# Churchill County School District

# Numa Elementary School

# 2024-2025 School Performance Plan

**Classification: 1 Star School**

**Distinction Designations:**
Title I

# Mission Statement

Everyon Always Learning

# Demographics & Performance Information

**Nevada Report Card**

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at https://nevadareportcard.nv.gov/di/ .

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# Comprehensive Needs Assessment

## Student Success

### Student Success Summary

As measured by the NWEA Measures of Academic Progress fall assessment, there are a number of students that measured in the average to high range in both Math and Reading.  In math 47% of the 4th grade and 46% of the 5th grade students are achieving at this level.  In reading 58% of the 4th grade and 53% of the 5th grade are achieving at this level.  In math, 26% of the 4th grade and 16% of the 5th grade are achieving at the high average to high range.  In reading, 35% of the 4th grade and 33% for the 5th grade are achieving at the high average to high range.

As measured by the i-Ready fall math diagnostic, 16% and 13% of the students were at or above grade level.

Student survey results reflected that 90% of the students felt Numa Elementary has a positive school environment.

The student attendance rate is strong with only 5% of the students chronically absent.

### Student Success Strengths

Students survey results reflect that Numa Elementary has a positive school environment.  The absenteeism rate is low reflecting students want to attend school.

### Problem Statements Identifying Student Success Needs

**Problem Statement 1 (Prioritized):** Numa Elementary is facing a gap in academic proficiency and growth, with a significant portion of students, particularly those with diverse learning needs, not meeting established proficiency benchmarks in reading and math on school, district, and state assessments.   **Critical Root Cause:** A high percentage of students entering Numa Elementary in the 4th grade are below grade level as measured by MAP and SBAC. A high number of students are two or more grade levels below. The elementary schools have lacked an adopted curriculum for many years causing a disconnect between instruction and learning outcomes.

# Adult Learning Culture

**Adult Learning Culture Summary**

Adult learning opportunities at Numa Elementary consist of district and school organized professional development (PD). Additionally teachers have structured Professional Learning Community (PLC) time. Informal conversations among teachers occur. There are several staff members that participate in the facilitation of the site based learning. This includes, but is not limited to, the site administrator, Implementation Coaches (4), counselor, Teacher on Special Assignment-Reset Room, and Literacy Specialist. Professional development is aligned with the district/school vision and goals.

**Adult Learning Culture Strengths**

Numa Elementary has a positive and collaborative adult learning culture. Teachers and other staff are actively engaged in their learning. The learning is focused on positive student outcomes (academic, social/emotional). Teachers openly share ideas and best practices, and work together to improve student learning. Most teachers actively participate in professional development opportunities outside those provided by the school/district.

**Problem Statements Identifying Adult Learning Culture Needs**

**Problem Statement 1:** Limited level of understanding of how to efficiently implement the new ELA (Savvas) and math (iReady) curriculum and all the components. **Critical Root Cause:** Both the ELA and math curriculum are new this year.

# Connectedness

**Connectedness Summary**

Although a high percentage of students report they feel a connection to Numa Elementary, the staff, and their peers, not all students experience a positive connection to their education (i.e. school, classroom, teacher, academics, social/emotional relationships).

**Connectedness Strengths**

Numa Elementary has a comprehensive approach to student connectedness. A variety of strategies are utilized to promote and improve student connections. Students are recognized for academic achievements and positive behaviors. Social and Emotional learning (SEL) takes place in the classroom to help students develop skills. A variety of school-based events are hosted to promote family engagement (Literacy Night, Open House Night, Back to School Night and Parent-Teacher Conferences, Award Ceremonies, PTO Meetings).

**Problem Statements Identifying Connectedness Needs**

**Problem Statement 1:** Not all students experience a positive connection to their education (i.e. school, classroom, teacher, academics, social/emotional relationships). **Critical Root Cause:** Root causes include absenteeism, poor academic success, poor social/emotional skills, and poor intrinsic motivation to learn.

# Stakeholder Engagement

**Stakeholder Engagement Summary**

| Prompt | Response |
|---|---|
| In 2-3 sentences, describe how the district engages required stakeholder groups in the needs assessment and decision making processes including: Parents and families, students at risk of failure and dropping out, educators and school leaders, community groups, historically underrepresented groups (ELs and MLs, racially & ethnically diverse stakeholders, indigenous populations, economically disadvantaged, transient populations), private and charter schools, and other hard-to-reach groups. | Stakeholders receive regular communication through a variety of means. |
| What lessons did you learn from your stakeholder groups that are informing your improvement priorities for the upcoming school year? | |
| What has worked well in your previous engagement efforts?<br><br>What might you do differently to increase or improve engagement moving forward? | |

**Stakeholder Engagement Strengths**

Stakeholders receive regular communication through a variety of means.  Parent-Teacher conferences have a high participation rate.  Students are engaged with community members through guest speakers and field trips.

**Problem Statements Identifying Stakeholder Engagement Needs**

**Problem Statement 1:** Not all students experience a positive connection to their education (i.e. school, classroom, teacher, academics, social/emotional relationships).   **Critical Root Cause:** Root causes include absenteeism, poor academic success, poor social/emotional skills, and poor intrinsic motivation to learn.

# Priority Problem Statements

**Problem Statement 1**: Numa Elementary is facing a gap in academic proficiency and growth, with a significant portion of students, particularly those with diverse learning needs, not meeting established proficiency benchmarks in reading and math on school, district, and state assessments.

**Critical Root Cause 1**: A high percentage of students entering Numa Elementary in the 4th grade are below grade level as measured by MAP and SBAC. A high number of students are two or more grade levels below. The elementary schools have lacked an adopted curriculum for many years causing a disconnect between instruction and learning outcomes.

**Problem Statement 1 Areas**: Student Success

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals
- School goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews
- Planning and decision-making committee minutes

**Accountability Data**

- Comprehensive, Targeted, and/or Additional Targeted Support data

**Student Data: Assessments**

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

**Student Data: Student Groups**

- Race and ethnicity
- Male/Female
- Special education
- At-risk
- EL
- Section 504 data
- Homeless data
- Foster
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

**Student Data: Behavior and Other Indicators**

- Attendance data
- Social Emotional Learning
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

**Employee Data**

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data

**Parent/Family/Community Data**

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Volunteer opportunities, attendance, and participation

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

**Goal 1:** Increase the percentage of student growth by a minimum of 5% as measured by NWEA MAP (Spring Assessment) in math.

    **Aligns with District Priority**

**Annual Performance Objective 1:** By the end of the 2024-2025 school year all licensed staff will demonstrate an increased awareness and implementation of the new math (iReady) curriculum.

    **Evaluation Data Sources:** Professional Development records, Professional Learning Community (PLC) agenda/notes, Classroom Observations

| Improvement Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Improvement Strategy 1:** Teachers will receive targeted training and support to understand the new material and learn effective teaching strategies specifically designed for the new math (iReady) curriculum. | **Status Check** | | | **EOY Reflection** |
|     **Formative Measures:** Professional Development Records | **Nov** | **Jan** | **Mar** | **June** |
|     **Position Responsible:** Principal, Licensed Teachers<br><br>    **Student Groups This Strategy Targets:**<br>    FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk<br>    **- Evidence Level:**<br>    Moderate<br>    **Problem Statements/Critical Root Causes:** Student Success 1 | | | | |
| Improvement Strategy 2 Details | Reviews | | | |
| **Improvement Strategy 2:** Professional Learning Community (PLC) time will be utilized to assist in the successful implementation of the new math (iReady) curriculum. | **Status Check** | | | **EOY Reflection** |
|     **Formative Measures:** Professional Learning Community (PLC) agenda and notes | **Nov** | **Jan** | **Mar** | **June** |
|     **Position Responsible:** Principal, Teachers<br><br>    **Student Groups This Strategy Targets:**<br>    FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk<br>    **- Evidence Level:**<br>    Moderate<br>    **Problem Statements/Critical Root Causes:** Student Success 1 | N/A | | | |

| Improvement Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Improvement Strategy 3:** Ensure that all students receive quality Tier 1 instruction  that address the Nevada Academic Content Standards through the new math (iReady) curriculum. | **Status Check** | | | **EOY Reflection** |
| **Formative Measures:** Formal and Walkthrough Observations | **Nov** | **Jan** | **Mar** | **June** |
| **Position Responsible:** Principal, Teachers<br><br>**Student Groups This Strategy Targets:**<br>FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk<br> - **Evidence Level:**<br>Moderate<br>**Problem Statements/Critical Root Causes:** Student Success 1 | N/A | | | |

| | | | | |
|---|---|---|---|---|
| 0% No Progress | 100% Accomplished | ➡ Continue/Modify | ✖ Discontinue | |

**Annual Performance Objective 1 Problem Statements:**

| Student Success |
|---|
| **Problem Statement 1**: Numa Elementary is facing a gap in academic proficiency and growth, with a significant portion of students, particularly those with diverse learning needs, not meeting established proficiency benchmarks in reading and math on school, district, and state assessments.   **Critical Root Cause**: A high percentage of students entering Numa Elementary in the 4th grade are below grade level as measured by MAP and SBAC. A high number of students are two or more grade levels below. The elementary schools have lacked an adopted curriculum for many years causing a disconnect between instruction and learning outcomes. |

**Goal 2:** Increase the percentage of student growth by a minimum of 5% as measured by NWEA MAP (Spring Assessment) in reading.
    **Aligns with District Priority**

**Annual Performance Objective 1:** By the end of the 2024-2025 school year all licensed staff will demonstrate demonstrate an increased awareness and implementation of the new ELA (Savvas) curriculum.

    **Evaluation Data Sources:** Professional Development records, Professional Learning Community (PLC) agenda/notes, Classroom Observations

| Improvement Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Improvement Strategy 1:** Licences staff will receive professional development focused on the new ELA (Savvas) and math (ELA) curriculum. | **Status Check** | | | **EOY Reflection** |
| **Formative Measures:** Professional Development records | **Nov** | **Jan** | **Mar** | **June** |
| **Position Responsible:** Principal, Licensed Staff, Implementation Coaches | | | | |
| **Student Groups This Strategy Targets:** FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups - **Evidence Level:** Moderate | | | | |
| **Problem Statements/Critical Root Causes:** Student Success 1 | | | | |

| Improvement Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Improvement Strategy 2:** Professional Learning Community (PLC) time will be utilized to assist in the successful implementation of the new math (iReady) curriculum. | **Status Check** | | | **EOY Reflection** |
| **Formative Measures:** Professional Learning Community (PLC) agenda and notes | **Nov** | **Jan** | **Mar** | **June** |
| **Position Responsible:** Principal, Teachers | N/A | | | |
| **Student Groups This Strategy Targets:** FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - **Evidence Level:** Moderate | | | | |
| **Problem Statements/Critical Root Causes:** Student Success 1 | | | | |

| Improvement Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Improvement Strategy 3:** Ensure that all students receive quality Tier 1 instruction that addresses the Nevada Academic Content Standards through the new ELA (Savvas) curriculum. | **Status Check** | | | **EOY Reflection** |
| **Formative Measures:** Formal and Walkthrough Observations | **Nov** | **Jan** | **Mar** | **June** |
| **Position Responsible:** Principal, Teachers<br><br>**Student Groups This Strategy Targets:**<br>FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk<br>- **Evidence Level:**<br>Moderate<br>**Problem Statements/Critical Root Causes:** Student Success 1 | N/A | | | |

0% No Progress          100% Accomplished          ➡ Continue/Modify          ✖ Discontinue

**Annual Performance Objective 1 Problem Statements:**

| Student Success |
|---|
| **Problem Statement 1**: Numa Elementary is facing a gap in academic proficiency and growth, with a significant portion of students, particularly those with diverse learning needs, not meeting established proficiency benchmarks in reading and math on school, district, and state assessments.   **Critical Root Cause**: A high percentage of students entering Numa Elementary in the 4th grade are below grade level as measured by MAP and SBAC. A high number of students are two or more grade levels below. The elementary schools have lacked an adopted curriculum for many years causing a disconnect between instruction and learning outcomes. |

**Goal 3:** Numa Elementary will score in the "most favorable conditions" in each component measured by the Nevada School Climate /Social Emotional Learning (NV-SCSEL) survey. Numa will score at least 75/100 in the Social Emotional Competence Component.

**Annual Performance Objective 1:** Provide a high-quality learning experience for all students in a safe, equitable, inclusive, respectful, positive, and culturally responsive environment.

> **Evaluation Data Sources:** Nevada School Climate/Social Emotional Learning (NV-SCSEL) survey, Behavior Data (SISP), Tiered Fidelity Inventory (TFI) Data, Classroom Observations, Attendance Records

| Improvement Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Improvement Strategy 1:** Classroom and school-wide education/review of behavior and social expectations for all students. | **Status Check** | | | **EOY Reflection** |
| **Formative Measures:** Classroom Observations, Staff meeting agenda/minutes, Lesson Plans | **Nov** | **Jan** | **Mar** | **June** |
| **Position Responsible:** All Staff<br><br>**Student Groups This Strategy Targets:**<br>FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk<br> - **Evidence Level:**<br>Moderate<br>**Problem Statements/Critical Root Causes:** Student Success 1 | | | | |

| Improvement Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Improvement Strategy 2:** Provide targeted support for students needing additional social-emotional skills.<br>**Formative Measures:** Reset Room Teacher data, School Counselor data | **Status Check** | | | **EOY Reflection** |
| **Position Responsible:** Principal, Councelor, Reset Room Teacher | **Nov** | **Jan** | **Mar** | **June** |
| **Student Groups This Strategy Targets:**<br>FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk<br> - **Evidence Level:**<br>Moderate<br>**Problem Statements/Critical Root Causes:** Student Success 1 | N/A | | | |

| Improvement Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Improvement Strategy 3:** Provide regular communication to parents/guardians | **Status Check** | | | **EOY Reflection** |
| **Formative Measures:** Peachjar Communications, District Newsletter, Teacher Communication, Parent-Teacher Conference data | **Nov** | **Jan** | **Mar** | **June** |
| **Position Responsible:** Principal, Teachers<br><br>**Student Groups This Strategy Targets:**<br>FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk<br> **- Evidence Level:**<br>Moderate<br>**Problem Statements/Critical Root Causes:** Student Success 1 | N/A | | | |

0% No Progress     100% Accomplished     ➡ Continue/Modify     ✖ Discontinue

**Annual Performance Objective 1 Problem Statements:**

| Student Success |
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| **Problem Statement 1**: Numa Elementary is facing a gap in academic proficiency and growth, with a significant portion of students, particularly those with diverse learning needs, not meeting established proficiency benchmarks in reading and math on school, district, and state assessments.   **Critical Root Cause**: A high percentage of students entering Numa Elementary in the 4th grade are below grade level as measured by MAP and SBAC. A high number of students are two or more grade levels below. The elementary schools have lacked an adopted curriculum for many years causing a disconnect between instruction and learning outcomes. |