Washoe County School District

Lemmon Valley Elementary School

2026-2027 Status Checks

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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

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

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

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

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

In progress

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