

**Washoe County School District**  
**Lemmon Valley Elementary School**  
**2024-2025 Status Check**

Table of Contents

Goals ..... 3

Goal 1: Student Success ..... 3

Goal 2: Adult Learning Culture ..... 4

Goal 3: Connectedness ..... 5

# Goals

## **Goal 1: Student Success**


**Aligns with District Priority**





**Annual Performance Objective 1:** Lemmon Valley students will exhibit performance that shows achieving higher proficiency (Level 3 or 4) in both ELA & Math with the SBAC. In 2023-2024 AGP data will show an 8-10% increase of students will meet state catch-up targets in ELA & Math.

**Evaluation Data Sources:** \* Performance/proficiency on Common Formative Assessments (CFA) for both ELA and Math targeted on Essential Standards, CFA designed based on standards and standard based rubrics to ensure Fair and Consistent grading.

\* MAP Reading Assessment K-3 students meeting growth targets.

\* iReady Diagnostics ELA and Math Assessment results from Fall, Winter, and Spring.


Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1: i-Ready</b>  1. Professional Development: Ensure that teachers receive ongoing professional development to effectively implement high-quality instruction and utilize iReady to its fullest potential. 2. Data-Driven Instruction: Regularly analyze data from iReady and other assessments to adjust instruction based on student needs. 3. Engagement Strategies: Incorporate strategies to increase student engagement and motivation, such as interactive activities or real-world connections to the material. 4. Family Involvement: Engage families in supporting their children's learning by providing them with information and resources on how they can help at home. 5. Feedback Loops: Establish mechanisms for teachers and students to provide feedback on the effectiveness of instruction and the iReady program. 6. Additional Supports: Identify and provide additional support for students who may need extra help beyond Tier I instruction, such as small group interventions. With a focused approach and ongoing adjustments based on student needs and progress, Lemmon Valley Elementary can work towards improved achievement in both English Language Arts and Mathematics.  <b>Formative Measures:</b> i-Ready diagnostics Student progress to meeting minutes report Student passing of assignments (80%)  <b>Position Responsible:</b> Grade level leadership team, Principal  <b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk <b>- Evidence Level:</b> Promising <b>Problem Statements/Critical Root Causes:</b> Student Success 1	Status Check		
	Jan	Apr	June
			





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Goal 2: Adult Learning Culture**  
**Aligns with District Priority**

**Annual Performance Objective 1:** Ensure the Professional Learning Communities (PLC) process is implemented with fidelity and reliability school wide to ensure the four essential questions of PLC. Based on assessment of the Seven Stages of Professional Learning, for the 22-23 SY Lemmon Valley was at a Level 3 Stage school wide, by the end of the 24-25 SY data will show an increase to Level 5 or higher. Classroom walk-throughs will indicate at least 75% of teachers consistently implement the four components of Teacher Clarity (Clarity of organization, clarity of explanation, clarity of examples and guided practice, clarity of assessment of student learning)

**Evaluation Data Sources:** Master Calendar

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1: PLC</b>  * All components of the Grade Level PLC RoadMaps completed to ensure entire process implemented. * Assessment of grade levels implementation of the PLC process using The Seven Stages of Professional Learning at the beginning of the year and each quarter. Implement structured weekly PLC meetings with explicit agendas to discuss instructional practices, student data, and components of The Teacher Clarity Playbook. Analyze and dissect grade level subject standards to determine appropriate rigor of instruction. Within PLC meeting, teachers will collaborate to define clear learning intentions for daily lessons across all subject areas, aligned with curriculum standards and student needs. Lesson plans will identify formative assessments that will be used to inform and adjust instruction. Walkthroughs and observations conducted to ensure implementation and provide regular feedback for impactful use of Teacher Clarity.  <b>Formative Measures:</b> * Alignment an Implementation of Standard Based Grading as reflected in Progress and Product assessments/ activities enter into teachers grade books. * Observation and Informal reflection of the PLC Process implementation conducted by Administration * Quarterly Report Cards  <b>Position Responsible:</b> Grade level leadership team, Principal, Assistant Principal  <b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk <b>- Evidence Level:</b> Moderate <b>Problem Statements/Critical Root Causes:</b> Adult Learning Culture 1	Status Check		
	Jan	Apr	June
			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Goal 3: Connectedness

Aligns with District Priority

**Annual Performance Objective 1:** Greater presence of Social Emotional Learning (SEL) practices integrated into the classroom and school environment by increasing the number of observable Teacher and Student SEL practices and positive reinforcement engagement. Decrease in percentage of Chronic Absenteeism to reflect less than or equal to 10% students chronically absent.

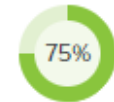
**Evaluation Data Sources:** \* Fidelity checks of SEL and PBIS

- \* Walkthroughs
- \* Monthly Attendance Checks through BIG and IC

Improvement Strategy 1 Details		Status Checks		
<b>Improvement Strategy 1: SEL</b>  * Staff will spend PL time developing deeper understanding around SEL and the PBIS structure to provide positive classroom supports around behaviors. Decreasing time spent on behaviors will allow students to spend more instructional time actively engaged in learning. * Implementation of SEL Curriculum (Sanford Harmony) * Integration of SEL practices within the Tier 1 instruction and classroom environment. * Professional Learning designed around Growth Mindset and collective community support for SEL and PBIS. * Implement small group and classroom guidance around areas of need. * Parent Teacher Home Visits with a goal of 150 visits. * Project AWARE Mental Health Therapist * Project Aware Mental Health and Trauma training for staff. * Students' participation in LVES SEL Squad to promote student leadership and awareness. * Counseling staff focus classroom lessons on emotions and emotional management skills.  PBIS * Promoting and incentivizing students attending school and developing systems of support and accountability for families to ensure students are attending school more frequently. * Attendance monitors and incentives for students being at school. * Counselors will provide school-wide and individual attendance interventions and incentives. * School Wide Attendance Assembly * Parent Teacher Home Visits * Fall and Spring Conferences * Family/Community Events bi-monthly * SEL Squad trainings * SEL Squad peer modeling of SEL and PBIS practices * Counseling lessons on Zones of Regulation  Home Visits * Teachers create strong connections and relationships with student's and families to improve school community * Admin create connections and trust with families so that when difficult conversations about chronic absenteeism are had, families and admin can work together to get students to school.  <b>Formative Measures:</b> Weekly attendance reports BIG attendance reports <b>Position Responsible:</b> Counselors, Administration, and Home Visit Coordinator  <b>Student Groups This Strategy Targets:</b> FRL, EL, Foster/Homeless, Chronically Absent, At Risk		Status Check		
		Jan	Apr	June

- Evidence Level:  
Strong, Moderate

Problem Statements/Critical Root Causes: Connectedness 1



No Progress



Accomplished



Continue/Modify



Discontinue