Washoe County School District

Nancy Gomes Elementary School

Classification: 2 Star School

2026-2027 School Improvement Plan

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Comprehensive Needs Assessment

Student Success

Areas of Strength

- Our 25 - 26 ACCESS data showed that we made significant gains. Students' adequate growth percentile increased to 47% compared to 20% in the 24-25 school year.
- We increased our math proficiency by 1%. 48% in the 25 - 26 school year compared to 47% in the 24 - 25 school year.
- Our SGP increased 7% in math.
- Students at or above standard in science grew to 16%. This is 8% more than the 25 - 26 school year.
- Students who were not yet at or above standard, but growing enough to reach meeting standard within 3 years or by grade 8 increased 8% to 28%.
- 53% of students that met their typical growth in i-Ready for ELA and 50% in Math
- 24% of students that met their stretch growth in i-Ready for ELA and 23% in Math
- Student engagement improved during informal/formal classroom observations
- Teachers intervened with increasing frequency to promote student understanding
- Professional development with teachers surrounding language and vocabulary acquisition incorporating ELLevation strategies show direct impact.
- Co-teaching, co-planning and PDSA cycles reinforced vocabulary instruction and use in reading and writing in 2nd and 4th grades.

Areas for Growth

For the 25-26 school year, we had 44% growth in reading, which declined 12% from 56% in the 24 - 25 school year.

We had an increase of only 1% of students meeting standard in reading.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Our EL students are not making enough growth in speaking.	More speaking and listening strategies in the classroom such as read alouds, accountable talk, role playing, storytelling and presentations Tier 1 instruction of the implementation of Ellevation, GLAD strategies, visual aids and context and student engagement SEL strategies such as building confidence, embracing mistakes, self awareness and building relationships

Student Group	Challenge	Solution
Foster/Homeless	Emotional stress and trauma can impact focus and academic performance	Create trauma-informed reading spaces and routines in classrooms Provide personalized reading supports, materials, and device access
Free and Reduced Lunch	Limited access to books or digital learning tools at home Unstable housing or food insecurity may affect focus and attendance	Distribute take-home reading books and identify who needs technology to access MaxScholar (if needed) Collaborate with community partners to sponsor family literacy nights
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Underrepresentation in advanced literacy groups or enrichment programs Fewer texts that reflect their identities and cultural backgrounds	Offer professional development on anti-bias and equity-centered literacy practices Launch family literacy initiatives led by staff from shared cultural backgrounds
Students with IEPs	Need individualized, scaffolded instruction aligned to IEP goals	Strengthen co-teaching and inclusion models in literacy classrooms Schedule protected collaboration time for IEP-aligned instructional planning Implementation of two programs for help with dyslexia, phonemic awareness and phonics.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Our student growth percentile by special program decreased. Our EL and students with IEP's make up a large portion of our chronically absent students.	Teacher turnover Long term substitute teachers in testing grades Attendance Trips to their native country Feeling behind in their academics
2 ★	Student absences impacted a sense of community and relationships.	Long term trips out of country, lack of relationships with peers and staff, and unverified health issues
3 ★	Navigating master schedules to ensure Tier 1 instruction is happening consistently for all students. Our English Learners are not improving in their speaking and listening skills. Students with IEP's are accessing Tier 1, but remediation is a large amount of time.	Novice teachers, lack of knowledge in the MTSS process, complacent professionals
4 ★	Navigating master schedules to ensure Tier 1 instruction is happening consistently for all students. Our English Learners are not improving in their speaking and listening skills. Students with IEP's are accessing Tier 1, but remediation is a large amount of time.	Novice teachers, lack of knowledge in the MTSS process, complacent professionals
5 ★	Behavior impacted attendance Attendance impacted student growth and proficiency We held many parent meetings to assist with barriers or issues, and some did not yield the change that we were hoping for. Our EL and students with IEP's make up a large portion of our chronically absent students.	Parents kept students home once students received consequences at the end of the school year. Parents continued to have students miss school even when barriers or issues were addressed. Students feeling behind in their academics.

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★ = Priority

Adult Learning Culture

Areas of Strength

- In the 24-25 school year, 35% of students met their stretch growth goal in i-Ready. 92% of our Kindergartners are ready for 1st grade. We celebrated staff for their hard work and achievements.
- 100% of the instructional staff used MTSS research based best practices.
- Whole staff implementation of i-Ready as shown by data
- MTSS weekly and monthly meetings
- Collaboration amongst staff
- PLC time
- Our parent climate survey included 19 parent responses. We increased 3% to 95% in communication with our school. Also, being a supportive place increased 2% to 84%.
- Our staff climate survey included 21 responses. Our parent involvement increased 7% to 75%. Staff and student relationships increase 2% to 94%.

Areas for Growth

In the 25 - 26 school year, 100% of teachers had students engaged in their i-Ready pathways the allotted amount of time per district guidelines. Teachers intervened when students needed assistance or support.

Our 25 - 26 goal was 100% of instructional staff will use MTSS strategies, i-Ready and teacher discretion during all tiers of math instruction to close the achievement gap while still focusing on grade level content. 100% of our instructional staff did use MTSS and i-Ready. The staff did implement iReady with fidelity and we continued to learn more about all of the features and functions of the program. Staff ensured students were on and following their pathway. For the 26 - 27 school year, our instructional staff will ensure 70% of students are passing lessons. As a whole school, we will be analyzing the i-Ready data to ensure all students meet their typical growth.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Instruction may not be consistently scaffolded to support language development Families may feel excluded due to language barriers	Provide PD on culturally responsive instruction and language acquisition strategies Create structured collaboration time for general education and ELL educators Reassign staff to support ELL family engagement (translators, bilingual liaisons)

Student Group	Challenge	Solution
Foster/Homeless	Frequent moves lead to disrupted relationships with teachers and staff Students may feel disconnected or unsupported socially and academically	Identify a trusted adult or staff “anchor” for every foster/homeless student Establish protocols to ensure transitions (new classroom, new school) are student-centered
Free and Reduced Lunch	Students may struggle with focus or attendance due to unmet basic needs Families may be less visible in school spaces due to time, work, or trust barriers	Provide supports and resources to families and staff contact information on how to receive this information Launch family advisory groups to elevate underrepresented voices in school improvement planning
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Curriculum and instruction may lack cultural relevance Families may feel excluded from decision-making or overlooked in communication	Prioritize student voice in school leadership decisions within our Soaring Students Advisory Council
Students with IEPs	IEP accommodations may not be consistently implemented across classrooms Some teachers feel unprepared or unsupported to meet diverse needs General and special education staff may lack time to plan together	Establish dedicated co-planning time for GenEd and SpEd teachers Use PLC's to build shared accountability for IEP implementation and student growth

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Navigating master schedules to ensure Tier 1 instruction is happening consistently for all students. Our English Learners are not improving in their speaking and listening skills. Students with IEP's are accessing Tier 1, but remediation is a large amount of time.	Novice teachers, lack of knowledge in the MTSS process, complacent professionals
2 ★	Our student growth percentile by special program decreased. Our EL and students with IEP's make up a large portion of our chronically absent students.	Teacher turnover Long term substitute teachers in testing grades Attendance Trips to their native country Feeling behind in their academics
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Connectedness

Areas of Strength

- Our staff participated in more family meetings to discuss barriers and solution to absenteeism.
- Increased family engagement with our events, conferences, awards ceremonies
- Increased family communication through face-to-face meetings, phone calls and dojo messages.
- Monthly celebrations to families i.e., postcards
- Attendance incentives and parties
- MTSS attendance team

Areas for Growth

In the 25 - 26 school year, 19% of our students were chronically absent and 3% of our students were severely chronic. The data showed that the majority of missed days were on Friday's. We increased our fun activities and rewards to be on Friday's. In addition, our Kindergarten had the highest severely chronic absenteeism percentage while 3rd and 5th grades had the highest chronically absent percentage of students. In addition, for the 25 - 26 school year, we did all of the above-mentioned strategies and included SARB after our parent meetings did not yield success.

We did not meet our goal of decreasing chronic absenteeism; however, we did decrease our percentage of students that were severely chronically absent by 1%. More students came to school, which is vital for students to learn academically as well as socially. We are working hard to ensure all students are connected within our school community. We are celebrating each and every student for attending school every day, which will positively impact our community.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language barriers hindering full participation in school-wide events or activities	Increase bilingual staff in family engagement events in home languages.
Foster/Homeless	High mobility disrupts social ties and consistency in adult support	Establish check-in routines Prioritize continuity of school placement where possible
Free and Reduced Lunch	Barriers to participation in non-academic activities due to cost and transportation	Continue our partnership with the Nell J Redfield Foundation, which supports our students, pays for field trips and provide free transportation
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	May experience a lack of representation and culturally disconnected curriculum	Expand cultural events Hire diverse staff

Student Group	Challenge	Solution
Students with IEPs	Social isolation and lack of inclusion in general education and extracurricular settings	Ensure access to inclusive clubs/sports Assign peer mentors

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Behavior impacted attendance Attendance impacted student growth and proficiency We held many parent meetings to assist with barriers or issues, and some did not yield the change that we were hoping for. Our EL and students with IEP's make up a large portion of our chronically absent students.	Parents kept students home once students received consequences at the end of the school year. Parents continued to have students miss school even when barriers or issues were addressed. Students feeling behind in their academics.
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Priority Problem Statements

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Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **End-of-Unit Assessments**
- [x] **Grades**
- [x] **Local benchmark, common assessments, diagnostic assessments, or interim assessments data**
- [x] **MAP Growth Assessment**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **Tier I Instructional Materials Assessments**
- [x] **WIDA ACCESS for ELLs**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Coaching Logs**
- [x] **Lesson Plans**
- [x] **Master schedule**
- [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] **Student Climate Survey**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Demographic data**
- [x] **PBIS/MTSS data**
- [x] **Volunteer opportunities, attendance, and participation**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

One hundred percent of students in grades K-5 will meet their typical growth in reading on the third iReady Diagnostic. 25% of students who are two or more grade levels below on the first reading iReady Diagnostic will meet their stretch growth target on the third diagnostic.

One hundred percent of students in grades K-5 will meet their typical growth in math on the third iReady Diagnostic. 25% of students who are two or more grade levels below on the first math iReady Diagnostic will meet their stretch growth target on the third diagnostic.

Formative Measures: Weekly personalized instruction summary
Master schedule

Improvement Strategy 1

i-Ready

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct weekly reviews of student usage and lesson passage with the goal of students passing 3 or more reading and 3 or more math lessons each week. Provide staff professional learning focused on best practices for incorporating iReady Personalized Path lesson completion into daily class schedule. Create an incentive program/system to support students in meeting weekly lesson passage goals.	PLC team members: grade level teachers, resource teachers, EL facilitator, admin	End of 26-27SY	

Position Responsible: PLC team members: grade level teachers, resource teachers, EL facilitator, admin

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1, 2, 3, 4, 5, 6, 7 - Adult Learning Culture 1, 2, 3, 4, 5, 6 - Connectedness 1, 2, 3, 4, 5

Status Checks

In progress

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Our student growth percentile by special program decreased. Our EL and students with IEP's make up a large portion of our chronically absent students.	Teacher turnover Long term substitute teachers in testing grades Attendance Trips to their native country Feeling behind in their academics
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SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
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SMART Goal 1 Problem Statements Identifying Connectedness

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Inquiry Area 2

Adult Learning Culture

SMART Goal 1

Classroom walkthroughs will indicate at least 75% of teachers consistently implement 2 of the 4 components of Teacher Clarity. Specifically, teachers will implement clarity of organization and clarity of explanation.

Formative Measures: PLC agendas
Lesson plans
Master Schedule
Leadership meeting notes
PLC agenda

Improvement Strategy 1

PLC's

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement peer observation and feedback protocols and share observation takeaways during PLC meetings to promote continuous improvement. A member of the administrative team will be present at all PLC meetings to lead the collaboration around Teacher Clarity.	PLC team members: grade level teachers, resource teachers, EL facilitator, admin	SY 26-27	

Position Responsible: PLC team members: grade level teachers, resource teachers, EL facilitator, admin

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Student Success 1, 3, 4, 5, 6, 7 - Adult Learning Culture 1, 2, 3, 4, 5, 6 - Connectedness 1, 2, 3, 4

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November **February** **May**

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SMART Goal 1 Problem Statements Identifying Connectedness

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Inquiry Area 3 Connectedness

SMART Goal 1

The percentage of students identified as chronically absent in the 26 - 27 school year will decrease by 5% when compared to the 25 - 26 percent identified as chronically absent.

Formative Measures: BIG and Infinite Campus

Improvement Strategy 1

Family Engagement - PBIS and SEL.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Increase family engagement events both academically and socially. Incentivize students to come to school each day through classroom rewards such as parties for every 21 days of perfect attendance, lunchroom trophy, etc. Increase a welcoming environment through signage in the foyer, parent newsletters, sending home student postcards, phone calls and emails. Every student will be connected personally with an adult in the school building.	All staff	SY 26-27	

Position Responsible: All staff

Evidence Level

Level 1: Strong:
SEL

Level 2: Moderate:
PBIS

Problem Statements: Student Success 1, 2, 5, 6, 7 - Adult Learning Culture 2, 4, 5, 6 - Connectedness 1, 2, 3, 4, 5

Status Checks

In progress

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1	Our student growth percentile by special program decreased. Our EL and students with IEP's make up a large portion of our chronically absent students.	Teacher turnover Long term substitute teachers in testing grades Attendance Trips to their native country Feeling behind in their academics
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5	Behavior impacted attendance Attendance impacted student growth and proficiency We held many parent meetings to assist with barriers or issues, and some did not yield the change that we were hoping for. Our EL and students with IEP's make up a large portion of our chronically absent students.	Parents kept students home once students received consequences at the end of the school year. Parents continued to have students miss school even when barriers or issues were addressed. Students feeling behind in their academics.
6	Student absences impacted a sense of community and relationships.	Long term trips out of country, lack of relationships with peers and staff, and unverified health issues
7	Behavior impacted attendance Attendance impacted student growth and proficiency We held many parent meetings to assist with barriers or issues, and some did not yield the change that we were hoping for. Our EL and students with IEP's make up a large portion of our chronically absent students.	Parents kept students home once students received consequences at the end of the school year. Parents continued to have students miss school even when barriers or issues were addressed. Students feeling behind in their academics.

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
2	Our student growth percentile by special program decreased. Our EL and students with IEP's make up a large portion of our chronically absent students.	Teacher turnover Long term substitute teachers in testing grades Attendance Trips to their native country Feeling behind in their academics
4	Behavior impacted attendance Attendance impacted student growth and proficiency We held many parent meetings to assist with barriers or issues, and some did not yield the change that we were hoping for. Our EL and students with IEP's make up a large portion of our chronically absent students.	Parents kept students home once students received consequences at the end of the school year. Parents continued to have students miss school even when barriers or issues were addressed. Students feeling behind in their academics.
5	Student absences impacted a sense of community and relationships.	Long term trips out of country, lack of relationships with peers and staff, and unverified health issues
6	Behavior impacted attendance Attendance impacted student growth and proficiency We held many parent meetings to assist with barriers or issues, and some did not yield the change that we were hoping for. Our EL and students with IEP's make up a large portion of our chronically absent students.	Parents kept students home once students received consequences at the end of the school year. Parents continued to have students miss school even when barriers or issues were addressed. Students feeling behind in their academics.

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Behavior impacted attendance Attendance impacted student growth and proficiency We held many parent meetings to assist with barriers or issues, and some did not yield the change that we were hoping for. Our EL and students with IEP's make up a large portion of our chronically absent students.	Parents kept students home once students received consequences at the end of the school year. Parents continued to have students miss school even when barriers or issues were addressed. Students feeling behind in their academics.

2	Student absences impacted a sense of community and relationships.	Long term trips out of country, lack of relationships with peers and staff, and unverified health issues
3	Our student growth percentile by special program decreased. Our EL and students with IEP's make up a large portion of our chronically absent students.	Teacher turnover Long term substitute teachers in testing grades Attendance Trips to their native country Feeling behind in their academics
4	Behavior impacted attendance Attendance impacted student growth and proficiency We held many parent meetings to assist with barriers or issues, and some did not yield the change that we were hoping for. Our EL and students with IEP's make up a large portion of our chronically absent students.	Parents kept students home once students received consequences at the end of the school year. Parents continued to have students miss school even when barriers or issues were addressed. Students feeling behind in their academics.
5	Student absences impacted a sense of community and relationships.	Long term trips out of country, lack of relationships with peers and staff, and unverified health issues

Community Outreach Activities

Activity	Date	Lesson Learned
Kinder - 5th Grade Meet and Greet	8/7/26	Made connections with our current and new families and students. Families received backpacks, lunch boxes and snow cones. Biggest turn out we have had.
Fall Festival	9/29/26	Families love attending fun events that they can do with their children.
Parent Teacher Conference	10/23/26 through 10/29/26	We work hard to ensure all of our families attend a conference.
Talent Show	2/9/27	Students love showing off their talents and skills to their families.
APEX Fun Run	2/1/27	Our parents love to come and cheer on their student.
Night of the Arts	3/16/27	Students work hard to showcase their art for their families.
Field Day	6/3/27	Students and families love to finish off the school year together while having fun.