Washoe County School District

Natchez Elementary School

2024-2025 Status Check with Notes

Mission Statement

Through high expectations, quality instruction, and community involvement – all Natchez Elementary School students will grow socially and academically to achieve their maximum potential.

Vision

Building Successful Communities Through Positive Collaboration

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 http://nevadareportcard.nv.gov/DI/nv/washoe/natchez_elementary/2024/nspf/

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Goals

Goal 1: Student Success

    Aligns with District Priority

Annual Performance Objective 1: One hundred percent of students in grades K-5 will meet their typical growth target in reading on the third iReady Diagnostic. 40% 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 target in math on the third iReady Diagnostic. 30% 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.

    Evaluation Data Sources: iReady Diagnostic Growth Report, Weekly Personalized Instruction Summary

    Summative Evaluation: Continue

Improvement Strategy 1 Details	Status Checks

Improvement Strategy 1: Create an incentive program/system to support students in meeting weekly lesson passage goals.
 	
Conduct weekly reviews of student usage and lesson passage with the goal of students passing 2 or more reading and 2 or more math lessons each week.
 	
Develop master schedule with specific time allocated for students to complete iReady Personalized Path lessons.
 	
    Formative Measures: Student lesson tracker
    Weekly Personalized Instruction Summary
    Master schedule
    Position Responsible: Principal, Dean, Instructional Coach, Teachers
 	
    Student Groups This Strategy Targets:
    FRL, EL, Students with Disabilities, Racial/Ethnic Groups
    - **Evidence Level:**
    Moderate
    Problem Statements/Critical Root Causes: Student Success 1
	Feb
	
	70%
	
	February Lessons Learned
	Key Takeaways:
	
	Incentives are effective but need to be continuously personalized and refined.
	Progress monitoring is crucial, but we need to further streamline data analysis for efficiency.
	Dedicated MyPath time yields positive growth, but consistent implementation and support are essential.
	
	February Next Steps/Need
	Develop a more tiered approach to incentives, with both group-based and individual rewards based on specific goals.
	Increase student ownership by setting personalized iReady growth goals in collaboration with teachers.
	Provide professional development on using data-driven instructional adjustments in real time.
	Facilitate peer-to-peer best practice sharing sessions for leveraging MyPath data.
	Create a more flexible "support block" where students

who need additional guidance receive targeted support during MyPath time.
Ensure consistent and equitable access to resources (e.g., headphones, laptops) to minimize distractions.
Regularly rotate enrichment activities for students who complete their MyPath goals, keeping motivation high.
Increase communication with families regarding student progress and how they can support their child's MyPath goals at home.
Reinforce partnerships with Communities in Schools to provide resources for home reinforcement of skills.

Apr

80%

April Lessons Learned

classrooms that maintained consistent MyPath time and progress monitoring saw the highest student growth.

Students who set personal goals with teachers demonstrated increased buy-in and lesson completion

Timely, student-chosen incentives had a greater impact than delayed or generic rewards.

April Next Steps/Need

Re-establish schoolwide expectations for MyPath time and weekly lesson goals, especially after spring break.

Highlight success stories in announcements, parent newsletters, and student recognition events to keep momentum going.

Introduce a short-cycle incentive challenge (e.g., a 4-week sprint) to finish the year strong and target students just below growth benchmarks.

Use current data to flag students close to meeting typical/stretch growth and provide them with targeted encouragement and support.

June

June Lessons Learned

June Next Steps/Need

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: Adult Learning Culture
Aligns with District Priority

Annual Performance Objective 1: Classroom walk-throughs will indicate at least 75% of teachers consistently implement the six Natchez Pillars of Literacy in daily instruction (Phonological Awareness, Phonics, Fluency, Comprehension, Vocabulary, Writing/Language).

Evaluation Data Sources: PLC agendas, lesson plans, formative assessment data

Summative Evaluation: Accomplish

Improvement Strategy 1 Details	Status Checks

Improvement Strategy 1: Implement structured weekly PLC meetings with explicit agendas to discuss instructional practices, and student data.
 	
Create the master schedule with specific time allotted for weekly PLC meetings.
 	
A member of the administrative team or instructional coach will be present at all PLC meetings to lead the collaboration.
 	
100% of certified staff and instructional assistants will complete LETRS Volume 2.
  Formative Measures: Classroom walkthroughs
  I-ready
  MAP
  Position Responsible: Principal, Dean, Instructional Coach, Interventionists, Teachers
 	
  Evidence Level:
  Moderate
  Problem Statements/Critical Root Causes: Adult Learning Culture 1
	Feb **February Lessons Learned**
	
	75%
	
	Walkthroughs provide an essential lens for observing how instructional pillars translate into daily practice. Strengthening the feedback loop is necessary to support teacher growth effectively.
	Certain pillars, like fluency and comprehension, require a more structured focus to ensure balanced literacy development.
	
	February Next Steps/Need
	Develop a consistent schedule for walkthroughs with clear roles and timelines to minimize disruptions.
	Incorporate quick, formative feedback methods (e.g., digital notes or brief one-on-one check-ins) to ensure teachers receive actionable insights promptly.
	Conduct targeted workshops and model lessons focusing on fluency-building strategies and comprehension scaffolding.
	Provide coaching cycles for teachers who need additional support in specific pillars, particularly writing and comprehension.
	Facilitate peer observations where teachers can observe effective practices in their colleagues' classrooms.
	Create a streamlined tool for tracking observations during walkthroughs, highlighting trends and areas for celebration or focus.
	Analyze walkthrough data quarterly to adjust professional development and support plans.
	Celebrate small instructional wins in staff meetings to reinforce positive progress and foster a collaborative culture.

Introduce fluency stations with timed readings

Apr

100%

April Lessons Learned

Systems Drive Sustainability: Consistent, structured PLCs with clear agendas and administrative presence helped build a culture of professional accountability and focus.

Coaching and Modeling Accelerate Growth: Targeted coaching cycles, model lessons, and peer observations made best practices more visible and transferable.

Feedback Loops Are Essential: Quick, actionable feedback from walkthroughs helped teachers reflect and adjust in real time, contributing to instructional improvements.

Collective Efficacy Matters: Staff belief in the shared goal and collective effort led to high levels of buy-in and follow-through.

LETRS Volume 2 Deepened Instructional Knowledge: The professional learning increased teacher confidence and understanding of how to integrate the six pillars into daily routines.

April Next Steps/Need

Sustain the Momentum

Continue walkthroughs with a focus on depth and quality of implementation--move from "presence" to "impact" of each pillar.

Celebrate Success

Publicly recognize staff for achieving 100% implementation. Highlight exemplar practices during staff meetings or PLCs.

Plan for Advanced Literacy Practice

Identify next-level instructional practices (e.g., vocabulary depth, text-dependent questioning, writing with purpose) to build on current success.

Analyze Impact on Student Outcomes

Use iReady, classroom assessments, and writing samples to explore how strong implementation has affected student growth.

Refine PLC Work

Shift some PLC time from implementation focus to analyzing student work, differentiating instruction, and co-planning next steps.

Plan for Summer and Fall PD

Use walkthrough and student data to plan summer refreshers or early-year PD that pushes instructional practices forward.

June	June Lessons Learned
100%	June Next Steps/Need

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 3: Connectedness
Aligns with District Priority

Annual Performance Objective 1: The percentage of students identified as chronically absent in the 24-25 school year will decrease by 10% when compared to the 23-24 percent identified as chronically absent.

Evaluation Data Sources: Contracts/agreements, attendance reports, attendance review data, outreach communication, process/protocols

Improvement Strategy 1 Details	Status Checks	

Improvement Strategy 1: Develop a comprehensive outreach campaign to inform families about the importance of regular attendance and the potential consequences of chronic absenteeism. Utilize various communication channels such as email, newsletters, phone calls and social media platforms to reach out to parents.
 	
Collaborate with families to develop individualized attendance plans for students at risk of chronic absenteeism.
 	
Create and implement a system of incentives and recognition for students and families who demonstrate improved attendance
    Formative Measures: Attendance records
    Event attendance,
    Home visit data
    individualized attendance plans for students with 3+ absences.
    Position Responsible: Principal
 	
    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: Connectedness 1
	Feb
	
	50%
		February Lessons Learned
		Early, proactive outreach to families improves attendance outcomes but requires continuous communication and follow-up.
		Culturally relevant programming has positively influenced attendance by strengthening connections between students, families, and the school.
		Sustainable reduction of chronic absenteeism requires addressing both logistical barriers (like transportation) and deeper engagement with families experiencing hardship.
		
		February Next Steps/Need
		Expand home visit programs to include conversations focused on attendance, offering personalized support plans for families.
		Collaborate with local organizations to host monthly attendance-focused community nights, highlighting resources for families.
		Implement a multi-tiered communication approach, including automated reminders, personal calls, and weekly attendance updates sent home.
		Introduce positive attendance shout-outs during morning announcements to reinforce good habits.
		Continue partnerships with Communities in Schools to provide additional wraparound services, such as health clinics, clothing drives, and school supplies.
		Implement a ride-sharing program or partnerships with local transportation services to support students who miss the bus or have unreliable transportation.
		Introduce "Attendance Heroes" awards for students and families with sustained attendance improvements.
		Coordinate attendance challenges between grade levels

with rewards that include cultural and academic

Apr	**April Lessons Learned**
70%	Foundational Strategies Are Working: Personalized outreach, home visits, and community events are building trust and helping shift attendance habits in some families.

Positive Recognition Motivates Students: "Attendance Heroes" shout-outs and classroom-level rewards have increased student ownership of attendance.

Consistency in Communication Is Key: Weekly reports and automated reminders are helping families stay informed, but two-way communication (e.g., follow-up calls, texts) is more effective than one-way messaging alone.

Logistical Barriers Remain Significant: Transportation issues and unstable home environments continue to affect a subset of students, requiring deeper support and stronger community partnerships.

April Next Steps/Need

Revisit and Expand Incentives

Offer short-term incentives that build urgency (e.g., weekly drawings, special events for consistent attendance in the last month).

Double Down on High-Impact Communication

Increase two-way communication efforts with families of students still at risk (texts, personal calls, follow-ups after absences).

Launch a Final Push Campaign

Run a schoolwide "Final Countdown" attendance challenge for May with clear goals, visual trackers, and fun incentives for students and classrooms.

Celebrate & Share Progress

Share the 4% improvement with staff and families to

build momentum, and spotlight success stories in newsletters and announcements.

Plan for Fall Readiness

Begin identifying patterns and preparing early intervention strategies for August (home visits, data review, welcome calls to high-risk families).

June	**June Lessons Learned**
100%	**June Next Steps/Need**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue