Washoe County School District

Lemmon Valley Elementary School

Classification: 1 Star School

Title I, TSI, ≥ 10% of enrolled students are English Learners

2026-2027 School Improvement Plan

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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

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Comprehensive Needs Assessment

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.
- EOY 25/26 Reading iReady Diagnostic shows that 54% of students met their typical growth and 24% of students met their stretch growth.
- EOY 25/26 Math iReady Diagnostic shows that 53% of students met their typical growth and 21% of students met their stretch growth.
- Our EL department exited 19 students from EL services after the 25/26 ACCESS assessment

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: Science of Reading practices to enhance overall teaching quality.

2. Consistently monitoring iReady data to see how students in EL and SpEd are performing against same aged peers to track comparable progress

3. Monitoring Progress: Setting a goal for 100% of students in grades K-5 to meet their typical growth and 30% of students will meet their stretch growth in reading and math on the third iReady Diagnostic

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	**Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.**	**The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.**
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 implementation

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	There is stagnant growth in overall achievement of English language arts and in mathematics on SBAC. There is a need for greater improvement of student's adequate growth.	Staff capacity to provide high-quality Tier I instruction practices that are student-centered and aligned to SoR practices. 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.
2 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Adult Learning Culture

Areas of Strength

- Instructional alignment through backwards planning to the essential standards identified for each unit/topic using the LVES Road Map.
- Administering assessments and bringing to PLCs.
- According to the staff survey data, staff are reporting increases in safety, staff collaboration, and SEL, and decreases in work stress and student behaviors.

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).

- 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.
- Utilize standard lesson plans for phonics and vocabulary.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language Comprehension of the Tier 1 content	PL designed in collaboration with EL department
Foster/Homeless	Consistency of home environment and attendance.	CIT program, Small Group Counseling Support, PTHV program
Free and Reduced Lunch	**Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.**	**The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.**

Student Group	Challenge	Solution
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	Creating schedules that match with Acceleration Instruction times and SDI requirements

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	The school-wide implementation of the PLC Process is at Stage 4 or 5 of the Seven Stages of Professional Learning Teams.	*Lack of focused time 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.
2 ★	Instructional practices using the Science of Reading are inconsistently implemented across the entire school community.	- Beginning stages of Professional Learning and implementation of Science of Reading.

★ = Priority

Connectedness

Areas of Strength

- Student climate survey indicates increased SEL skills across the board especially in social awareness and increases in student respect toward adults.
- Common Language, visual supports, and SEL and PBIS resources available to all students
- TFI results show that all 90% of students know about our PBIS expectations and 100% of the students value the Leaping Leopards that are given out for exhibiting expected behaviors.
- Emphasis on reflection and restorative practices
- Very strong commitment to Parent Teacher Home Visit Program.

Areas for Growth

- Student climate survey indicates decreases in safety, student engagement, and adult support.
- Greater presence of SEL lessons indicated in Planbook (Second Step)
- Decrease Chronic Absenteeism rate to 10% or less

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language Comprehension of the Tier 1 content	PTHV program, academic geared family nights, fall conferences
Foster/Homeless	Consistency of home environment and attendance.	CIT program, Small Group Counseling Support, PTHV program, academic geared family nights, fall conferences
Free and Reduced Lunch	**Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.**	**The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.**
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	PTHV program, academic geared family nights, fall conferences in collaboration with case managers, progress reports

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Lack of presence of SEL integration into the classroom and school environment to support student's Social and Emotional Learning. Lack of positive student outlook on the school community and importance of learning. High percentage of students that are chronically absent.	Lack of accountability or attending school by students. Lack of students knowing their personal emotions and how to self-regulate through coping skills. Shift in priority of attending school regularly from families

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	There is stagnant growth in overall achievement of English language arts and in mathematics on SBAC. There is a need for greater improvement of student's adequate growth.	Staff capacity to provide high-quality Tier I instruction practices that are student-centered and aligned to SoR practices. 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.
2 ★	The school-wide implementation of the PLC Process is at Stage 4 or 5 of the Seven Stages of Professional Learning Teams.	*Lack of focused time 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.
3 ★	Instructional practices using the Science of Reading are inconsistently implemented across the entire school community.	- Beginning stages of Professional Learning and implementation of Science of Reading.
4 ★	Lack of presence of SEL integration into the classroom and school environment to support student's Social and Emotional Learning. Lack of positive student outlook on the school community and importance of learning. High percentage of students that are chronically absent.	Lack of accountability or attending school by students. Lack of students knowing their personal emotions and how to self-regulate through coping skills. Shift in priority of attending school regularly from families
5 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

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

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Lesson Plans**
- [x] **Master schedule**
- [x] **Professional Development Agendas**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **Staff surveys and/or other feedback**

- [x] **Student Climate Survey**
- [x] **Teacher evaluation**
- [x] **Teacher retention**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Community surveys and/or other feedback**
- [x] **Demographic data**
- [x] **Enrollment**
- [x] **Home Visits**
- [x] **PBIS/MTSS data**
- [x] **Perception/survey data**
- [x] **School safety data**
- [x] **Social Emotional Learning Data**
- [x] **Volunteer opportunities, attendance, and participation**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal: By the end of the school year 2026-27, 80% of 3rd - 5th grade EL students at Lemmon Valley Elementary will increase their language proficiency by one achievement level as measured by the state's yearly ELPA, ACCESS.

Formative Measures: i-Ready Diagnostics, Tools for Instruction, Personalized Learning, Literacy Tasks Benchmark weekly quizzes

Improvement Strategy 1

PLCs

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	ELF with a focus around building staff capacity o Infusion of ELF into PLCs * o Co-teaching cycles with ELF implemented based on student/staff needs * o ELF design PL around oral language, vocabulary and writing	Administrators, ELF	SY 26-27	

Position Responsible: Administrators, ELF

Resources Needed: streamlined graphic organizers, access to ELlevations and GLAD trainings

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Student Success 2

Status Checks

In progress

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
2	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

SMART Goal 2

Lemmon Valley students will exhibit performance that shows achieving higher proficiency (Level 3 or 4) in both ELA & Math with the SBAC. In 2026-2027 AGP data will show an 8-10% increase of students state catch-up targets in ELA & Math.

According to 25-26 SBAC scores, 23% of students are proficient in ELA and 22% of students are proficient in Math.

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

Improvement Strategy 1

i-Ready

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	1. Professional Development: Ensure that teachers receive ongoing professional development to effectively implement high-quality instruction in the Science of Reading. 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 as well as Reading and STEM family nights. 5. Observation and Feedback Loops: Admin and teachers will work together through informal and formal observations to target one high leverage strategy that can be implemented immediately. 6. Additional Supports: Identify and provide additional support for students who may need extra help beyond Tier I instruction, such as small group interventions.	Leadership team, Principal, Assistant Principal, Dean of Students, Counseling staff	SY 2026-27	

Position Responsible: Grade level leadership team, Principal

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1

Status Checks

In progress

November **February** **May**

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	There is stagnant growth in overall achievement of English language arts and in mathematics on SBAC. There is a need for greater improvement of student's adequate growth.	Staff capacity to provide high-quality Tier I instruction practices that are student-centered and aligned to SoR practices. 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.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

Ensure the Professional Learning Communities (PLC) process is implemented with fidelity and reliability school-wide based on an assessment of the Seven Stages of Professional Learning, for the 26-257 SY Lemmon Valley teachers/PLC groups will be at a Stage 4 or 5 80% of the time.

All staff will participate in the Science of Reading Professional Development three days throughout the school year as well as one early release Wednesday a month.

Formative Measures: Master Calendar
PLC schedule
PLC walkthrough observation forms
Agendas
Attendance sign in sheets

Improvement Strategy 1

PLC

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	All components of the Grade Level PLC Road Maps 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, and student data. Analyze and dissect grade level subject standards to determine appropriate rigor of instruction. Within PLC meeting, teachers will collaborate to define clear plans for phonics and vocabulary. 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 SoR strategies.	Leadership team, Principal, Assistant Principal, Dean of Students, Counseling staff	SY 26-27	

Position Responsible: Grade level leadership team, Principal, Assistant Principal

Evidence Level

Level 2: Moderate:
PLC

Problem Statements: Adult Learning Culture 1, 2

Status Checks

In progress

November	February	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	The school-wide implementation of the PLC Process is at Stage 4 or 5 of the Seven Stages of Professional Learning Teams.	*Lack of focused time 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.
2	Instructional practices using the Science of Reading are inconsistently implemented across the entire school community.	- Beginning stages of Professional Learning and implementation of Science of Reading.

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.

Formative Measures: * Fidelity checks of SEL and PBIS
* Walkthroughs
* Monthly Attendance Checks through BIG and IC

Improvement Strategy 1

SEL

PBIS

Home Visits

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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 (Second Step) * 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. * 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 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 students 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, Social Worker, Administration, and Home Visit Coordinator	End of SY 26-27	

Position Responsible: Counselors, Administration, and Home Visit Coordinator

Evidence Level

Level 1: Strong:
Parent/Teacher Home Visits/PBIS

Level 2: Moderate:
PLC

Problem Statements: Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Lack of presence of SEL integration into the classroom and school environment to support student's Social and Emotional Learning. Lack of positive student outlook on the school community and importance of learning. High percentage of students that are chronically absent.	Lack of accountability or attending school by students. Lack of students knowing their personal emotions and how to self-regulate through coping skills. Shift in priority of attending school regularly from families

Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

For all Title 1 Elements, please see addendum.

Community Outreach Activities

Activity	Date	Lesson Learned
Multicultural Night	9/22/26	
Harvest Fest	10/28/26	
Winter Fest	12/15/26	
STEAM Night (SNJ)	2/2/27	
Reading Night	3/16/27	