

Churchill County School District
Lahontan Elementary School
2025-2026 School Improvement Plan

Classification: Not Rated

Title I, CSI



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.)

[Nevada Accountability Portal](#)

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

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)*

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

Student Success Areas for Growth

Students are making growth, but not to the expectations that Lahontan Elementary has set for reading and math.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	EL students often require scaffolds to fully access content and vocabulary in the classroom instruction.	Provide EL supports by the EL teacher.
Foster/Homeless	High mobility and trauma-related challenges can lead to inconsistent attendance and limited academic progress.	Strengthen mentoring/student services relationships and provide support to families.

Student Group	Challenge	Solution
Free and Reduced Lunch	Economic barriers can impact access to meals causing students focusing less on instruction.	Ensure families have access to complete forms to receive the meals.
Migrant/Title1-C Eligible	Migrant students may experience inconsistent academic continuity due to relocation and seasonal work schedules.	Establish a system to flag and monitor learning gaps and offer academic services through small group interventions.
Racial/Ethnic Minorities	Achievement gaps persist among some racial/ethnic subgroups, especially on MAP and iReady assessments.	Disaggregate data by subgroup and monitor academic growth quarterly. Implement culturally responsive teaching practices and intervention programs that reflect student diversity.
Students with IEPs	Students with IEPs often struggle with demonstrating proficiency due to curriculum access challenges and varied cognitive or behavioral needs.	Ensure general education and special education teachers are collaborating to align IEP goals with core content proficiency scales.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): 40% of kindergarten students fall below grade-level proficiency in reading and 43% of first grade students fall below grade-level proficiency in reading.

Critical Root Cause: Lahontan Elementary 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.

Problem Statement 2 (Prioritized): Staff requires continuous education including Learner-Centered Framework including iReady math and Savvas, MTSS, and Best Practices methods/strategies.

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): Lahontan Elementary 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.

Adult Learning Culture

Adult Learning Culture Areas of Strength

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

Below are ways that staff build culture for Lahontan Elementary:

- bi-monthly PLC
- monthly staff meetings
- Weekly staff newsletter on bit.ly
- Profession Development - Best Practices, Literacy, MTSS
- Sunshine Committee for staff activities
- Student Pride Dress-up Days

Adult Learning Culture Areas for Growth

Continue implementation of school-wide culture and working as grade level teams to create/review lessons and assessments that meet the needs of the students.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Teachers need more training on integrating language supports and scaffolds into instruction.	Targeted PLCs and PD on sheltered instruction (SIOP), academic language development, and asset based EL strategies.
Foster/Homeless	Instructional practices often lack trauma-informed approaches or flexible structures that support students with disrupted learning.	PD in trauma-informed pedagogy and shared instructional strategies across PLCs to support stability and predictability.
Free and Reduced Lunch	Teachers may not differentiate based on gaps in background knowledge.	PLCs on equitable supports and enrichment opportunities regardless of home environment.
Migrant/Title1-C Eligible	Staff need strategies to quickly assess students who have missed prior instruction.	Collaborative PLC for personalized learning plans.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Teachers benefit from deeper understanding of how to implement culturally responsive instruction and bias mitigation.	Ongoing equity-focused PLC topics on Culturally Responsive Teaching.
Students with IEPs	General education teachers sometimes lack clarity on modifications and/or accommodations.	Embedded SPED training within PLCs to align IEP goals between GenEd and SPED staff.

Problem Statements Identifying Adult Learning Culture Needs

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Connectedness

Connectedness Areas of Strength

Lahontan Elementary School connects with families with multiple means:

- All teachers utilize Class Dojo 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

The communication between school and parents is very successful. The use of Dojo by teachers as well as office provides information to parents. Facebook is also another platform used to provide school information.

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

Connectedness Areas for Growth

Increase positive communication between teachers, parents, and staff.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Limited culturally responsive instructional practices and peer interaction opportunities can isolate EL students.	Implement peer mentoring, bilingual outreach, and PD in culturally responsive teaching. Integrate visuals, sentence frames, and language scaffolds.

Student Group	Challenge	Solution
Foster/Homeless	Students may lack stable adult relationships and experience emotional detachment from school.	Create support with a consistent adult mentor; ensure access to clothing, food, and mental health resources.
Free and Reduced Lunch	Economic barriers reduce access to enrichment.	Include SEL lessons and community-building activities during the school day.
Migrant/Title1-C Eligible	Frequent mobility disrupts relationship-building and academic connectedness.	Use consistent onboarding practices.
Racial/Ethnic Minorities	These students may not see themselves represented in curriculum, staffing, or celebrations.	Infuse identity-affirming curriculum, expand affinity spaces, and ensure diverse voices in school-wide events and decisions.
Students with IEPs	Some students feel stigmatized or disconnected from general education peers.	Provide inclusive instruction, co-taught environments, and promote self-advocacy using personalized learning plans linked to proficiency scales.

Problem Statements Identifying Connectedness Needs

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Priority Problem Statements

Problem Statement 1: Staff requires continuous education including Learner-Centered Framework including iReady math and Savvas, MTSS, and Best Practices methods/strategies.

Critical Root Cause 1: New curriculum has been adopted and reviewing best practices supports teachers to make sure all elements are being used during instruction.

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

Problem Statement 2: Lahontan Elementary 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 2: The survey data showed that social and emotional needs of students were an area of concern by staff.

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

Problem Statement 3: 40% of kindergarten students fall below grade-level proficiency in reading and 43% of first grade students fall below grade-level proficiency in reading.

Critical Root Cause 3: Lahontan Elementary 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 3 Areas: Student Success - Adult Learning Culture - Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Early childhood literacy and math data
- Early reading assessment results
- End-of-Unit Assessments
- Grades
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- WIDA ACCESS for ELLs
- WIDA Screener

Adult Learning Culture

- Communications data
- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- Staff surveys and/or other feedback
- Study of best practices
- Teacher evaluation
- Teacher retention
- Teacher/Student Ratio
- Walk-through data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Demographic data
- Enrollment
- PBIS/MTSS data
- School safety data
- Social Emotional Learning Data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By the Spring MAP and iReady administration (May 4 - May 15), students 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 will show growth by enhanced staff development and observations.

Aligns with District Goal

Formative Measures: 70% of K-1 students will meet their reading growth target as predicted from the initial (Fall or Winter) test to Spring Testing on the MAP assessment.

60% of K-1 students on or above grade level determined by the iReady Spring Diagnostic Math Assessment.

Improvement Strategy 1 Details				Reviews																															
<p>Improvement Strategy 1: To improve student outcomes, all teachers will be provided training in using the Learner-Centered Framework and Best Practices including Modern Teacher elements. The goals in Spring 2026 are that 70% of K-1 students will meet their reading growth target as predicted from the initial (Fall or Winter) test to Spring Testing on the MAP assessment and 60% of K-1 students on or above grade level determined by the iReady Spring Diagnostic Math Assessment.</p> <table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Leveled Literacy Intervention (LLI) will be used as an intervention for students who fall below the 40% in reading. Continue intervention work with all students.</td> <td>Literacy Specialist and trained staff members</td> <td>on-going</td> </tr> <tr> <td>2</td> <td>Provide specific professional development in the area of Best Practices: 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</td> <td>Principal</td> <td>on-going</td> </tr> <tr> <td>3</td> <td>Lahontan staff will implement the Learner-Centered Framework with the support of Implementation Specialists using the Nevada Academic Standards in instruction and assessment.</td> <td>Principal, Implementation Coaches</td> <td>on-going</td> </tr> <tr> <td>4</td> <td>Grade level PLC teams will monitor data points at monthly meetings to observe continued growth. Kindergarten will track letter sounds and first grade will track sight words.</td> <td>Principal, Implementation Coaches, Staff</td> <td>on-going</td> </tr> <tr> <td>5</td> <td>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.</td> <td>Principal, Staff</td> <td>on-going</td> </tr> <tr> <td>6</td> <td>MTSS</td> <td>Principal, MTSS Committee, Staff</td> <td>on-going</td> </tr> </tbody> </table> <p>Position Responsible: Principal, Literacy Specialist, Implementation Coaches, District Support Staff Resources Needed: Target Tubs for personal professional development</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: ESSA Evidence: Strong based on Hattie's Research on teacher clarity and collective teacher efficacy. Problem Statements/Critical Root Cause: Student Success 1, 2, 3 - Adult Learning Culture 1, 2, 3 - Connectedness 1, 2, 3</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Leveled Literacy Intervention (LLI) will be used as an intervention for students who fall below the 40% in reading. Continue intervention work with all students.	Literacy Specialist and trained staff members	on-going	2	Provide specific professional development in the area of Best Practices: 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	Principal	on-going	3	Lahontan staff will implement the Learner-Centered Framework with the support of Implementation Specialists using the Nevada Academic Standards in instruction and assessment.	Principal, Implementation Coaches	on-going	4	Grade level PLC teams will monitor data points at monthly meetings to observe continued growth. Kindergarten will track letter sounds and first grade will track sight words.	Principal, Implementation Coaches, Staff	on-going	5	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.	Principal, Staff	on-going	6	MTSS	Principal, MTSS Committee, Staff	on-going	Status Check			EOY Reflection
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In progress	No review	No review																																	

SMART Goal 1 Problem Statements:

Student Success

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Problem Statement 2: Staff requires continuous education including Learner-Centered Framework including iReady math and Savvas, MTSS, and Best Practices methods/strategies. **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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Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase the knowledge of Best Practices ex: Guided Reading, Interactive Writing, Read Alouds, Shared Reading, Classroom Management, Community Building through individualized professional development.

Aligns with District Goal

Formative Measures: Administrative Observations
 Walk-throughs
 Data Meetings
 Professional Development Logs

Improvement Strategy 1 Details				Reviews																				
Improvement Strategy 1: Teacher will receive individualized professional development by completing differentiated courses.				Status Check			EOY Reflection																	
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Inquiry Area 3: Connectedness

SMART Goal 1: 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 Goal

Formative Measures: Dojo Messages
e-mails
Infinite Campus

Improvement Strategy 1 Details				Reviews																				
Improvement Strategy 1: All teachers will communicate with parents through Dojo/email or phone and document parent/family communication.				Status Check			EOY Reflection																	
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Position Responsible: Principal, Teachers, Support Staff

Resources Needed: Attendance Works, Dojo, materials for Family Nights

Schoolwide and Targeted Assistance Title I Elements:

2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level

Level 3: Promising: Promising based on CASEL evidence-based social and emotional learning programs.

Problem Statements/Critical Root Cause: Student Success 1, 2, 3 - Adult Learning Culture 1, 2, 3 - Connectedness 1, 2, 3

Improvement Strategy 2 Details				Reviews															
<p>Improvement Strategy 2: All staff will use SEL (Zones or Regulation) strategies to help students regulate their emotional composure during academic and school settings. Principal, counselor, and community partners will teach monthly SEL lessons to each classroom.</p> <table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Tier 1, Tier 2, and Tier 3 Teams (Committee) will meet monthly.</td> <td>MTSS Committee</td> <td>on-going</td> </tr> <tr> <td>2</td> <td>Teams will present to staff monthly on data from Infinite Campus.</td> <td>MTSS Committee, Staff</td> <td>on-going</td> </tr> </tbody> </table> <p>Position Responsible: Principal, Teachers, Support Staff Resources Needed: District Support, ReThink, items for PBIS Store</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong; ESSA Evidence: 4 based on Casel brief Problem Statements/Critical Root Cause: Student Success 1, 2, 3 - Adult Learning Culture 1, 2, 3 - Connectedness 1, 2, 3</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Tier 1, Tier 2, and Tier 3 Teams (Committee) will meet monthly.	MTSS Committee	on-going	2	Teams will present to staff monthly on data from Infinite Campus.	MTSS Committee, Staff	on-going	Status Check			EOY Reflection
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Nov	Jan	Mar	June																
In progress	No review	No review																	

SMART Goal 1 Problem Statements:

Student Success
<p>Problem Statement 1: 40% of kindergarten students fall below grade-level proficiency in reading and 43% of first grade students fall below grade-level proficiency in reading. Critical Root Cause: Lahontan Elementary 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.</p> <p>Problem Statement 2: Staff requires continuous education including Learner-Centered Framework including iReady math and Savvas, MTSS, and Best Practices methods/ strategies. Critical Root Cause: New curriculum has been adopted and reviewing best practices supports teachers to make sure all elements are being used during instruction.</p> <p>Problem Statement 3: Lahontan Elementary 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.</p>
Adult Learning Culture
<p>Problem Statement 1: Staff requires continuous education including Learner-Centered Framework including iReady math and Savvas, MTSS, and Best Practices methods/ strategies. Critical Root Cause: New curriculum has been adopted and reviewing best practices supports teachers to make sure all elements are being used during instruction.</p> <p>Problem Statement 2: 40% of kindergarten students fall below grade-level proficiency in reading and 43% of first grade students fall below grade-level proficiency in reading. Critical Root Cause: Lahontan Elementary 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.</p> <p>Problem Statement 3: Lahontan Elementary 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.</p>

Connectedness

Problem Statement 1: Lahontan Elementary 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 Learner-Centered Framework including iReady math and Savvas, MTSS, and Best Practices methods/strategies. **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: 40% of kindergarten students fall below grade-level proficiency in reading and 43% of first grade students fall below grade-level proficiency in reading. **Critical Root Cause:** Lahontan Elementary 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

1.1: Comprehensive Needs Assessment

Administrator, teachers, and parents have met and analyzed data and demographics from LES. Parent Advisory Committee meetings (PAC) are held quarterly to look over data and share about the events that have and will happen during the school year.

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.

Community Outreach Activities

Activity	Date	Lesson Learned
Camp Read S'more Family Night	9/17	429 teachers/parents attended - read books in tents with flashlights, made s'mores and could purchase books for \$0.25.
Parent Advisory Committee Meeting	9/25	Twenty-one people attended the meeting.
Family Literacy and Book Fair Night	10/15	Great turn out having the highest amount spent at the book fair.
Fire Safety Assembly	10/22	Volunteer Firefighters provided an assembly for Kindergarten and another for 1st grade\ with Sparky the fire dog and a tour of a fire truck.
Hands are Not for Hitting Assembly	10/27	The Domestic Violence Organization and Fallon Police Department provided all students to say a pledge and put their handprint on a bus.
Native American Assembly	11/6	Native American came and shared about their culture with all students.
Veteran's Day Breakfast	11/18	The Venue donated the food for the breakfast. Parent took pictures with students in front of the Veteran banner and spoke in individual classrooms.
Parent Advisory Committee Meeting	11/10	Parents provided great suggestions for the garden and end of year celebration. They also had s