

Washoe County School District

Roy Gomm Elementary School

2024-2025 School Performance Plan

Classification: 5 Star School



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.

Value Statement

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/nv/washoe/roy_gomm_elementary/2024

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Comprehensive Needs Assessment

Student Success

Student Success Summary

- Collaborative, experienced, and professional faculty engaged in professional development opportunities focused on developing strategies around effective tier 1 instruction.
- Strong community support and involvement.
- Minimal faculty transitions, most faculty members have been in the community for more than 3 plus years.
- Grade level Student Learning Objective goals around mathematical instruction.
- Scholars demonstrating a trajectory around adequate growth - ELA - Meeting - up 1%, Keeping up - up 7%, for Math, Meeting - up 3%, Keeping up - up 1%, and Catching up - up 4%
- Scholars currently demonstrate proficiency in ELA 66.3% and Math 64.9% which is above WCSD district rate for 2023-2024 SBAC results by

Student Success Strengths

- 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, MAP, SBAC, as well as classroom quantitative and qualitative data.
- Continuity around implementation of reading, writing, and mathematical 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, student-led conferences, and frequent communication with parents around academic standing.
- Effective use of schoolwide tracker to communicate academic progress and challenges.
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Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Roy Gomm adequate growth percentile for scholars who were not yet at or above standard (catch up), shows a decline from 51% to 45% in ELA. **Critical Root Cause:** Tier 2 and 3 identification of scholars, differentiated instruction, and intervention instructional strategies implemented with fidelity and consistently. Providing intentional and authentic feedback on areas of academic strength and challenges. For ELA - trends around the number of scholars struggling with comprehension of informational text (as demonstrated in our science scores).

Priority Problem Statements

Problem Statement 1: Roy Gomm adequate growth percentile for scholars who were not yet at or above standard (catch up), shows a decline from 51% to 45% in ELA.

Critical Root Cause 1: Tier 2 and 3 identification of scholars, differentiated instruction, and intervention instructional strategies implemented with fidelity and consistently. Providing intentional and authentic feedback on areas of academic strength and challenges. For ELA - trends around the number of scholars struggling with comprehension of informational text (as demonstrated in our science scores).

Problem Statement 1 Areas: Student Success

Problem Statement 2: Adoption of district curriculum, including iReady, with fidelity and differentiated to support the essential standards.

Critical Root Cause 2: Lack of professional development around effective implementation of district curriculum, teacher clarity around using data to drive instruction and curriculum to reflect scholars needs, not just something we have always done.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: The percentage of scholars identified as chronically absent increased from 3% to 11% in the 2023 - 2024 school year.

Critical Root Cause 3: Identifying the purpose around importance of attending school, communication regarding scholars attendance, and lack of relationships with some scholars with faculty on campus.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- School goals
- Early childhood literacy and math goals
- College and career readiness 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
- State and federal planning requirements

Accountability Data

- State assessment performance report
- Comprehensive, Targeted, and/or Additional Targeted Support data

Student Data: Assessments

- State and federally required assessment information
- Current and longitudinal results, End-of-Course current and longitudinal results, Retest questions
- English Language Proficiency Assessment System results
- Early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Male/Female
- Special education
- Migrant
- At-risk
- EL
- Section 504 data
- Gifted and talented data
- 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
- Enrollment trends
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- School leadership data
- School department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher retention
- Teacher evaluation
- Administrator evaluation

Parent/Family/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity building resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: October 15, 2024

Goal 1: Student Success

Aligns with District Priority

Annual Performance Objective 1: Increase scholars overall performance in ELA, Math, and Science by 3% - 5% by the next SBAC assessment (2025).

Evaluation Data Sources: iReady summative assessments, effective implementation of Foss kits, increased professional development around effective and intentional instructional strategies that are differentiated.

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: iReady</p> <p>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.</p> <p>Formative Measures: iReady diagnostics Position Responsible: Principal All faculty</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Promising Problem Statements/Critical Root Causes: Student Success 1</p>	Status Check		
	Jan	Apr	June
	Empty cells for status checks		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Annual Performance Objective 1 Problem Statements:

Student Success

Problem Statement 1: Roy Gomm adequate growth percentile for scholars who were not yet at or above standard (catch up), shows a decline from 51% to 45% in ELA. **Critical Root Cause:** Tier 2 and 3 identification of scholars, differentiated instruction, and intervention instructional strategies implemented with fidelity and consistently. Providing intentional and authentic feedback on areas of academic strength and challenges. For ELA - trends around the number of scholars struggling with comprehension of informational text (as demonstrated in our science scores).

Goal 2: Adult Learning Culture

Aligns with District Priority

Annual Performance Objective 1: Implement weekly PLC meetings grounded in analysis of instructional practices, adopted district curriculum, data, and the components of teacher clarity.

Increase classroom walk throughs that indicate 75% consistency around implementation of the four components of teacher clarity (clarity of organization, explanation examples, and guided practice).

Evaluation Data Sources: Teacher observations
Teacher clarity measures

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: PLCs</p> <p>Outcomes of structure weekly PLC meetings and review outcomes and next steps, as well as incorporating The Teacher Clarity Playbook, provide professional development opportunities that align around the components of teacher clarity.</p> <p>Formative Measures: PLC agendas Walkthrough observations</p> <p>Position Responsible: Principal</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p>	Status Check		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture
<p>Problem Statement 1: Adoption of district curriculum, including iReady, with fidelity and differentiated to support the essential standards. Critical Root Cause: Lack of professional development around effective implementation of district curriculum, teacher clarity around using data to drive instruction and curriculum to reflect scholars needs, not just something we have always done.</p>

Goal 3: Connectedness

Aligns with District Priority

Annual Performance Objective 1: Decrease the number of scholars chronically absent in the 2024 - 2025 school year by 3% - 5% when compared to the 2023 - 2024 school year.

Evaluation Data Sources: IC and BIG attendance reports
daily attendance reports

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: PBIS/Family Engagement/Home Visits</p> <p>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.</p> <p>Formative Measures: IC and BIG attendance reports daily attendance reports PTHV data</p> <p>Position Responsible: Principal, Faculty</p> <p>Student Groups This Strategy Targets: Chronically Absent - Evidence Level: Strong, Moderate, Promising</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p>	Status Check		
	Jan	Apr	June
	Empty cells for status checks		

Annual Performance Objective 1 Problem Statements:

Connectedness

Problem Statement 1: The percentage of scholars identified as chronically absent increased from 3% to 11% in the 2023 - 2024 school year. **Critical Root Cause:** Identifying the purpose around importance of attending school, communication regarding scholars attendance, and lack of relationships with some scholars with faculty on campus.