Washoe County School District

Lemmon Valley Elementary School

2024-2025 School Performance Plan

Classification: 1 Star School

Distinction Designations:
Title I
TSI

Mission Statement

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

Vision

Lemmon Valley Leopards: Learners are Valued and Empowered to Succeed

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 (Add a link to the school's School Rating Report.) http://nevadareportcard.nv.gov/DI/nv/washoe/lemmon_valley_elementary/2024/nspf/

Table of Contents

Comprehensive Needs Assessment

Student Success

Student Success Summary

Lemmon Valley Elementary aims to improve student achievement in English Language Arts and Mathematics by:

1. Implementing High-Quality Tier I Instruction: Utilizing student-centered practices to enhance overall teaching quality.

2. Consistent Use of iReady: Ensuring that iReady is consistently used, with dedicated time for students to engage with the program and incentives to encourage passing lessons with a score of 80% or higher.

3. Monitoring Progress: Setting a goal for 100% of students in grades K-5 to meet their typical growth target in reading on the third iReady Diagnostic.

Student Success Strengths

Student Success Strengths

● Positive Climate and Culture for Learning

● Collective Efficacy for Learning and priorities as a school

community.

● Vertical alignment of deep understanding of standards and

consistent standards-aligned instruction.

● Fair and Consistent standards-based scoring practices to

ensuring Tier 1 instructional implementation

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): There is significant decline in overall achievement of English language arts and annual decline in mathematics on SBAC. There is a need for greater improvement of student's adequate growth. **Critical Root Cause:** Staff capacity to provide high quality Tier I instruction practices that are student-centered. Lack of exposure to and practice with strong language models resulting in more limited vocabulary and background knowledge. Skills-based and teacher driven teaching practices that doesn't allow students to have the learning time for deeper level learning of concepts and conceptual understanding.

Problem Statement 2 (Prioritized): Teachers aren't monitoring with consistency, student progress with the 45 minute in both ELA and MATH while also passing with an 80% or higher of accuracy. **Critical Root Cause:** Staff capacity to set short term goals with students for iReady. Create incentive program/system to support students in meeting weekly goals.

Adult Learning Culture

Adult Learning Culture Summary

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).

Adult Learning Culture Strengths

• Created common formative assessments with direct alignment of essential standard with varying level of DOK questioning.

• Instructional alignment through backwards planning to the essential standards identified for each unit/topic.

• Administering assessments and bringing to PLCs for data analysis.

• Deep level of understanding of the standards and what the high-levels of Tier 1 instruction looks like

• Consistent standards aligned grading practices

Areas of growth:

• Deeper data analysis of student learning from common assessments.

• Teacher willingness for open dialog for the benefit of instructional needs for students based on data.

• Documentation and Implementation of next steps as needs are determined through data analysis.

• Continued development of standards aligned rubrics for consistent aligned success criteria of essential standards.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): The school-wide implementation of the PLC Process is at Stage 4 of the Seven Stages of Professional Learning Teams. **Critical Root Cause:** *Lack of Professional Development and accurate use of data-analysis process to be making informed data-driven instructional decision making. * Limited utilization and analysis of common assessments data to determine and implement data-driven instructional decision making. * Limited understanding of when and how to reteach, remediate, intervene, and enrich based on data from common assessments.

Problem Statement 2: Teacher Clarity is inconsistently implemented across the entire school community. **Critical Root Cause:** - Beginning stages of Professional Learning and implementation of Teacher Clarity.

Connectedness

Connectedness Summary

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.

Connectedness Strengths

● Students Climate survey indicated that students felt their teachers cared about then and had high expectations for them.
● Students Climate survey indicated that students having a greater positive feeling towards Respecting Each Other and Getting along with classmates. As well student feel more confident to Make Responsible Decisions and Knowing Right from Wrong.
● Common language, visual supports, and resources available to all students for SEL and PBIS
● Emphasis on reflection and restorative practices are supported by classroom teachers, counseling, and administrative personnel
●A strong commitment to the home visit program from teachers and admin.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Lack of presence of SEL integration into the classroom and school environment to support students Social and Emotional Awareness. Lack of positive student outlook on the school community and importance of learning. High percentage of students that are chronically absent. **Critical Root Cause:** Lack of accountability or attending school by students. Lack ofstudents knowing their personal emotions and how to self-regulate through coping skills. Lack of instructional implementation of SEL and PBIS within the classrooms and school wide. - Shift in priority of attending school regularly from families

Stakeholder Engagement

Stakeholder Engagement Summary

Prompt	Response
In 2-3 sentences, describe how the district engages required stakeholder groups in the needs assessment and decision making processes including: Parents and families, students at risk of failure and dropping out, educators and school leaders, community groups, historically underrepresented groups (ELs and MLs, racially & ethnically diverse stakeholders, indigenous populations, economically disadvantaged, transient populations), private and charter schools, and other hard-to-reach groups.	Lemmon Valley Elementary engages required stakeholder groups in the needs assessment and decision-making processes through regular consultations, surveys, and focus groups that include parents, families, and students, particularly those at risk of failure or dropping out. Additionally, Lemmon Valley collaborates with staff and the leadership team regularly to ensure all needs are being monitored and assessed to address the supports for all students to ensure inclusivity of all students.
What lessons did you learn from your stakeholder groups that are informing your improvement priorities for the upcoming school year?	- LVES Staff are in need of further Professional Learning and support with PLCs, implementation of impactful instructional practices that center around student centered learning, Professional Learning of Teacher Clarity, and implementation of an Acceleration model of instruction. - Family and student buy-in to the importance of education and being in attendance is low.
What has worked well in your previous engagement efforts? What might you do differently to increase or improve engagement moving forward?	- Built a strong climate and culture with the entire staff (100% retention) and positive relationships with families and the community. - Continued and increased Parent Teacher Home Visits.

Stakeholder Engagement Strengths

- High participation in the PTHVP.

- Growing PTO for a Title 1 school.

- High participation rate of family events.

Problem Statements Identifying Stakeholder Engagement Needs

Problem Statement 1: - Families and stakeholders availability to participate in school events, meetings, and functions.   **Critical Root Cause:** - Working families and stakeholders

with hours of work outside of school hours. - Limited child care to create opportunity and access. - Limited education and buy-in to PTHVP.

Priority Problem Statements

Problem Statement 1: There is significant decline in overall achievement of English language arts and annual decline in mathematics on SBAC. There is a need for greater improvement of student's adequate growth.

Critical Root Cause 1: Staff capacity to provide high quality Tier I instruction practices that are student-centered. Lack of exposure to and practice with strong language models resulting in more limited vocabulary and background knowledge. Skills-based and teacher driven teaching practices that doesn't allow students to have the learning time for deeper level learning of concepts and conceptual understanding.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Lack of presence of SEL integration into the classroom and school environment to support students Social and Emotional Awareness. Lack of positive student outlook on the school community and importance of learning. High percentage of students that are chronically absent.

Critical Root Cause 2: Lack of accountability or attending school by students. Lack of students knowing their personal emotions and how to self-regulate through coping skills. Lack of instructional implementation of SEL and PBIS within the classrooms and school wide. - Shift in priority of attending school regularly from families

Problem Statement 2 Areas: Connectedness

Problem Statement 3: Teachers aren't monitoring with consistency, student progress with the 45 minute in both ELA and MATH while also passing with an 80% or higher of accuracy.

Critical Root Cause 3: Staff capacity to set short term goals with students for iReady. Create incentive program/system to support students in meeting weekly goals.

Problem Statement 3 Areas: Student Success

Problem Statement 4: The school-wide implementation of the PLC Process is at Stage 4 of the Seven Stages of Professional Learning Teams.

Critical Root Cause 4: *Lack of Professional Development and accurate use of data-analysis process to be making informed data-driven instructional decision making. * Limited utilization and analysis of common assessments data to determine and implement data-driven instructional decision making. * Limited understanding of when and how to reteach, remediate, intervene, and enrich based on data from common assessments.

Problem Statement 4 Areas: Adult Learning Culture

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- 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

Accountability Data

- State assessment performance report

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System 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
- Economically disadvantaged
- Male/Female
- Special education
- Migrant
- At-risk
- EL
- Homeless data
- Foster
- 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
- Equity data
- 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

- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

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		
Improvement Strategy 1: i-Ready	**Status Check**		

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.
 	
  Formative Measures: i-Ready diagnostics
  Student progress to meeting minutes report
  Student passing of assignments (80%)
 	
  Position Responsible: Grade level leadership team, 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: Student Success 1
	Jan	**Apr**	**June**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Annual Performance Objective 1 Problem Statements:

Student Success
Problem Statement 1: There is significant decline in overall achievement of English language arts and annual decline in mathematics on SBAC. There is a need for greater improvement of student's adequate growth.   **Critical Root Cause**: Staff capacity to provide high quality Tier I instruction practices that are student-centered. Lack of exposure to and practice with strong language models resulting in more limited vocabulary and background knowledge. Skills-based and teacher driven teaching practices that doesn't allow students to have the learning time for deeper level learning of concepts and conceptual understanding.

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
    PLC schedule
    PLC walkthrough observation forms

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: PLC	**Status Check**		
	Jan	**Apr**	**June**

* 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.
 	
    Formative Measures: * 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
    Position Responsible: Grade level leadership team, Principal, Assistant Principal
 	
    Student Groups This Strategy Targets:
    FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk
     - **Evidence Level:**
    Moderate
    Problem Statements/Critical Root Causes: Adult Learning Culture 1			

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

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: The school-wide implementation of the PLC Process is at Stage 4 of the Seven Stages of Professional Learning Teams.   **Critical Root Cause**: *Lack of Professional Development and accurate use of data-analysis process to be making informed data-driven instructional decision making. * Limited utilization and analysis of common assessments data to determine and implement data-driven instructional decision making. * Limited understanding of when and how to reteach, remediate, intervene, and enrich based on data from common assessments.

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		
Improvement Strategy 1: SEL	**Status Check**		
* 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	**Jan**	**Apr**	**June**

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.

Formative Measures: Weekly attendance reports
BIG attendance reports

Position Responsible: Counselors, Administration, and Home Visit Coordinator

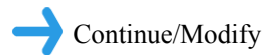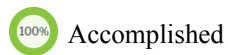**Student Groups This Strategy Targets:**
FRL, EL, Foster/Homeless, Chronically Absent, At Risk
 - **Evidence Level:**
Strong, Moderate

Problem Statements/Critical Root Causes: Connectedness 1

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Annual Performance Objective 1 Problem Statements:

Connectedness
Problem Statement 1: Lack of presence of SEL integration into the classroom and school environment to support students Social and Emotional Awareness. Lack of positive student outlook on the school community and importance of learning. High percentage of students that are chronically absent.   **Critical Root Cause**: Lack of accountability or attending school by students. Lack ofstudents knowing their personal emotions and how to self-regulate through coping skills. Lack of instructional implementation of SEL and PBIS within the classrooms and school wide. - Shift in priority of attending school regularly from families

Schoolwide and Targeted Assistance Title I Elements

1.1: Describe the school's strategies to attract effective, highly-qualified teachers to your school.

Lemmon Valley will collaborate with the WCSD Human Resources Division to recruit teachers who have been rigorously screened, interviewed, and taped presenting a lesson. Teachers are invited to meet with potential grade-level team members and visit campus, where they can see first-hand the collaborative, caring, and creative Natchez Community in action. Lemmon Valley work in a supportive and professional environment that values respectful, mindful, worthful, and helpful behavior. Support is offered to teachers through mentor teachers, coaching teachers, and administrators. Lemmon Valley community expectations and culture are highlighted in the interview and recruitment process. All staff at our Title I school are highly qualified. Finally, Lemmon Valley values its positive climate and culture that has retained 100% for the 24-25 school year and continues to ensure the climate and culture is a positive, supportive, and caring workplace for all staff.