

Washoe County School District

Lemmon Valley Elementary School

2025-2026 School Improvement Plan

Classification: 2 Star School

Title I

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

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 (Add a link to the school's School Rating Report.) http://nevadareportcard.nv.gov/DI/nv/washoe/lemmon_valley_elementary/2025/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Student Success Strengths

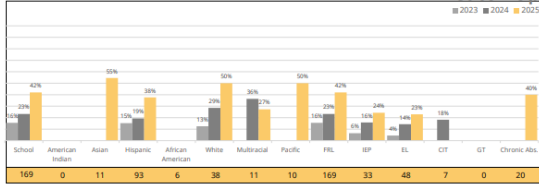
- Positive Climate and Culture for Learning
- Collective Efficacy for Learning and priorities as a school community.
- Vertical alignment of deep understanding of standards and consistent standards-aligned instruction.

During the spring 24-25 testing, the students at Lemmon Valley were catching up and keeping up! Our adequate growth went from 26% to 48%!



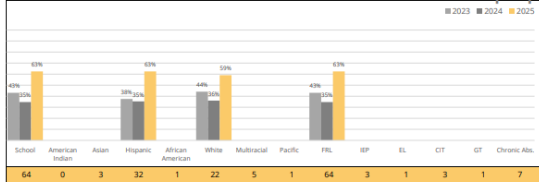
Percentage of students who were not yet at or above standard but are growing enough to reach "Meets Standard" (Level 3) within three years or by grade 8

Catch Up



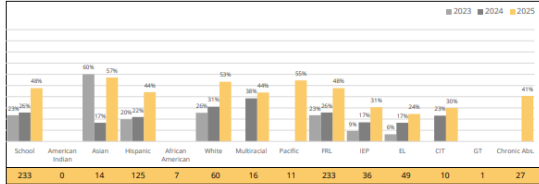
Percentage of students who were at or above standard and are growing adequately to remain at or above "Meets Standard" (Level 3) for three years or until grade 8

Keep Up



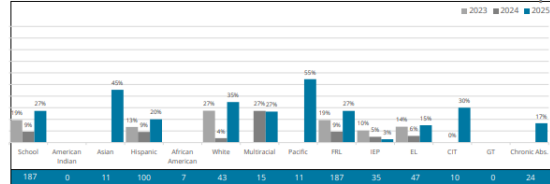
Percentage of students growing adequately to "Catch Up" or "Keep Up" with "Meets Standard" (Level 3)

Meeting State Catch Up / Keep Up AGP Target



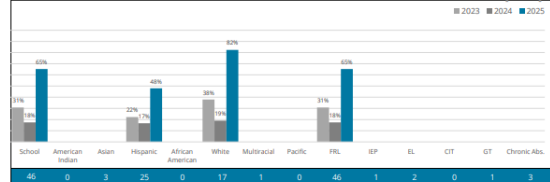
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Catch Up



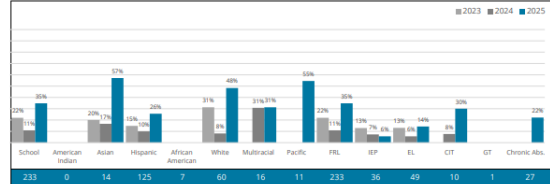
Percentage of students who were at or above standard and are growing adequately to remain at or above "Meets Standard" (Level 3) for three years or until grade 8

Keep Up



Percentage of students growing adequately to "Catch Up" or "Keep Up" with "Meets Standard" (Level 3)

Meeting State Catch Up / Keep Up AGP Target



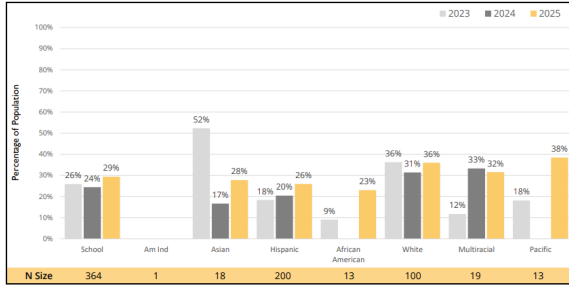
Student Success Areas for Growth

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

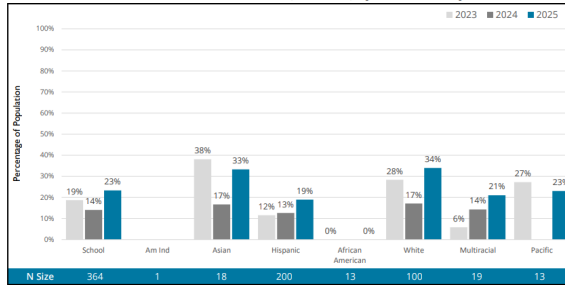
1. Implementing High-Quality Tier I Instruction: Utilizing student-centered practices to enhance overall teaching quality.
2. Consistent Use of iReady: Ensuring that iReady is consistently used, with dedicated time for students to engage with the program and incentives to encourage passing lessons with 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.

During the 24-25 testing, students at Lemmon Valley increased proficiency in both ELA and Math.

Overall ELA Percent At or Above Standard (AL 3 or 4) by Race/Ethnicity



Overall Math Percent At or Above Standard (AL 3 or 4) by Race/Ethnicity



Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language Comprehension of the Tier 1 content	EL Acceleration Services and Plan
Foster/Homeless	Consistency of home environment and attendance.	CIT program, Small Group Counseling Support
Free and Reduced Lunch	100% FRL School	Plan As Is
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Lack of representation within curriculum and resources	Culturally Responsive Teaching within the Tier 1 instruction
Students with IEPs	Difficulties accessing Tier 1 instruction	Acceleration Instruction and SDI

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 Areas of Strength

- 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.

Adult Learning Culture Areas for Growth

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 Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language Comprehension of the Tier 1 content	EL Acceleration Services and Plan
Foster/Homeless	Consistency of home environment and attendance.	CIT program, Small Group Counseling Support

Student Group	Challenge	Solution
Free and Reduced Lunch	100% FRL School	Plan As Is
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Lack of representation within curriculum and resources	Culturally Responsive Teaching within the Tier 1 instruction
Students with IEPs	Difficulties accessing Tier 1 instruction	Acceleration Instruction and SDI

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 (Prioritized): 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 Areas of Strength

- Students Climate survey indicated that students felt their teachers cared about them 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.

Connectedness Areas for Growth

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 Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language Comprehension of the Tier 1 content	EL Acceleration Services and Plan
Foster/Homeless	Consistency of home environment and attendance.	CIT program, Small Group Counseling Support
Free and Reduced Lunch	100% FRL School	Plan As Is
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Lack of representation within curriculum and resources	Culturally Responsive Teaching within the Tier 1 instruction

Student Group	Challenge	Solution
Students with IEPs	Difficulties accessing Tier 1 instruction	Acceleration Instruction and SDI

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 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

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

Problem Statement 2 Areas: Student Success

Problem Statement 3: The school-wide implementation of the PLC Process is at Stage 4 of the Seven Stages of Professional Learning Teams.

Critical Root Cause 3: *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 3 Areas: Adult Learning Culture

Problem Statement 4: Teacher Clarity is inconsistently implemented across the entire school community.

Critical Root Cause 4: - Beginning stages of Professional Learning and implementation of Teacher Clarity.

Problem Statement 4 Areas: Adult Learning Culture

Problem Statement 5: 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 5: 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 5 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Criterion-Referenced Test in Mathematics
- Criterion-Referenced Test in Science
- Curriculum Based Measures
- End-of-Unit Assessments
- Grades
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- MyPath
- Nevada Alternate Assessment (NAA)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)
- WIDA Screener
- Other
 - i-Ready

Adult Learning Culture

- Administrator evaluation
- Coaching Logs
- Evaluation(s) of professional development implementation and impact
- Master schedule
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- Teacher evaluation
- Teacher retention
- Walk-through data
- Other
 - PLC Road Map & Rubrics

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Demographic data

- Enrollment
- Home Visits
- PBIS/MTSS data
- Perception/survey data
- School safety data
- Social Emotional Learning Data
- Volunteer opportunities, attendance, and participation

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Lemmon Valley students will exhibit performance that shows achieving higher proficiency (Level 3 or 4) in both ELA & Math with the SBAC. In 2025-2026 AGP data will show an 8-10% increase of students will meet state catch-up targets in ELA & Math.

Aligns with District Goal

Formative Measures: * 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		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	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.	Grade level leadership team, Principal	SY 2025-26			
Position Responsible: Grade level leadership team, Principal Evidence Level Level 3: Promising: i-Ready Problem Statements/Critical Root Cause: Student Success 1, 2						

SMART Goal 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. Problem Statement 2: 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.

Inquiry Area 2: Adult Learning Culture

SMART Goal 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 an assessment of the Seven Stages of Professional Learning, for the 24-25 SY Lemmon Valley was able to move 50% of the grade levels to a Level 5 or Higher, and the other 50% of grade levels were at a Level 4 Stage, by the end of the 25-26 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)

Aligns with District Goal

Formative Measures: Master Calendar

PLC schedule

PLC walkthrough observation forms

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLC				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	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.	Grade level leadership team, Principal, Assistant Principal				
Position Responsible: Grade level leadership team, Principal, Assistant Principal Evidence Level Level 2: Moderate: PLC Problem Statements/Critical Root Cause: Adult Learning Culture 1, 2						

SMART Goal 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.

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.

Inquiry Area 3: Connectedness

SMART Goal 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.

Aligns with District Goal

Formative Measures: * Fidelity checks of SEL and PBIS

* Walkthroughs

* Monthly Attendance Checks through BIG and IC

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: SEL PBIS Home Visits				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	SEL * 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.	Counselors, Administration, and Home Visit Coordinator	End of SY 25-26			
Position Responsible: Counselors, Administration, and Home Visit Coordinator Evidence Level Level 1: Strong: Parent/Teacher Home Visits/PBIS Level 2: Moderate: PLC Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 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 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

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

For all Title 1 Elements, please see addendum.

Community Outreach Activities

Popsicles in the park through the PTHVP conducted on August 8, 2025

Back to School Night August 26, 2025

PTHVP - ALL Year

Family Engagement Nights Once a month - specifics to come