

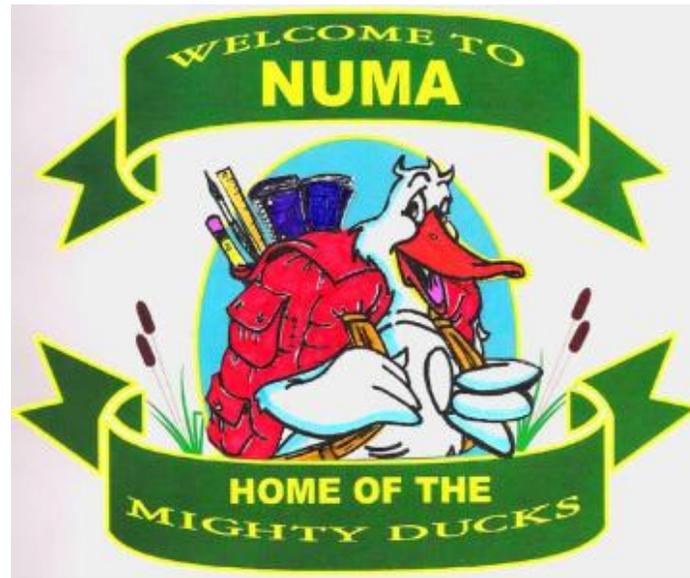
# Churchill County School District

## Numa Elementary School

### 2025-2026 School Improvement Plan

Classification: 1 Star School

Title I



# Mission Statement

Everyon Always Learning

## Vision

To create an environment where every student discovers their potential, develops essential skills, and builds a foundation for future success.

## 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 Areas of Strength

This year's school performance plan submission faces unique challenges regarding data collection and student demographics. Due to an earlier submission deadline compared to previous years, we were unable to collect current fall assessment data. Consequently, this plan relies on the end-of-year data from the previous school year to identify areas of strength and areas needing growth. Because the elementary schools in Churchill County are organized into different grade levels, it is important to acknowledge the significant shift in our student body each academic year. Numa Elementary services 4th and 5th grades. This means that approximately half of our current student population is new to our school each year. The incoming 4th grade students are transitioning from another school within the district, and their prior academic experience and data may differ significantly from our returning students. We will gather comprehensive fall assessment data as soon as possible to gain a more accurate understanding of our current students' strengths and needs, which will inform any needed adjustment to the improvement plan.

Numa Elementary students demonstrated academic growth during the previous previous year, as reflected in both NWEA MAP assessments and IReady Math assessments. Math assessments showed the most growth, and is attributed to staff and students being more familiar with the iReady curriculum in its second year of implementation.

- NWEA MAP assessments reflected growth in Math, Reading, and Language Usage for the 4th grade. Math grew the most with a median percentile score increase of 20. Reading and Language Use experienced a smaller growth of 1 and 6 respectively. Math grew the most for the 5th grade with a median percentile score increase of 8. Reading experienced a drop of 4 percentile points while Language Use increased 3 percentile points.
- The iReady Math assessment also indicated a positive growth for our students. Both the 4th and 5th grades experienced a significant increase in students that assessed at or above grade level. The percentage of students at or above grade level in the 4th grade increased from 16% on the Fall diagnostic to 44% on the Spring diagnostic. The 5th grade experienced a similar growth. The percentage of students scoring at or above grade level increased from 14% on the Fall diagnostic to 43% on the Spring diagnostic.

Student survey results from the 2024-2025 school year reflected that most students felt they had a positive educational experience at Numa Elementary. Students reported they had strong academic growth, meaningful connections with adults, and positive interactions with their peers. Numa Elementary maintained a low number of minor and major behavior incidents throughout the school year. Most incidents were attributed to a small group of repeat offenders. These students received targeted interventions to help them regulate negative behaviors, contributing to an overall positive and productive learning environment for the majority of Numa's student population. The student attendance rate increased slightly from the 2023-2024 to the 2024-2025 school year. The overall attendance rate was at 95%.

### Student Success Areas for Growth

This year's school performance plan submission faces unique challenges regarding data collection and student demographics. Due to an earlier submission deadline compared to previous years, we were unable to collect current fall assessment data. Consequently, this plan relies on the end-of-year data from the previous school year to identify areas of strength and areas needing growth. Because the elementary schools in Churchill County are organized into different grade levels, it is important to acknowledge the significant shift in our student body each academic year. Numa Elementary services 4th and 5th grades. This means that approximately half of our current student population is new to our school each year. The incoming 4th grade students are transitioning from another school within the district, and their prior academic experience and data may differ significantly from our returning students. We will gather comprehensive fall assessment data as soon as possible to gain a more accurate understanding of our current students' strengths and needs, which will inform any needed adjustment to the improvement plan.

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.

### Student Success Equity Resource Supports

Student Group	Challenge	Solution
<b>English Learners</b>	EL students often require scaffolds to fully access rigorous content and vocabulary embedded in bot	Provide professional development opportunities for all staff on effective strategies, such as sheltered instructions, to integrate language support across all subjects.
<b>Foster/Homeless</b>	High mobility and trauma-related challenges can lead to inconsistent attendance and limited academic progress.	Strengthen positive school culture that promotes relationship building, routines, and supports.
<b>Free and Reduced Lunch</b>	Economic barriers can impact access to learning materials, consistent internet, and tutoring or enrichment opportunities.	Ensure access to Chromebook, offline support materials, and academic intervention.
<b>Migrant/Title1-C Eligible</b>	Migrant students may experience inconsistent academic continuity due to relocation and seasonal work schedules.	Establish a system to flag and monitor learning gaps early, and offer wraparound academic services through Title I-C resources in collaboration with district services.
<b>Racial/Ethnic Minorities</b>	Achievement gaps persist among some racial/ethnic subgroups, especial on standardized tests.	Disaggregate data by subgroup and monitor academic growth quarterly. Implement culturally responsive teaching practices that reflect student diversity.
<b>Students with IEPs</b>	Students with IEPs often struggle with demonstrating proficiency on MAP and SBAC due to curriculum access challenges and varied cognitive or behavioral needs.	Ensure general education and special education teachers are collaborating to align IEP goals with curriculum and grade level standards, and strategies are being implemented to support student access to the curriculum.

## **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 in Churchill County have lacked an adopted curriculum for many years causing a disconnect between instruction and learning outcomes.

# Adult Learning Culture

## Adult Learning Culture Areas of Strength

Adult learning opportunities at Numa Elementary consists of district and school organized professional development (DP). Additionally, teachers have structured Professional Learning Communities (PLC) time. Informal conversations among teachers occur. There are several staff members who participate in the facilitation of the site based learning. This includes, but is not limited to, the site administrator, implantation coaches, counselor, teacher on special assignment-Reset Room, and other members of the staff. Professional development is aligned with the district/school vision and goals. 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.

## Adult Learning Culture Areas for Growth

Numa Elementary will include targeted professional development and collaborative time to effectively support all students in three areas: They are:

- **Curriculum:** The Math and ELA curriculum and resources are complex and challenging. We are in our 3rd and 2nd year of implementation respectively. As a result there will be a continued effort to understand and fully implement the curriculum through professional development and collaborative time.
- **Supporting Students with IEPs (Academic and Behavioral Needs):** Professional development and collaborative time will focus on equipping all teachers with strategies to create structured and supportive classroom environments focusing on proactive, evidence-based interventions for academic and behavioral needs of IEP students.
- **inclusive School Culture:** Professional development and collaborative time will focused on ensuring our school/classrooms are welcoming and a supportive place for all students.

## Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Teachers need more training on integrating language supports and scaffolds into core instruction across all content areas.	Targeted PLCs and PD on sheltered instruction (SIOP), academic language development, and asset-based EL strategies.

Student Group	Challenge	Solution
<b>Foster/Homeless</b>	Instructional practices often lack trauma-informed approaches or flexible structures that support students with disrupted learning.	PD in trauma-informed pedagogy and universal design for learning (UDL); shared instructional strategies across PLCs to support stability and predictability.
<b>Free and Reduced Lunch</b>	Teachers may not differentiate based on gaps in background knowledge, digital literacy, or resource access.	PD in differentiation strategies to ensure all students with varying needs are able to access academic content.
<b>Migrant/Title1-C Eligible</b>	Staff need strategies for quickly assessing and integrating mobile students who have missed prior instruction.	Collaborative PLC focus on rapid diagnostic tools, personalized learning plans, and welcome/onboarding protocols.
<b>Racial/Ethnic Minorities</b>	Teachers benefit from deeper understanding of how to implement culturally responsive instruction and bias mitigation.	Ongoing equity-focused PLC topics, and PD on Culturally Responsive Teaching
<b>Students with IEPs</b>	General education teachers sometimes struggle with understanding diverse learning and social emotional needs and how to address these needs in the classroom.	Provide professional development and collaborative planning time for case managers and general education teachers to discuss specific needs and strategies.

### Problem Statements Identifying Adult Learning Culture Needs

**Problem Statement 1 (Prioritized):** Numa Elementary is in its second year of a new, standards-aligned curricula in English Language Arts (Savvas) and its third year for Mathematics (iReady) to improve student outcomes. Professional practices indicates that teaching staff possesses a limited level of understanding and practical experience in the efficient and cohesive implementation of these new resources.

**Critical Root Cause:** The incomplete implementation of the Savvas and iReady curricula is a direct result of a combination of factors. First, with the ELA and Math curricula only in its second and third year of implementation respectively, teachers have received limited support and professional development, and practical experience. Second, both programs are comprehensive and have many individual components, which makes them challenging to master. Finally, the curricula are designed around a five-day instructional routine, which is difficult to apply consistently given the school's hybrid calendar that includes a full five-day week only twice a month.

**Problem Statement 2 (Prioritized):** School data shows an academic gap for students in two key subgroups: English Learners (ELs) and students with Individualized Education Programs (IEPs). One critical root cause is staff members do not have adequate knowledge or training to effectively address the specific and diverse academic needs of these learners.

**Critical Root Cause:** Critical root causes include inadequate teacher preparation programs and insufficient professional development.

**Problem Statement 3 (Prioritized):** School data and staff feedback indicate a decline in school connectedness among students. Many staff members lack the fundamental skills and knowledge to appropriately and successfully address the diverse needs of all students.

**Critical Root Cause:** Critical root causes include inadequate teacher preparation programs and insufficient professional training to address the increasing need of support for students.

# Connectedness

## Connectedness Areas of Strength

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) take place in the classroom to help student develop skills to effectively deal with academic and social emotional concerns. A variety of school-based events are hosted to promote family engagement (Literacy Night, Open House Night, Parent-Teacher Conferences, Award Ceremonies, PTO Meetings, etc.). Numa Elementary school was allocated a teacher on Special Assignment (TOSA) position during the 2024-25 school year to oversee the Reset Room. This position was instrumental in supporting students with challenging behaviors, encompassing academic, social, and emotional needs. The TOSA also provided valuable professional development to staff, equipping them with essential skills and strategies for effectively managing these behaviors. This vital position will continue into the current school year, reinforcing our commitment to student well-being and a positive learning environment.

## Connectedness Areas for Growth

A significant challenge facing Numa Elementary is that students are not all entering with the foundational academic, social, and emotional skills necessary for immediate success. This problem is compounded by the fact that our students are new to us as 4th graders, given our grade-level school structure. We often lack a comprehensive history of prior interventions (if any), making it challenging to adequately address individual student needs from the outset. Addressing these skill gaps is a considerable undertaking, yet it is essential to ensure every student can fully engage in the curriculum, build positive relationships, and thrive in the school setting.

## Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Limited culturally responsive instructional practices and peer interaction opportunities can isolate EL students.	Implement peer mentoring, and professional development in culturally responsive teaching to support EL learners sense of belonging.
Foster/Homeless	Students may lack stable adult relationships and experience emotional detachment from school.	Create support with consistent adult mentor; ensure access to clothing, food, and mental health resources.
Free and Reduced Lunch	Economic barriers reduce access to enrichment and extracurricular opportunities that foster belonging.	Provide free or subsidized participation in field trips. Include SEL lessons and community-building activities during the school day.
Migrant/Title1-C Eligible	Frequent mobility disrupts relationship-building and academic connectedness.	Use consistent onboarding practices, and assign bilingual liaison support.

Student Group	Challenge	Solution
<b>Racial/Ethnic Minorities</b>	These students may not see themselves represented in curriculum or celebrations.	Insure identity-affirming curriculum is implemented and ensure diverse voices in school-wide events and decisions.
<b>Students with IEPs</b>	Some students feel stigmatized or disconnected from general education peers.	Provide inclusive instruction and provide personalized learning plans.

**Problem Statements Identifying Connectedness Needs**

**Problem Statement 1 (Prioritized):** Not all students are feeling connected to school and education. A significant contributing factor to this lack of connectedness is that not all students are entering with the foundational academic, social, and emotional skills necessary for immediate success in their current grade level.

**Critical Root Cause:** In many cases, these issues were not identified early enough to be adequately addressed before attending Numa Elementary. Consequently, these challenges are often deeply engrained within the student's learning patterns and behaviors, making intervention more complex and resource-intensive at this stage (4th/5th grade).

# 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 in Churchill County have lacked an adopted curriculum for many years causing a disconnect between instruction and learning outcomes.

**Problem Statement 1 Areas:** Student Success

**Problem Statement 2:** Numa Elementary is in its second year of a new, standards-aligned curricula in English Language Arts (Savvas) and its third year for Mathematics (iReady) to improve student outcomes. Professional practices indicates that teaching staff possesses a limited level of understanding and practical experience in the efficient and cohesive implementation of these new resources.

**Critical Root Cause 2:** The incomplete implementation of the Savvas and iReady curricula is a direct result of a combination of factors. First, with the ELA and Math curricula only in its second and third year of implementation respectively, teachers have received limited support and professional development, and practical experience. Second, both programs are comprehensive and have many individual components, which makes them challenging to master. Finally, the curricula are designed around a five-day instructional routine, which is difficult to apply consistently given the school's hybrid calendar that includes a full five-day week only twice a month.

**Problem Statement 2 Areas:** Adult Learning Culture

**Problem Statement 3:** Not all students are feeling connected to school and education. A significant contributing factor to this lack of connectedness is that not all students are entering with the foundational academic, social, and emotional skills necessary for immediate success in their current grade level.

**Critical Root Cause 3:** In many cases, these issues were not identified early enough to be adequately addressed before attending Numa Elementary. Consequently, these challenges are often deeply engrained within the student's learning patterns and behaviors, making intervention more complex and resource-intensive at this stage (4th/5th grade).

**Problem Statement 3 Areas:** Connectedness

**Problem Statement 4:** School data shows an academic gap for students in two key subgroups: English Learners (ELs) and students with Individualized Education Programs (IEPs). One critical root cause is staff members do not have adequate knowledge or training to effectively address the specific and diverse academic needs of these learners.

**Critical Root Cause 4:** Critical root causes include inadequate teacher preparation programs and insufficient professional development.

**Problem Statement 4 Areas:** Adult Learning Culture

**Problem Statement 5:** School data and staff feedback indicate a decline in school connectedness among students. Many staff members lack the fundamental skills and knowledge to appropriately and successfully address the diverse needs of all students.

**Critical Root Cause 5:** Critical root causes include inadequate teacher preparation programs and insufficient professional training to address the increasing need of support for students.

**Problem Statement 5 Areas:** Adult Learning Culture

# Comprehensive Needs Assessment Data Documentation

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

## Student Success

- Curriculum Based Measures
- End-of-Unit Assessments
- Grades
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- National Assessment of Educational Progress (NAEP)
- Nevada Alternate Assessment (NAA)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs

## Adult Learning Culture

- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- Staff surveys and/or other feedback
- Teacher evaluation
- Walk-through data

## Connectedness

- Attendance
- Behavior
- PBIS/MTSS data
- Social Emotional Learning Data

# Inquiry Areas

## Inquiry Area 1: Student Success

**SMART Goal 1:** By the end of the 2025-2026 school year, the percentage of students meeting or exceeding proficiency in reading and math will increase by at least 10 percentage points as measured by the district's end-of-year benchmark assessments. The assessments will be MAPs for reading and i-Ready for Math.

**Aligns with District Goal**

**Formative Measures:** Math and Reading Fluency checks using the curriculum programs, quizzes, end of unit assessments

Improvement Strategy 1 Details				Reviews			
Improvement Strategy 1: Curriculum-Focused Professional Development				Status Check			EOY Reflection
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Jan	Mar	June
1	Arrange for Professional Development for iReady and Savvas implementation	Shawn Purrell, Lynn Strasdin	September 2025, January 2026	In progress	No review	No review	

**Position Responsible:** Principal, District Office Curriculum Support  
**Resources Needed:** Professional Development Trainers for each curriculum

**Schoolwide and Targeted Assistance Title I Elements:**  
 2.4, 2.6

**Evidence Level**  
 Level 1: Strong: ESSA Evidence: Strong based on Hattie's Research on collective teacher efficacy.

**Problem Statements/Critical Root Cause:** Student Success 1

Improvement Strategy 2 Details				Reviews			
<b>Improvement Strategy 2:</b> Curriculum-Focused Implementation Monitoring				<b>Status Check</b>			<b>EOY Reflection</b>
<b>Action #</b>	<b>Actions for Implementation</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
1	Formal and informal observations	Shawn Purrell, Lynn Strasdin	Throughout the Year	In progress	No review	No review	
<b>Position Responsible:</b> Principal, District Curriculum Support <b>Resources Needed:</b> Observation form  <b>Evidence Level</b> Level 1: Strong: Hattie's research on teacher clarity, teacher credibility, and collective teacher efficacy <b>Problem Statements/Critical Root Cause:</b> Student Success 1 - Adult Learning Culture 1							

**SMART Goal 1 Problem Statements:**

<b>Student Success</b>
<p><b>Problem Statement 1:</b> 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. <b>Critical Root Cause:</b> 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 in Churchill County have lacked an adopted curriculum for many years causing a disconnect between instruction and learning outcomes.</p>
<b>Adult Learning Culture</b>
<p><b>Problem Statement 1:</b> Numa Elementary is in its second year of a new, standards-aligned curricula in English Language Arts (Savvas) and its third year for Mathematics (iReady) to improve student outcomes. Professional practices indicates that teaching staff possesses a limited level of understanding and practical experience in the efficient and cohesive implementation of these new resources. <b>Critical Root Cause:</b> The incomplete implementation of the Savvas and iReady curricula is a direct result of a combination of factors. First, with the ELA and Math curricula only in its second and third year of implementation respectively, teachers have received limited support and professional development, and practical experience. Second, both programs are comprehensive and have many individual components, which makes them challenging to master. Finally, the curricula are designed around a five-day instructional routine, which is difficult to apply consistently given the school's hybrid calendar that includes a full five-day week only twice a month.</p>

## Inquiry Area 2: Adult Learning Culture

**SMART Goal 1:** By the end of the 2025-2026 school year, all of the teaching staff will participate in 10 hours of professional development focused on instruction, differentiating instructions, and SEL support for all learners. A minimum of 3 hours will be focused on English Learners (ELs) and students on Individualized Education Programs (IEPs).

### Aligns with District Goal

**Formative Measures:** Plan for and provide time for professional development. Track completion through staff sign-in sheets and completion certificates, observations, collaborative planning meeting agendas,

Improvement Strategy 1 Details				Reviews											
<b>Improvement Strategy 1:</b> Instruction Focused Professional Development <table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Arrange for professional development sessions</td> <td>Shawn Purrell</td> <td>Throughout the school year</td> </tr> </tbody> </table> <p><b>Position Responsible:</b> Principal  <b>Resources Needed:</b> Trainers, Materials</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b>                      2.4, 2.6  <b>Evidence Level</b>                      Level 1: Strong: ESSA Evidence: Strong based on Hattie's Research on collective teacher efficacy and clarity.  <b>Problem Statements/Critical Root Cause:</b> Student Success 1 - Adult Learning Culture 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Arrange for professional development sessions	Shawn Purrell	Throughout the school year	<b>Status Check</b>			<b>EOY Reflection</b>
				Action #	Actions for Implementation	Person(s) Responsible	Timeline								
1	Arrange for professional development sessions	Shawn Purrell	Throughout the school year												
<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>												
In progress	No review	No review													

### SMART Goal 1 Problem Statements:

Student Success
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## Adult Learning Culture

**Problem Statement 1:** Numa Elementary is in its second year of a new, standards-aligned curricula in English Language Arts (Savvas) and its third year for Mathematics (iReady) to improve student outcomes. Professional practices indicate that teaching staff possesses a limited level of understanding and practical experience in the efficient and cohesive implementation of these new resources. **Critical Root Cause:** The incomplete implementation of the Savvas and iReady curricula is a direct result of a combination of factors. First, with the ELA and Math curricula only in its second and third year of implementation respectively, teachers have received limited support and professional development, and practical experience. Second, both programs are comprehensive and have many individual components, which makes them challenging to master. Finally, the curricula are designed around a five-day instructional routine, which is difficult to apply consistently given the school's hybrid calendar that includes a full five-day week only twice a month.

### Inquiry Area 3: Connectedness

**SMART Goal 1:** By the end of the 2025-2026 school year, the percentage of students who report a strong sense of belonging will be above 90% as measured by the annual school climate survey.

**Aligns with District Goal**

**Formative Measures:** Implement structured, culturally responsive social-emotional learning (SEL) activities specifically designed for the student population.

Improvement Strategy 1 Details				Reviews											
<p><b>Improvement Strategy 1:</b> Provide ongoing training for all staff members on Social Emotional Learning (SEL). Training will include the SEL curriculum, program/procedures, and strategies for addressing individual student needs.</p> <table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Arrange for training time</td> <td>Shawn Purrell, Noreen Swenson, Julie Dolan</td> <td>Throughout the school year</td> </tr> </tbody> </table> <p><b>Position Responsible:</b> Principal, School Counselor, Reset Room Teacher  <b>Resources Needed:</b> SEL documents, Reset Room Procedures</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b>                      2.6  <b>Evidence Level</b>                      Level 3: Promising: ESSA Evidence: Promising based on CASEL Evidence-based social emotional learning programs.  <b>Problem Statements/Critical Root Cause:</b> Connectedness 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Arrange for training time	Shawn Purrell, Noreen Swenson, Julie Dolan	Throughout the school year	<b>Status Check</b>			<b>EOY Reflection</b>
				Action #	Actions for Implementation	Person(s) Responsible	Timeline								
				1	Arrange for training time	Shawn Purrell, Noreen Swenson, Julie Dolan	Throughout the school year								
<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>												
In progress	No review	No review													

### SMART Goal 1 Problem Statements:

Connectedness
<p><b>Problem Statement 1:</b> Not all students are feeling connected to school and education. A significant contributing factor to this lack of connectedness is that not all students are entering with the foundational academic, social, and emotional skills necessary for immediate success in their current grade level. <b>Critical Root Cause:</b> In many cases, these issues were not identified early enough to be adequately addressed before attending Numa Elementary. Consequently, these challenges are often deeply engrained within the student's learning patterns and behaviors, making intervention more complex and resource-intensive at this stage (4th/5th grade).</p>

# Schoolwide and Targeted Assistance Title I Elements

## 1.1: Comprehensive Needs Assessment

A team of stakeholders, including an administrator, teachers, and parents, gather and analyzes various data points. They include, but are not limited to, test scores, attendance records, discipline data, and surveys. The information gathered is used to identify and prioritize critical needs and a focused plan of action.

## 2.1: School Performance Plan (SPP) developed with appropriate stakeholders

Because the submission deadline for the performance plan has been moved up, our initial plan development team currently consists of staff members who are actively collaborating to draft the core components. Once the school year begins, parents and community members will be recruited to join our planning committee. Their feedback will be actively solicited to ensure a comprehensive process.

## 2.2: Regular monitoring and revision

The school performance plan will be regularly monitored through monthly data review meetings to analyze progress on key metrics, and any revisions will be based on emerging student needs and comprehensive performance evaluations.

## 2.3: Available to parents and community in an understandable format and language

The plan will be posted on our school website in English and Spanish. Families will be notified that it is available for view online, and they can request a copy from the front office if needed.

## 2.4: Opportunities for all children to meet State standards

- **Evidence-Based Instructional Programs:** Implementing research-backed curricula and instructional strategies in core subjects (reading and math). There will be a focus on differentiated instruction and interventions for struggling learners.
- **Professional Development:** Providing high-quality, ongoing professional development for teachers and staff on effective instructional practices, data analysis, and the implementation of new curricula. This ensures educators have the skills to effectively teach all students.
- **Parent and Family Engagement:** Developing initiatives to engage families in their children's education, such as family literacy nights, and resources to support learning at home.
- **Comprehensive Support Services:** Providing **non-instructional supports** like counseling, behavioral interventions, and health services that address barriers to learning and contribute to overall student well-being, which in turn impacts academic success.

## 2.5: Increased learning time and well-rounded education

There are currently no Title I funded initiatives in the local school plan for increased learning time. Students are provided this opportunity through the 21st Century After School Program.

## 2.6: Address needs of all students, particularly at-risk

- **Evidence-Based Instructional Programs:** Implementing research-backed curricula and instructional strategies in core subjects (reading and math). There will be a focus on differentiated instruction and interventions for struggling learners.
- **Professional Development:** Providing high-quality, ongoing professional development for teachers and staff on effective instructional practices, data analysis, and the implementation of new curricula. This ensures educators have the skills to effectively teach all students.
- **Parent and Family Engagement:** Developing initiatives to engage families in their children's education, such as family literacy nights, and resources to support learning at home.
- **Comprehensive Support Services:** Providing **non-instructional supports** like counseling, behavioral interventions, and health services that address barriers to learning and contribute to overall student well-being, which in turn impacts academic success.

## 3.1: Annually evaluate the schoolwide plan

The School Performance Plan will be evaluated through quarterly data analysis meetings where progress towards SMART goals is reviewed using benchmark assessment results and other relevant data.

## 4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The Parent Involvement and Family Engagement Policy is developed by committee through the Churchill County School District. The final policy is distributed to all families through multiple accessible channels, such as the school website and other communication pieces.

## 4.2: Offer flexible number of parent involvement meetings

Numa Elementary provides a flexible number of parent involvement opportunities to accommodate diverse family schedules and preferences. These opportunities include, but are not limited to ;literacy nights, Parent-Teacher Conferences, PTO meetings, student recognition events, and opportunities to volunteer.

## 5.1: Determine which students will be served by following local policy

Not Applicable

# Community Outreach Activities

Activity	Date	Lesson Learned
Open House	August 22, 2025	Allows students to meet their teacher and familiarize themselves with the classroom environment. This event also provides parents with an opportunity to receive crucial logistical information and begin forming a positive relationship with school staff.
PIC/PTO meeting	September 9, 2025	Allows elementary parents to have a voice in their child's education.
PIC/PTO meeting	October 14, 2025	Allows elementary parents to have a voice in their child's education.
Parent Conferences	October 24, 2025	Establishes a vital home-school partnership, allowing parents and teachers to collaboratively discuss a student's academic progress, social-emotional development, and specific needs to help students experience success.
Literacy Night	November 6, 2025	Created a fun and engaging environment that celebrates reading by offering hands-on activities the opportunity to purchase books, helping to motivate students to read more.
Veterans Day Celebration/ Recognition	November 7, 2025	As a purple star school it provided students with an opportunity to honor service members and understand the importance of patriotism and civic duty.
Parent Conferences	November 7, 2025	Establishes a vital home-school partnership, allowing parents and teachers to collaboratively discuss a student's academic progress, social-emotional development, and specific needs to help students experience success.
EL Parent Meeting	September 26, 2024	Provided families with specific information about the language acquisition support programs and services available, and a chance for parents to connect with school staff and other EL families encouraging active involvement in their child's academic success.
Family Turkey Trot	November 13, 2025	Participating in a family Turkey Trot promotes physical fitness and family bonding while donations provide elementary students with a valuable, hands-on lesson in community service by directly supporting the local food pantry. This fun, healthy tradition teaches children the joy of giving back and being active.
Native American Assembly	November 21, 2025	Students learned about diverse Native American cultural traditions, including storytelling, music, dance, and art,
Too Good for Drugs	Various Dates	The program equips elementary students with essential social-emotional skills like decision-making, goal-setting, and effective communication, which empowers them to resist peer pressure and make healthy choices regarding substance use. This skill-based approach not only focuses on drug prevention but also helps students build self-confidence and develop positive prosocial behaviors for overall success. The program is facilitated by the Churchill Community coalition.
Goldilocks Activity	Various Dates	The Goldilocks program provides elementary students with a fun and engaging introduction to the legal system by simulating a trial, which helps them understand courtroom procedures, the roles of key legal figures, and the concept of justice in an accessible and memorable way. This early exposure fosters civic literacy and an appreciation for the rule of law. The program is facilitated by the local district attorney's office.
EL Parent Meeting	October 10, 2025	Provided families with specific information about the language acquisition support programs and services available, and a chance for parents to connect with school staff and other EL families encouraging active involvement in their child's academic success.