

**Churchill County School District**  
**Lahontan Elementary School**  
**2024-2025 School Performance Plan**

**Classification: Not Rated**

**Distinction Designations:**  
Title I



# Mission Statement

Wolf Pups are:

Respectful

Responsible

Safe

We are Wolf Pups

# Vision

LES staff wants to make a positive difference in a safe and positive environment where students can take risks.

# 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.)

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# Comprehensive Needs Assessment

## Student Success

### Student Success Summary

*Lahontan Elementary School has multiple school expectations that are operational level making student success apparent.*

- *Restorative Practices - Consistent expectations with positive behavior interventions*
- *Culture - Tribes, Sunshine Committee*
- *Wolf Pup Motto*
- *Provide support for students (multi-leveled support beginning early in the year)*

### Student Success Strengths

All teachers have the same expectations. All teachers use consistent MTSS strategies, LCF, best practices, school-wide motto for building responsibility, respect, and safety.

### Problem Statements Identifying Student Success Needs

**Problem Statement 1 (Prioritized):** Students are not meeting proficiency above 40% in Reading and Math. **Critical Root Cause:** LES has new learners from varied backgrounds and experiences (no school, private preschool, Nevada State Pre-kg, etc.). Some students entering school lack fundamental academic skills.

**Problem Statement 2 (Prioritized):** Staff requires continuous education including LCF, PBIS, MTSS, and Best Practices methods. **Critical Root Cause:** New curriculum has been adopted and reviewing best practices supports teachers to make sure all elements are being used during instruction.

# Adult Learning Culture

## Adult Learning Culture Summary

As a staff there are many programs in place for providing supports for students and building community amongst staff.

## Adult Learning Culture Strengths

Below are ways that staff build culture for LES>

- bi-monthly PLC
- monthly staff meetings
- Weekly staff newsletter on bit.ly
- Profession Development - Best Practices, Literacy, PBIS

## Problem Statements Identifying Adult Learning Culture Needs

**Problem Statement 1 (Prioritized):** Staff requires continuous education including LCF, PBIS, MTSS, and Best Practices methods. **Critical Root Cause:** New curriculum has been adopted and reviewing best practices supports teachers to make sure all elements are being used during instruction.

**Problem Statement 2 (Prioritized):** Students are not meeting proficiency above 40% in Reading and Math. **Critical Root Cause:** LES has new learners from varied backgrounds and experiences (no school, private preschool, Nevada State Pre-kg, etc.). Some students entering school lack fundamental academic skills.

# Connectedness

## Connectedness Summary

The school connects with families with multiple means:

- All teachers utilize ClassDOJO to communicate with families
- Family Engagement activity nights are held throughout the year
- Monthly Newsletter
- Quarterly Parent Advisory Committee (PAC) Meetings
- SEL lessons provide to all teachers to use as needed
- Zones of Regulations implemented and lesson provided by school counselor
- Monthly Mindfulness Lesson provided by Churchill Coalition
- Monthly SEL lessons provided by the principal

## Connectedness Strengths

Increase positive communication between teachers, parents, and staff.

## Problem Statements Identifying Connectedness Needs

**Problem Statement 1 (Prioritized):** LES will focus on student wellness and provide a quality learning experience in which staff and students feel safe while building meaningful relationships. **Critical Root Cause:** The survey data showed that social and emotional needs of students were an area of concern by staff.

**Problem Statement 2 (Prioritized):** Staff requires continuous education including LCF, PBIS, MTSS, and Best Practices methods. **Critical Root Cause:** New curriculum has been adopted and reviewing best practices supports teachers to make sure all elements are being used during instruction.

**Problem Statement 3 (Prioritized):** Students are not meeting proficiency above 40% in Reading and Math. **Critical Root Cause:** LES has new learners from varied backgrounds and experiences (no school, private preschool, Nevada State Pre-kg, etc.). Some students entering school lack fundamental academic skills.

# Stakeholder Engagement

## Stakeholder Engagement Summary

Prompt	Response
<p><b>Prompt</b> 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 &amp; ethnically diverse stakeholders, indigenous populations, economically disadvantaged, transient populations), private and charter schools, and other hard-to-reach groups.</p>	<p>LES has a Parent Advisory Committee (PAC) that meets four times a year to share data and get input from parents. A monthly school newsletter is sent to parents in Dojo and Facebook to receive information about the school. A school survey is sent to parents in October and then again in April to gain information about the school from the stakeholders viewpoint.</p>
<p>What lessons did you learn from your stakeholder groups that are informing your improvement priorities for the upcoming school year?</p>	<p>We noted that the information being sent home allows more parents to get information due to not being able to attend meetings. Parents also requested paper communication, not only electronic.</p>
<p>What has worked well in your previous engagement efforts?  What might you do differently to increase or improve engagement moving forward?</p>	<p>Have activities for students to do or perform brings in more families.</p>

## Stakeholder Engagement Strengths

LES works well together to provide materials and support to families.

## Problem Statements Identifying Stakeholder Engagement Needs

**Problem Statement 1 (Prioritized):** All teachers, office staff, and the administrator will communicate information pertaining to school activities, academics, and other pertinent information on a continuous basis. **Critical Root Cause:** Making a home/school connection by having parents attend meetings/activities to gather information on working with students at home.

**Problem Statement 2 (Prioritized):** Staff requires continuous education including LCF, PBIS, MTSS, and Best Practices methods. **Critical Root Cause:** New curriculum has been adopted and reviewing best practices supports teachers to make sure all elements are being used during instruction.

**Problem Statement 3 (Prioritized):** LES will focus on student wellness and provide a quality learning experience in which staff and students feel safe while building meaningful relationships. **Critical Root Cause:** The survey data showed that social and emotional needs of students were an area of concern by staff.

# Priority Problem Statements

**Problem Statement 1:** Students are not meeting proficiency above 40% in Reading and Math.

**Critical Root Cause 1:** LES has new learners from varied backgrounds and experiences (no school, private preschool, Nevada State Pre-kg, etc.). Some students entering school lack fundamental academic skills.

**Problem Statement 1 Areas:** Student Success - Adult Learning Culture - Connectedness

**Problem Statement 2:** Staff requires continuous education including LCF, PBIS, MTSS, and Best Practices methods.

**Critical Root Cause 2:** New curriculum has been adopted and reviewing best practices supports teachers to make sure all elements are being used during instruction.

**Problem Statement 2 Areas:** Student Success - Adult Learning Culture - Connectedness - Stakeholder Engagement

**Problem Statement 3:** LES will focus on student wellness and provide a quality learning experience in which staff and students feel safe while building meaningful relationships.

**Critical Root Cause 3:** The survey data showed that social and emotional needs of students were an area of concern by staff.

**Problem Statement 3 Areas:** Connectedness - Stakeholder Engagement

**Problem Statement 4:** All teachers, office staff, and the administrator will communicate information pertaining to school activities, academics, and other pertinent information on a continuous basis.

**Critical Root Cause 4:** Making a home/school connection by having parents attend meetings/activities to gather information on working with students at home.

**Problem Statement 4 Areas:** Stakeholder Engagement



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- School goals
- Early childhood literacy and math goals
- 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
- Planning and decision-making committee minutes
- State and federal planning requirements

## Accountability Data

- State assessment performance report
  - MAP
- Comprehensive, Targeted, and/or Additional Targeted Support data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- State and federally required assessment information
- Current and longitudinal results, End-of-Course current and longitudinal results, Retest questions
- English Language Proficiency Assessment System results
- Early reading assessment results
- Student failure and/or retention rates
- 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

- Section 504 data
- Homeless data
- Foster
- Dyslexia 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
- 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**

- Organizational structure data
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity building resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

## **Goal 1: Student Success**

By the Spring MAP administration (April 28 - May 9), improve student achievement in the areas of literacy and math as related to the Nevada State Literacy Plan, Read by Grade Three, and the rigor of the Nevada Academic Content Standards.

**Aligns with District Priority**

**Annual Performance Objective 1:** LES will increase the percentage of students proficient in Kindergarten on the Winter NWEA MAP Math assessment above 40% from TBA data coming in January 2025.

LES will increase the percentage of students proficient in Kindergarten on the Winter NWEA MAP Reading assessment above 40% from TBA data coming in January 2025.

LES will increase the percentage of students proficient in First Grade on the NWEA MAP Math assessment above 40% from 49% to 65%

LES will increase the percentage of students proficient in First Grade on the NWEA MAP Reading assessment above 40% from 43% to 60%.

**Evaluation Data Sources:** New curriculum implementation: Savvas (ELA) and iReady (math) has been implemented to help fill learning gaps. Teachers can monitor and adjust content in iReady to help prepare students for NWEA MAP exam success in math.

Improvement Strategy 1 Details	Reviews			
<p><b>Improvement Strategy 1:</b> All teachers will be provided training in using the Learner-Centered Framework and Best Practices for ELA: read aloud, guided reading, shared reading, interactive writing. A Literacy Specialist, special education teachers, and trained staff members will use Leveled Literacy Intervention (LLI) as an intervention for students who fall below the 40% in reading.</p> <p><b>Formative Measures:</b> Provide specific professional development in the area of Best Practices and instruction in:            Foundational Reading Skill            Family Engagement            Interpreting assessment data to develop measurable goals            Design target instruction to ensure that the student growth profile reflects expected progress            Leveled Literacy Intervention            Learner-Centered Framework implementation</p> <p>MTSS</p> <p>Lahontan staff will implement the Learner-Centered Framework with the support of Implementation Specialists using the Nevada Academic Standards in instruction and assessment.</p> <p>Grade level PLC teams will monitor data points at bi-monthly meetings to observe continued growth. Kindergarten will track letter sounds and first grade will track sight words.</p> <p>Improve the use of effective instructional strategies and assessments that address math and ELA.</p> <p>Continue intervention work with all students.</p> <p>Data will be reviewed as a grade level at PLC and every six weeks with the principal to discuss academics, behavior, and strengths and concerns of the students.</p> <p><b>Position Responsible:</b> Principal, Teachers, Support Staff, Literacy Specialist, District Support Staff</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b>            2.4, 2.5, 2.6, 4.1, 4.2            - <b>Student Groups This Strategy Targets:</b>            FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk            - <b>Evidence Level:</b>            Moderate  <b>Problem Statements/Critical Root Causes:</b> Student Success 1 - Adult Learning Culture 2 - Connectedness 3</p>	Status Check			EOY Reflection
	Nov	Jan	Mar	June
	<div data-bbox="1444 240 1549 341"> </div>			

No Progress

Accomplished

Continue/Modify

Discontinue

**Annual Performance Objective 1 Problem Statements:**

**Student Success**

**Problem Statement 1:** Students are not meeting proficiency above 40% in Reading and Math. **Critical Root Cause:** LES has new learners from varied backgrounds and experiences (no school, private preschool, Nevada State Pre-kg, etc.). Some students entering school lack fundamental academic skills.

**Adult Learning Culture**

**Problem Statement 2:** Students are not meeting proficiency above 40% in Reading and Math. **Critical Root Cause:** LES has new learners from varied backgrounds and experiences (no school, private preschool, Nevada State Pre-kg, etc.). Some students entering school lack fundamental academic skills.

**Connectedness**

**Problem Statement 3:** Students are not meeting proficiency above 40% in Reading and Math. **Critical Root Cause:** LES has new learners from varied backgrounds and experiences (no school, private preschool, Nevada State Pre-kg, etc.). Some students entering school lack fundamental academic skills.

**Goal 2: Adult Learning Culture**

Increase the knowledge of Best Practices for ELA (Guided Reading, Interactive Writing, Read Alouds, Shared Reading).

**Aligns with District Priority**

**Annual Performance Objective 1:** 100% of teachers will implement Best Practices in literacy and math instruction.

**Evaluation Data Sources:** Walk throughs

Improvement Strategy 1 Details	Reviews			
<p><b>Improvement Strategy 1:</b> Increase the knowledge of Best Practices for ELA (Guided Reading, Interactive Writing, Read Alouds, Shared Reading).</p> <p><b>Formative Measures:</b> Provide specific professional development in the area of: Best Practices and instruction in Foundational Reading Skills</p> <p>Trainings will be developed for beginning and advanced levels to meet the needs of teachers.</p> <p>Teachers will attend and implement strategy in the classroom before and after reviewing the performance level descriptions for each standard.</p> <p>Literacy Specialist or administrator will observe and conference with teachers on each element.</p> <p>Teachers will be surveyed on math topics they would be interested in receiving training support from RPDP.</p> <p><b>Position Responsible:</b> Principal, Teachers, Literacy Specialist, District Support Staff</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- <b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- <b>Evidence Level:</b> Moderate</p> <p><b>Problem Statements/Critical Root Causes:</b> Student Success 1, 2 - Adult Learning Culture 1, 2 - Connectedness 1, 2, 3 - Stakeholder Engagement 1, 2, 3</p>	Status Check			EOY Reflection
	Nov	Jan	Mar	June
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**Annual Performance Objective 1 Problem Statements:**

### Student Success

**Problem Statement 1:** Students are not meeting proficiency above 40% in Reading and Math. **Critical Root Cause:** LES has new learners from varied backgrounds and experiences (no school, private preschool, Nevada State Pre-kg, etc.). Some students entering school lack fundamental academic skills.

**Problem Statement 2:** Staff requires continuous education including LCF, PBIS, MTSS, and Best Practices methods. **Critical Root Cause:** New curriculum has been adopted and reviewing best practices supports teachers to make sure all elements are being used during instruction.

### Adult Learning Culture

**Problem Statement 1:** Staff requires continuous education including LCF, PBIS, MTSS, and Best Practices methods. **Critical Root Cause:** New curriculum has been adopted and reviewing best practices supports teachers to make sure all elements are being used during instruction.

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### Connectedness

**Problem Statement 1:** LES will focus on student wellness and provide a quality learning experience in which staff and students feel safe while building meaningful relationships. **Critical Root Cause:** The survey data showed that social and emotional needs of students were an area of concern by staff.

**Problem Statement 2:** Staff requires continuous education including LCF, PBIS, MTSS, and Best Practices methods. **Critical Root Cause:** New curriculum has been adopted and reviewing best practices supports teachers to make sure all elements are being used during instruction.

**Problem Statement 3:** Students are not meeting proficiency above 40% in Reading and Math. **Critical Root Cause:** LES has new learners from varied backgrounds and experiences (no school, private preschool, Nevada State Pre-kg, etc.). Some students entering school lack fundamental academic skills.

### Stakeholder Engagement

**Problem Statement 1:** All teachers, office staff, and the administrator will communicate information pertaining to school activities, academics, and other pertinent information on a continuous basis. **Critical Root Cause:** Making a home/school connection by having parents attend meetings/activities to gather information on working with students at home.

**Problem Statement 2:** Staff requires continuous education including LCF, PBIS, MTSS, and Best Practices methods. **Critical Root Cause:** New curriculum has been adopted and reviewing best practices supports teachers to make sure all elements are being used during instruction.

**Problem Statement 3:** LES will focus on student wellness and provide a quality learning experience in which staff and students feel safe while building meaningful relationships. **Critical Root Cause:** The survey data showed that social and emotional needs of students were an area of concern by staff.


**Goal 3: Connectedness**


All teachers, office staff, and the administrator will communicate information pertaining to school activities, academics, and other pertinent information on a continuous basis.


**Aligns with District Priority**


**Annual Performance Objective 1:** All teachers will communicate with parents through Dojo/email or phone to engage parents weekly.


**Evaluation Data Sources:** Dojo Messages  
PLP

Improvement Strategy 1 Details	Reviews			
<p><b>Improvement Strategy 1:</b> All teachers, office staff, and the administrator will communicate information pertaining to school activities, academics, and other pertinent information on a continuous basis.</p> <p><b>Formative Measures:</b> Provide a minimum of two Family Literacy/Math Nights and provide parents with Literacy/Math instructional materials. Information will be provided by various means including parent/teacher conference, Class Dojo, and school website. Contact parents with positive student communication. Provide Parenting Classes and Attendance Workshops to help decrease chronic absenteeism.</p> <p><b>Position Responsible:</b> Principal, Teachers, Support Staff</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 4.1, 4.2 - <b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - <b>Evidence Level:</b> Moderate <b>Problem Statements/Critical Root Causes:</b> Student Success 1, 2 - Adult Learning Culture 1, 2 - Connectedness 1, 2, 3 - Stakeholder Engagement 2, 3</p>	Status Check			EOY Reflection
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Annual Performance Objective 1 Problem Statements:**

Student Success
<p><b>Problem Statement 1:</b> Students are not meeting proficiency above 40% in Reading and Math. <b>Critical Root Cause:</b> LES has new learners from varied backgrounds and experiences (no school, private preschool, Nevada State Pre-k, etc.). Some students entering school lack fundamental academic skills.</p>



**Student Success**

**Problem Statement 2:** Staff requires continuous education including LCF, PBIS, MTSS, and Best Practices methods. **Critical Root Cause:** New curriculum has been adopted and reviewing best practices supports teachers to make sure all elements are being used during instruction.

**Adult Learning Culture**

**Problem Statement 1:** Staff requires continuous education including LCF, PBIS, MTSS, and Best Practices methods. **Critical Root Cause:** New curriculum has been adopted and reviewing best practices supports teachers to make sure all elements are being used during instruction.

**Problem Statement 2:** Students are not meeting proficiency above 40% in Reading and Math. **Critical Root Cause:** LES has new learners from varied backgrounds and experiences (no school, private preschool, Nevada State Pre-kg, etc.). Some students entering school lack fundamental academic skills.

**Connectedness**

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**Problem Statement 3:** Students are not meeting proficiency above 40% in Reading and Math. **Critical Root Cause:** LES has new learners from varied backgrounds and experiences (no school, private preschool, Nevada State Pre-kg, etc.). Some students entering school lack fundamental academic skills.

**Stakeholder Engagement**

**Problem Statement 2:** Staff requires continuous education including LCF, PBIS, MTSS, and Best Practices methods. **Critical Root Cause:** New curriculum has been adopted and reviewing best practices supports teachers to make sure all elements are being used during instruction.






**Problem Statement 3:** LES will focus on student wellness and provide a quality learning experience in which staff and students feel safe while building meaningful relationships. **Critical Root Cause:** The survey data showed that social and emotional needs of students were an area of concern by staff.

**Goal 3: Connectedness**

All teachers, office staff, and the administrator will communicate information pertaining to school activities, academics, and other pertinent information on a continuous basis.

**Annual Performance Objective 2:** LES will maintain the schoolwide PBIS (SWPBIS) Tier 1 systems and Tier 2 interventions.

**Evaluation Data Sources:** Tracking use of Pup Bucks and Class Bucks school wide  
 Climate surveys  
 Data tracking through SISP

Improvement Strategy 1 Details	Reviews			
<p><b>Improvement Strategy 1:</b> All staff will use SEL (Zones or Regulation) to help students learn about restorative practices.  <b>Formative Measures:</b> Tier 1 and Tier 2 Teams (Committee) will meet monthly. Teams will present to staff monthly on data from Infinite Campus  <b>Position Responsible:</b> Principal, Teachers, Support Staff</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b>                      2.4, 2.5, 2.6, 4.1, 4.2                      - <b>Student Groups This Strategy Targets:</b>                      FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk                      - <b>Evidence Level:</b>                      Moderate  <b>Problem Statements/Critical Root Causes:</b> Student Success 1 - Adult Learning Culture 2 - Connectedness 3</p>	Status Check			EOY Reflection
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Annual Performance Objective 2 Problem Statements:**

Student Success
<p><b>Problem Statement 1:</b> Students are not meeting proficiency above 40% in Reading and Math. <b>Critical Root Cause:</b> LES has new learners from varied backgrounds and experiences (no school, private preschool, Nevada State Pre-k, etc.). Some students entering school lack fundamental academic skills.</p>
Adult Learning Culture
<p><b>Problem Statement 2:</b> Students are not meeting proficiency above 40% in Reading and Math. <b>Critical Root Cause:</b> LES has new learners from varied backgrounds and experiences (no school, private preschool, Nevada State Pre-k, etc.). Some students entering school lack fundamental academic skills.</p>

### Connectedness

**Problem Statement 3:** Students are not meeting proficiency above 40% in Reading and Math. **Critical Root Cause:** LES has new learners from varied backgrounds and experiences (no school, private preschool, Nevada State Pre-kg, etc.). Some students entering school lack fundamental academic skills.

# Schoolwide and Targeted Assistance Title I Elements

## **2.1: School Performance Plan (SPP) developed with appropriate stakeholders**

The PAC meets four times per year and reviews the SPP. LES has monthly meetings to make sure teachers/parents are informed of all events.

## **2.2: Regular monitoring and revision**

The plan is available at all times on our school website (bit.ly) and is discussed with staff four times per year.

## **2.3: Available to parents and community in an understandable format and language**

The plan is posted on the school website.

## **2.4: Opportunities for all children to meet State standards**

Title I provides funds for an instructional assistant that supports students in classrooms.

## **2.5: Increased learning time and well-rounded education**

Students who are identified will get support by the instructional assistant, Literacy Specialist, or United Reader aide.

## **2.6: Address needs of all students, particularly at-risk**

Students who are identified will get support by the instructional assistant, Literacy Specialist, or United Reader aide.

## **3.1: Annually evaluate the schoolwide plan**

The Parent Advisory Committee as well as the staff will review the SPP four times per year to revise as needed.

## **4.1: Develop and distribute Parent Involvement and Family Engagement Policy**

The Parent Involvement and Family Engagement Policy is sent out district-wide and the beginning of the year. Parents sign that they have received the information. Dojo messages are sent to families to remind them of all parent meetings.

## **4.2: Offer flexible number of parent involvement meetings**

As a district, parents can fill out a volunteer form and after approved can volunteer at the school at anytime. Volunteers can support classrooms, office, and library.

## **5.1: Determine which students will be served by following local policy**

All students at LES can be supported.

# Site Based Decision Making Team

<b>Team Role</b>	<b>Name</b>	<b>Position</b>
Member	Olivia Lefort	PBIS Tier I/Teacher
Member	Lisa Mills	PBIS Tier II/Teacher
Member	Ashley Ogden	Instructional Assistant
Member	Brad Whitaker	EL/MTSS/Teacher
Member	Nettie Rickerson	Special Education Teacher
Member	Megan Smith	Libraian
Member	Analisa Sandusky	Office Manager
Member	Rachel Gonzalez	Implementation Coach/Teacher
Member	Debbie Swisher	Implementation Coach/Teacher
Member	Kirby Goetsch	Implementation Coach/Teacher
Member	Faith Dellera	Implementation Coach/Teacher
Lead	Kimi Melendy	Principal
Member	Katy Loop	Literacy Specialist