming, inclusive culture further strengthen a shared school identity and sense of belonging as a connected, courageous community.

- High levels of family engagement through regular communication, events, and volunteer opportunities on campus.
- Collaborative partnerships between faculty and the Parent Faculty Association (PFA).
- Cross-grade collaboration that strengthens schoolwide cohesion and continuity.
- Celebrations of scholars and faculty achievements that promote a sense of belonging.
- Shared school identity reinforced through themes, traditions, and spirit events.
- Open and consistent communication between administration and faculty.
- Chronic absenteeism is currently less than overall district averages because of the amount of engagement opportunities for our community to participate in and find a place to fit in.
- Emphasis and intentionality on inclusion and recognition of all community members.
- A welcoming culture for new faculty, scholars, and families.

Areas for Growth

Roy Gomm Elementary fosters strong connectedness through positive relationships, inclusive traditions, and active family partnerships. To build on this foundation, we will expand scholar voice, deepen cultural representation, and strengthen equitable engagement for all members of our school community and address reasons why scholars want to come to school.

- Increase authentic opportunities for leadership, input, and ownership in school decision-making by scholars.
- Ensure all cultures, languages, and identities within the community are actively recognized and reflected in school practices. For example, during holidays and religious events.
- Expand cultural events, highlight multilingual scholars and families, and diversify classroom.
- Identify and address barriers that prevent all families, especially those less visible or historically underrepresented from engaging fully.
- Offer multilingual communication tools, flexible event times, and alternative ways to volunteer or participate.
- Strengthen structured opportunities for scholars to build positive peer relationships, especially across backgrounds and grade levels.
- Implement peer mentorship, buddy classrooms, or cross-grade service projects that promote empathy and collaboration.
- Continue to build a culture where faculty feel seen, supported, and valued, especially during high-stress times.
- Offer staff check-ins, recognition systems, and shared wellness activities that foster connection and joy among adults.
- Broaden learning experiences that connect scholars to the wider Reno/Washoe County community and district events.
- Increase partnerships with local businesses, cultural institutions, and civic organizations for service learning, guest speakers, or field experiences.

- Build bridges between current scholars and alumni to honor the school's history and create long-term pride.
- Launch an alumni spotlight series or involve alumni in mentorship or celebration events.

Equity Resource Supports

English Learners	• **Families may have difficulty understanding school attendance policies, notifications, or available support services due to limited English proficiency.** • **Lack of timely translated communications or interpreters can hinder effective family-school collaboration on attendance issues.** • **Some families may come from cultures with different norms around schooling, which can affect attitudes toward consistent attendance.** • **Similar to other underserved groups, EL families may face transportation issues or economic hardships that impact attendance.** • **Families or those unfamiliar with U.S. systems may avoid school interactions, impacting attendance follow-up or participation in after school events.** • **Families new to the country or school system may not understand processes for reporting absences, requesting support, or accessing resources.** • **EL scholars may feel socially isolated or struggle to connect with peers and staff, reducing motivation to attend regularly.** • **Chronic absences reduce time in immersive language environments crucial for EL progress.** • **EL scholars may avoid school due to fear of academic failure or language difficulties.** • **Families may have limited ability to assist with homework or school tasks, increasing frustration or absenteeism.** • **Technology gaps may prevent access to online resources or attendance support during absences.** • **EL scholars often face intersecting challenges such as economic hardship, mobility, or trauma, compounding attendance risks.**	• **Provide all attendance communications in families' home languages using text messages, apps, and translated documents.** • **Ensure interpreter availability during family meetings, conferences, and attendance interventions.** • **Offer culturally responsive family orientation sessions that explain school norms, attendance expectations, and support systems.** • **Collaborate with community organizations that support immigrant and refugee families to bridge gaps in trust and access.** • **Provide transportation assistance or flexible scheduling for families facing logistical barriers.** • **Create clear, visual guides in multiple languages on how to report absences and request support.** • **Assign a bilingual staff member or cultural liaison to check in regularly with EL families.** • **Facilitate peer buddy systems or student ambassadors to support social integration for EL scholars.** • **Incorporate SEL supports and culturally affirming practices to foster a sense of belonging.** • **Use small-group instruction or targeted interventions to help EL scholars catch up on language skills missed during absences.** • **Review data from district surveys to identify areas of strength and challenges.**
	• Financial limitations restrict contributions to	• Offer no-cost or school-funded alternatives for fundraisers, field trips, and events to ensure all scholars can participate. • Assign a designated staff member or mentor to assist with permission slips

Foster/ Homeless	fundraisers and participation in school events. • Limited access to transportation makes attending after-school or weekend activities challenging. • Inconsistent adult support can hinder signing permission slips and encouraging participation. • Emotional withdrawal and trauma may lead to disengagement from school community activities. • Stigma or shame about being homeless or in foster care can prevent scholars from joining events. • Frequent moves and unpredictable schedules lead to missed school announcements and events. • Weak connections with peers and staff diminish feelings of belonging and willingness to participate. • Unstable living conditions and frequent school transfers contribute to chronic absenteeism. • Mental health challenges, such as anxiety and depression, affect regular attendance. • Lack of reliable transportation can exacerbate chronic absenteeism. • Limited communication with caregivers or social workers reduces awareness of available school supports. • Difficulty accessing attendance intervention or wraparound supports further compounds absenteeism.	and act as a consistent point of contact. • Create trauma-informed, low-pressure spaces (e.g., lunch clubs, art groups) to re-engage scholars emotionally. • Promote inclusive language in event messaging and ensure all scholars feel welcome regardless of background. • Use multiple formats (text, flyers, morning announcements) to communicate event info, accounting for mobility. • Build peer mentorship or buddy programs to foster connection and continuity during school transitions. • Ensure counselor and district social workers regularly check in with scholars experiencing housing instability or transitions. • Provide access to school-based mental health services and social-emotional learning supports. • Collaborate with local shelters or child welfare agencies to coordinate consistent transportation when possible. • Develop communication protocols that include caseworkers or temporary guardians to keep lines open. • Streamline referral systems so staff can quickly connect scholars to attendance and wraparound supports. • Review data from district surveys to identify areas of strength and challenges.

English Learners	• **Families may have difficulty understanding school attendance policies, notifications, or available support services due to limited English proficiency.** • **Lack of timely translated communications or interpreters can hinder effective family-school collaboration on attendance issues.** • **Some families may come from cultures with different norms around schooling, which can affect attitudes toward consistent attendance.** • **Similar to other underserved groups, EL families may face transportation issues or economic hardships that impact attendance.** • **Families or those unfamiliar with U.S. systems may avoid school interactions, impacting attendance follow-up or participation in after school events.** • **Families new to the country or school system may not understand processes for reporting absences, requesting support, or accessing resources.** • **EL scholars may feel socially isolated or struggle to connect with peers and staff, reducing motivation to attend regularly.** • **Chronic absences reduce time in immersive language environments crucial for EL progress.** • **EL scholars may avoid school due to fear of academic failure or language difficulties.** • **Families may have limited ability to assist with homework or school tasks, increasing frustration or absenteeism.** • **Technology gaps may prevent access to online resources or attendance support during absences.** • **EL scholars often face intersecting challenges such as economic hardship, mobility, or trauma, compounding attendance risks.**	• **Provide all attendance communications in families' home languages using text messages, apps, and translated documents.** • **Ensure interpreter availability during family meetings, conferences, and attendance interventions.** • **Offer culturally responsive family orientation sessions that explain school norms, attendance expectations, and support systems.** • **Collaborate with community organizations that support immigrant and refugee families to bridge gaps in trust and access.** • **Provide transportation assistance or flexible scheduling for families facing logistical barriers.** • **Create clear, visual guides in multiple languages on how to report absences and request support.** • **Assign a bilingual staff member or cultural liaison to check in regularly with EL families.** • **Facilitate peer buddy systems or student ambassadors to support social integration for EL scholars.** • **Incorporate SEL supports and culturally affirming practices to foster a sense of belonging.** • **Use small-group instruction or targeted interventions to help EL scholars catch up on language skills missed during absences.** • **Review data from district surveys to identify areas of strength and challenges.**
	• Financial instability can cause issues like lack of reliable transportation, unstable housing, or needing to care for siblings, all contributing to absenteeism. • Scholars from low-income families may have limited access to healthcare, leading to more frequent illness or untreated chronic conditions. • Hunger or inconsistent nutrition can affect energy levels and motivation to attend school regularly. • Lack of basic supplies or appropriate clothing can	• Partner with community health organizations to offer on-site or mobile health clinics and connect families to affordable care. • Maintain a school-based supply closet with clothing, hygiene products, backpacks, and materials available discreetly and maintained by our school counselor. • Designate staff to support transitions for families facing housing instability,

Free and Reduced Lunch	• impact attendance and engagement, not only in school, but all schoolwide activities. • Parents or guardians working multiple jobs or irregular hours may have difficulty ensuring consistent school attendance or transporting children to school or participating in after school activities. • Housing instability or frequent moves disrupt routines and increase absenteeism risk. • This limits ability to complete make-up work or engage in remote learning during absences. • Reduced opportunities for engagement and connection can decrease school attachment and increase absenteeism. • Stressors at home can impact mental health and attendance. • Language barriers, lack of transportation, or limited access to communication devices can reduce family-school connections supporting attendance in school as well as schoolwide events. • Scholars may avoid school or fund-raising events to hide financial hardship or due to embarrassment. • Families may not know about available assistance (transportation help, free meals, counseling)	including re-entry plans and welcome kits. • Provide printed make-up work packets and access to offline learning tools for scholars without internet. • Create inclusive, no-cost extracurricular clubs and leadership opportunities to build school connection. • Embed social-emotional learning and mental health support into daily routines; provide access to our school counselor and check-in spaces. • Use multilingual, low-tech family communication tools like text apps, phone calls, and translated flyers. • Normalize participation in events without financial contributions; make fundraising optional with no public tracking. • Host family nights that share available resources (e.g., transportation, food, school supplies, mental health) in multiple languages. • Train staff to recognize signs of economic hardship and respond with sensitivity, dignity, and connection to support. • Review data from district surveys to identify areas of strength and challenges.

Migrant/ Title1-C Eligible	N/A	

English Learners	• **Families may have difficulty understanding school attendance policies, notifications, or available support services due to limited English proficiency.** • **Lack of timely translated communications or interpreters can hinder effective family-school collaboration on attendance issues.** • **Some families may come from cultures with different norms around schooling, which can affect attitudes toward consistent attendance.** • **Similar to other underserved groups, EL families may face transportation issues or economic hardships that impact attendance.** • **Families or those unfamiliar with U.S. systems may avoid school interactions, impacting attendance follow-up or participation in after school events.** • **Families new to the country or school system may not understand processes for reporting absences, requesting support, or accessing resources.** • **EL scholars may feel socially isolated or struggle to connect with peers and staff, reducing motivation to attend regularly.** • **Chronic absences reduce time in immersive language environments crucial for EL progress.** • **EL scholars may avoid school due to fear of academic failure or language difficulties.** • **Families may have limited ability to assist with homework or school tasks, increasing frustration or absenteeism.** • **Technology gaps may prevent access to online resources or attendance support during absences.** • **EL scholars often face intersecting challenges such as economic hardship, mobility, or trauma, compounding attendance risks.**	• **Provide all attendance communications in families' home languages using text messages, apps, and translated documents.** • **Ensure interpreter availability during family meetings, conferences, and attendance interventions.** • **Offer culturally responsive family orientation sessions that explain school norms, attendance expectations, and support systems.** • **Collaborate with community organizations that support immigrant and refugee families to bridge gaps in trust and access.** • **Provide transportation assistance or flexible scheduling for families facing logistical barriers.** • **Create clear, visual guides in multiple languages on how to report absences and request support.** • **Assign a bilingual staff member or cultural liaison to check in regularly with EL families.** • **Facilitate peer buddy systems or student ambassadors to support social integration for EL scholars.** • **Incorporate SEL supports and culturally affirming practices to foster a sense of belonging.** • **Use small-group instruction or targeted interventions to help EL scholars catch up on language skills missed during absences.** • **Review data from district surveys to identify areas of strength and challenges.**
	• Families from marginalized communities may have distrust of educational institutions due to past discrimination or negative experiences. • Differences in cultural beliefs about education, attendance, or family roles can influence school attendance patterns.	• Build trust through sustained relationship-building with families, including home visits, family liaisons, and culturally respectful outreach. • Offer culturally responsive family education sessions that explain attendance policies while honoring diverse family values and perspectives. • Create safe spaces for scholars to report and process bias, and ensure all staff are trained in anti-bias practices and microaggression prevention.

Racial/ Ethnic Minorities	• Scholars may feel unwelcome or unsafe due to bias, microaggressions, or lack of cultural representation, leading to disengagement. • Even if not ELs, some families may face language or literacy barriers in school communication. • Economic hardship linked to racial disparities impacts transportation, healthcare access, and stability. • Lack of culturally affirming events, staff, or curriculum can reduce family and scholar connection to school. • Cultural stigma about absenteeism or seeking support can prevent families from accessing help. • Lack of staff who share scholars' racial/cultural backgrounds can hinder relationship building and cultural understanding. • Disproportionate disciplinary actions or punitive attendance policies may contribute to absenteeism. • Chronic stress linked to racial trauma can affect mental health and school engagement. • Families may be unaware of or unable to access culturally appropriate support services.	• Translate school communications and provide literacy-friendly formats to ensure all families can engage with school information. • Partner with community organizations to address transportation, food access, and healthcare disparities affecting school attendance. • Integrate culturally affirming materials, events, and curriculum that reflect the identities and histories of scholars served. • Normalize support-seeking behaviors through universal supports and messaging that reduces stigma for families. • Prioritize hiring and retaining diverse staff who reflect the community and can build culturally grounded relationships. • Review attendance and discipline data regularly to identify and address disparities in enforcement practices. • Provide trauma-informed mental health supports that recognize the impact of racial trauma and systemic inequities. • Map and share culturally responsive support services, including language-specific, faith-based, or community-based resources. • Review data from district surveys to identify areas of strength and challenges.

English Learners	• **Families may have difficulty understanding school attendance policies, notifications, or available support services due to limited English proficiency.** • **Lack of timely translated communications or interpreters can hinder effective family-school collaboration on attendance issues.** • **Some families may come from cultures with different norms around schooling, which can affect attitudes toward consistent attendance.** • **Similar to other underserved groups, EL families may face transportation issues or economic hardships that impact attendance.** • **Families or those unfamiliar with U.S. systems may avoid school interactions, impacting attendance follow-up or participation in after school events.** • **Families new to the country or school system may not understand processes for reporting absences, requesting support, or accessing resources.** • **EL scholars may feel socially isolated or struggle to connect with peers and staff, reducing motivation to attend regularly.** • **Chronic absences reduce time in immersive language environments crucial for EL progress.** • **EL scholars may avoid school due to fear of academic failure or language difficulties.** • **Families may have limited ability to assist with homework or school tasks, increasing frustration or absenteeism.** • **Technology gaps may prevent access to online resources or attendance support during absences.** • **EL scholars often face intersecting challenges such as economic hardship, mobility, or trauma, compounding attendance risks.**	• **Provide all attendance communications in families' home languages using text messages, apps, and translated documents.** • **Ensure interpreter availability during family meetings, conferences, and attendance interventions.** • **Offer culturally responsive family orientation sessions that explain school norms, attendance expectations, and support systems.** • **Collaborate with community organizations that support immigrant and refugee families to bridge gaps in trust and access.** • **Provide transportation assistance or flexible scheduling for families facing logistical barriers.** • **Create clear, visual guides in multiple languages on how to report absences and request support.** • **Assign a bilingual staff member or cultural liaison to check in regularly with EL families.** • **Facilitate peer buddy systems or student ambassadors to support social integration for EL scholars.** • **Incorporate SEL supports and culturally affirming practices to foster a sense of belonging.** • **Use small-group instruction or targeted interventions to help EL scholars catch up on language skills missed during absences.** • **Review data from district surveys to identify areas of strength and challenges.**
	• Scholars with IEPs may miss direct services such as speech, occupational therapy, or specialized instruction, delaying progress on goals. • Many special education scholars thrive on consistency and structure. Absences disrupt established routines, which can increase anxiety and reduce learning confidence.	• Create a system for tracking and rescheduling missed IEP services to minimize disruption and ensure goal progress. • Build predictable classroom routines and visual schedules that help scholars transition back smoothly after absences. • Provide pre-teaching or small-group review sessions to help scholars catch up on foundational skills in a manageable way. • Ensure consistent implementation of

Students with IEPs	• Repeated absences make it difficult to maintain pacing, especially when content builds cumulatively (e.g., in math or decoding). • Many accommodations (e.g., small group instruction, extended time) are most effective when implemented consistently in a classroom setting. • Returning to school after absences can feel overwhelming — both socially and academically — especially for scholars with executive functioning or social-emotional needs. • Extended or frequent absences can lead to academic and behavioral regression, particularly in foundational literacy or self-regulation areas. • Scholars with disabilities may require more time to process instruction. Catch-up work can overwhelm them, compounding anxiety and disengagement. • Some scholars with IEPs have chronic health issues or rely on specialized transportation, increasing the likelihood of absenteeism. • Families may struggle to support missed work due to complexity, language barriers, or lack of access to appropriate materials or guidance. • Chronic absenteeism complicates progress monitoring, making it harder to assess whether instruction or supports are effective. • Absences can lead to decreased peer interaction, impacting social skill development and sense of belonging — especially for scholars who already feel marginalized.	accommodations across settings; provide teachers with easy access to IEP "at-a-glance" documents. • Design soft re-entry plans that include check-ins, reduced workload, and peer or adult support for scholars returning after absences. • Use targeted interventions to reteach missed concepts while maintaining a supportive, low-stress environment. • Break make-up work into smaller, scaffolded chunks to reduce cognitive overload and build confidence. • Coordinate with families and transportation services to ensure reliable access to school and appointments, especially for medically fragile scholars. • Offer simplified or supported home learning materials with clear guidance for families, using visuals and home-language resources when needed. • Use ongoing data collection tools (e.g., progress notes, behavior logs, goal trackers) to monitor growth despite attendance gaps. • Include structured social skills groups or peer buddy systems to rebuild peer interaction and support social-emotional development. • Train staff on how to welcome back and re-engage scholars with IEPs after absences in a trauma-informed, strengths-based way. • Review data from district surveys to identify areas of strength and challenges.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	The percentage of scholars identified as chronically absent at Roy Gomm increased from 6% to 10% during the 2025-2026 school year. Reducing chronic absenteeism to 5% is needed to support consistent student engagement and academic success.	Cases are often tied to a combination of factors such as family-related challenges or planned vacations, health concerns, lack of transportation, and limited understanding among families about the impact of missed instructional time. In some cases, there is also a need to strengthen scholars' engagement and connection to school, particularly for those who do not feel socially or academically connected.

★ = Priority

Priority Problem Statements

Problem Statement	Critical Root Cause
1 ★ Roy Gomm overall is seeing an increase in student achievement, however, when looking into sub populations, our students on IEPs are stagnant in the category of "Meeting State AGP Targets." Additionally, our over all percentage of proficiency for students on an IEP decreased by 6% points.	While Roy Gomm Elementary has made strides in using data-informed instruction and strengthening collaborative planning through PLCs, challenges remain for students who are on an IEP to access the Tier 1 Content successfully. Although formative and summative assessments such as iReady and SBAC are used with greater fidelity, we need to further align instruction with a guaranteed and viable curriculum for all scholars and increase our use of Common Formative Assessments that are teacher created and agreed upon to provide more timely and actionable immediate feedback to students. Additionally, continued development is needed to enhance scholars' ownership of learning through the Teacher Clarity Practices ensuring all students know what they are learning, and how they will know when they have achieved it.
2 ★ By the end of the 2026 academic year, there is a need to ensure consistent, high-quality science instruction across all grade levels at Roy Gomm Elementary.	Roy Gomm Elementary is working to improve coherent instruction and student achievement by strengthening the implementation of the district-adopted FOSS and Reveal MATH curricula. However, inconsistent use of these programs across grade levels limits vertical alignment in science and the delivery of structured, standards-based math instruction. To ensure effective implementation, there is a need for increased targeted support, collaboration, and professional development that builds faculty confidence and promotes instructional consistency schoolwide.
3 ★ The percentage of scholars identified as chronically absent at Roy Gomm increased from 6% to 10% during the 2025-2026 school year. Reducing chronic absenteeism to 5% is needed to support consistent student engagement and academic success.	Cases are often tied to a combination of factors such as family-related challenges or planned vacations, health concerns, lack of transportation, and limited understanding among families about the impact of missed instructional time. In some cases, there is also a need to strengthen scholars' engagement and connection to school, particularly for those who do not feel socially or academically connected.

4 ★

By the end of the 2026 2027 academic year, there is a need to ensure full and effective implementation of the districtwide goal to utilize Teacher Clarity Practices in each classroom.

While all faculty have received initial training in the Teacher Clarity Practices, ongoing professional development is planned, and the practices are still in the early stages of implementation. As a result, continued support and collaboration are needed to ensure full alignment with district learning intentions and consistent, high-quality instruction across all classrooms where students will know what they are learning and begin to develop self-assessment skills to understand if they are meeting the criteria for success.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Curriculum Based Measures**
- [x] **Early childhood literacy and math data**
- [x] **Early reading assessment results**
- [x] **End-of-Unit Assessments**
- [x] **I-Ready**
- [x] **Local benchmark, common assessments, diagnostic assessments, or interim assessments data**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **MyPath**
- [x] **National Assessment of Educational Progress (NAEP)**
- [x] **Nevada Alternate Assessment (NAA)**
- [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] **WIDA Alternate ACCESS (WAA)**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Class size averages by grade and subject**
- [x] **Communications data**
- [x] **Equity data**
- [x] **Evaluation(s) of professional development implementation and impact**

- [x] **Lesson Plans**
- [x] **Master schedule**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Professional Development Agendas**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **School department and/or faculty meeting discussions and data**
- [x] **School leadership data**
- [x] **Staff surveys and/or other feedback**
- [x] **State certified and high quality staff data**
- [x] **Student Climate Survey**
- [x] **Study of best practices**
- [x] **Teacher evaluation**
- [x] **Teacher retention**
- [x] **Teacher/Student Ratio**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Community surveys and/or other feedback**
- [x] **Demographic data**
- [x] **Enrollment**
- [x] **Enrollment trends**
- [x] **Gifted and talented data**
- [x] **Home Visits**
- [x] **PBIS/MTSS data**
- [x] **Perception/survey data**

- ☑ **School safety data**
- ☑ **Social Emotional Learning Data**
- ☑ **Volunteer opportunities, attendance, and participation**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

By the end of the 2026-2027 school year, the student growth percentile will increase by 10 percentage points, from 62% to 72% in ELA and from 67% to 77% in Mathematics, as measured by the Smarter Balanced Assessment.

Formative Measures: iReady summative assessments, full implementation of math curriculum, effective implementation of Foss kits, increased professional development around Teacher Clarity Practices, including common formative assessments.

Improvement Strategy 1

iReady

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct weekly reviews of iReady student usage, lesson completion and passage, as well as conducting intentional teacher meetings around progress towards this goal. Review of data with dean, teacher, and scholars, as well as meeting during PLC time. Provide professional development around tiered instruction and differentiation, as well as blended learning.	Principal All faculty	End of 26-27SY	

Position Responsible: Principal All faculty

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Roy Gomm overall is seeing an increase in student achievement, however, when looking into sub populations, our students on IEPs are stagnant in the category of "Meeting State AGP Targets." Additionally, our over all percentage of proficiency for students on an IEP decreased by 6% points.	While Roy Gomm Elementary has made strides in using data-informed instruction and strengthening collaborative planning through PLCs, challenges remain for students who are on an IEP to access the Tier 1 Content successfully. Although formative and summative assessments such as iReady and SBAC are used with greater fidelity, we need to further align instruction with a guaranteed and viable curriculum for all scholars and increase our use of Common Formative Assessments that are teacher created and agreed upon to provide more timely and actionable immediate feedback to students. Additionally, continued development is needed to enhance scholars' ownership of learning through the Teacher Clarity Practices ensuring all students know what they are learning, and how they will know when they have achieved it.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

Our school will reduce instructional variability in the data around student sub populations by strengthening Teacher Clarity through consistent implementation of Learning Intentions, Success Criteria, and formative assessment practices in every classroom. 100% of teachers will implement backward planning and instructional clarity practices (learning intentions and success criteria) through PLCs to strengthen Tier 1 instruction and increase student ownership of learning. This will be evidenced by visual and verbal communication in the classroom, PLC developed common formative assessments, and data collected from the assessments.

Formative Measures: Teacher observations
Teacher clarity measures
Walk Through data collected by "Walk Platform"

Improvement Strategy 1

PLCs

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Structured weekly PLCs, outcome reviews, and use of The Teacher Clarity Playbook provide aligned professional development in teacher clarity.	Principal	End of 26-27SY	

Position Responsible: Principal

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Adult Learning Culture 1, 2

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	By the end of the 2026 2027 academic year, there is a need to ensure full and effective implementation of the districtwide goal to utilize Teacher Clarity Practices in each classroom.	While all faculty have received initial training in the Teacher Clarity Practices, ongoing professional development is planned, and the practices are still in the early stages of implementation. As a result, continued support and collaboration are needed to ensure full alignment with district learning intentions and consistent, high-quality instruction across all classrooms where students will know what they are learning and begin to develop self-assessment skills to understand if they are meeting the criteria for success.
2	By the end of the 2026 academic year, there is a need to ensure consistent, high-quality science instruction across all grade levels at Roy Gomm Elementary.	Roy Gomm Elementary is working to improve coherent instruction and student achievement by strengthening the implementation of the district-adopted FOSS and Reveal MATH curricula. However, inconsistent use of these programs across grade levels limits vertical alignment in science and the delivery of structured, standards-based math instruction. To ensure effective implementation, there is a need for increased targeted support, collaboration, and professional development that builds faculty confidence and promotes instructional consistency schoolwide.

Inquiry Area 3 Connectedness

SMART Goal 1

By the end of the 2026-2027 school year, Gomm Elementary will build a highly connected and engaging school community by reducing chronic absenteeism from 10% to 5%

Formative Measures: IC and BIG attendance reports
daily attendance reports
PLC weekly review of attendance data
Weekly updates as to scholars identified as chronically absent sent to faculty

Improvement Strategy 1

PBIS/Family Engagement/Home Visits

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Develop a comprehensive outreach campaign to inform families about the importance of regular attendance and the potential consequences of chronic absenteeism. Weekly communication daily phone calls to parents, email, phone calls, postcards, and check in, check out systems for scholars identified as consistent chronic absenteeism, as well as a system of incentives and recognition for building for scholars and classes, and individual scholars reaching attendance goals for the week, month, quarter, and semester. CICO around attendance. Increase participation in the WCSD Parent Teacher Home Visit (PTHV), program and align scholars that are habitually absent as scholars to visit first. Meet individually with scholars and conduct student attendance interviews which includes assessing motivators and functions of absenteeism. Establish tier 2 and tier 3 supports and effective implementation of each, reviewing collected data for effectiveness.	Principal, Faculty	End of 26-27SY	

Position Responsible: Principal, Faculty

Evidence Level

Level 1: Strong:
PBIS

Level 2: Moderate:
Home Visits

Level 3: Promising:
Family Engagement

Problem Statements: Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	The percentage of scholars identified as chronically absent at Roy Gomm increased from 6% to 10% during the 2025-2026 school year. Reducing chronic absenteeism to 5% is needed to support consistent student engagement and academic success.	Cases are often tied to a combination of factors such as family-related challenges or planned vacations, health concerns, lack of transportation, and limited understanding among families about the impact of missed instructional time. In some cases, there is also a need to strengthen scholars' engagement and connection to school, particularly for those who do not feel socially or academically connected.

Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

3.1 Annually evaluate the schoolwide plan

The School Performance Plan is evaluated through ongoing review of student achievement, growth, and subgroup data to monitor progress toward established goals and identify areas needing adjustment. Throughout the year, school leadership and stakeholders analyze implementation evidence, progress-monitoring measures, and outcome data to determine the effectiveness of strategies and inform continuous improvement efforts.

4.2 Offer flexible number of parent involvement meetings

Multiple events held at different times during the day on various days, including the following:

- Coffee with the Principal- quarterly
- Back to School Night
- Ice Cream Social
- PFA events
- Parent Teacher Conferences
- Think Tank- World Cafe

Community Outreach Activities

Activity	Date	Lesson Learned
Ice Cream Social- Meet the Staff	8/6/2026	Non-scooping ice cream would speed up the process
Back to School Night	8/18/2026	
Gopher Day	9/20/2026	
Coffee with the Principal Events	9/3/2026, 12/9/2026, 2/17/2027, 4/7/2027	
Field Day	6/2/2027	