

## Washoe County School District

# Lemmon Valley Elementary School

### School Performance Plan: A Roadmap to Success

*Lemmon Valley Elementary School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.*

**Principal:** Daniel Kirk

**School Website:** <https://www.washoeschools.net/lemmonvalley>.

**Email:** dakirk@washoeschools.net

**Phone:** (775) 677-5460

**School Designations:**  Title I  CSI  TSI  TSI/ATSI

*Our SPP was last updated on October 23, 2022*

## School Continuous Improvement Team

*The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.*

Name	Role
Daniel Kirk	<b>Principal(s) (required)</b>
Carolelee Walker	<b>Other School Administrator/Assistant Principal</b>
Melissa Cardoso	<b>Teacher</b>
Jennifer Montrose	<b>Teacher</b>
Hannah Stephens	<b>Teacher</b>
Zarahy Romero	<b>Paraprofessional</b>
Chelsea Wilkinson-Walker	<b>Parent</b>
Heidi Kennee-Burt	<b>Teacher</b>
Susan Bates	<b>Teacher</b>
Michon Lokke	<b>Specialized Instructional Support Personnel</b>
Click here to add additional members.	Click here to add their role.

## School Demographics and Performance Information

*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*

*[http://nevadareportcard.nv.gov/DI/nv/washoe/lemmon\\_valley\\_elementary/2022/nspf/](http://nevadareportcard.nv.gov/DI/nv/washoe/lemmon_valley_elementary/2022/nspf/)*



# School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

## Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>- Increased proficiency in ELA from 34% to 36%</li> <li>- AGP Increased 9.6% in Math &amp; AGP Increased <b>15.1%</b> in ELA</li> <li>- Significant gains in Opportunity Gap of ELA to 44.2%</li> <li>- Significant gains in Opportunity Gap of Math to 24%</li> </ul>	<ul style="list-style-type: none"> <li>• Increase proficiency in math</li> <li>• Greater implementation mathematical concepts and procedures</li> </ul>
<p><b>Problem Statement:</b> There is a significant annual decline in overall achievement in mathematics on SBAC and needed greater improvements in ELA proficiency, especially within our EL and IEP populations for both math and ELA.</p>	
<p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>- Staff capacity to provide high quality, differentiated, Tier I instruction (including co-teaching and inclusive practices service delivery models) is developing.</li> <li>- Lack of exposure to and practice with strong language models resulting in more limited vocabulary and background knowledge.</li> <li>- Skills-based focus vs. deeper level/conceptual understanding focus in the past.</li> <li>- Lack of consistency in delivering a guaranteed &amp; viable curriculum across a grade level-common objectives/assessments not used uniformly within grade levels over time.</li> <li>- High staff turn-over contributing to difficulty in establishing momentum towards school vision/goals.</li> <li>- Lack of school exposure/opportunities to access rigorous content in early years &amp; ENSURE a standards-based approach to planning &amp; instructional delivery.</li> </ul>	

Student Success	
<p><b>School Goal:</b> Lemmon Valley students will exhibit performance that shows achieving higher proficiency (Level 3 or 4) in both ELA &amp; Math with the SBAC. In 2021-22, AGP data will show an 8-10% increase of students will meet state catch-up targets in ELA &amp; Math.</p>	<p><b>Aligned to Nevada's STIP Goal:</b></p> <p><input type="checkbox"/> STIP Goal 1    <input type="checkbox"/> STIP Goal 2</p> <p><input checked="" type="checkbox"/> STIP Goal 3    <input type="checkbox"/> STIP Goal 4</p>



<p><b>Formative Measures:</b></p> <ul style="list-style-type: none"><li>• Performance/proficiency on Common Formative Assessments for both ELA and Math targeted on Essential Standards</li><li>• MAP Reading Assessment K-3 students meeting growth targets</li><li>• Benchmark Reading and Math Assessment results from Fall, Winter, and Spring.</li></ul>	<p><input type="checkbox"/> STIP Goal 5</p>
<p><b>Improvement Strategy:</b> As a staff, Lemmon Valley ES will implement PLC practice to implement Tier 1 instruction during the instructional day with a focus on use of backwards planning with high quality guaranteed and viable curriculum guides in ELA and math. This will be supported with research based impactful instructional practices, supplemental materials, scaffolds, and differentiation for learning of grade level content.</p> <p><b>Evidence Level:</b> Tier 2 - Moderate Evidence</p> <p><b>Action Steps:</b> <i>What steps do you need to take to implement this improvement strategy?</i></p> <ul style="list-style-type: none"><li>• Administrators will engage in instructional coaching with areas of focus to support and advance reading, writing, speaking, listening, math and language skills.</li><li>• PLC process Implementation - in advancing PLC practices to reflect Plan-Do-Study-Act cycle of inquiry around teaching/learning (standards-based instruction/assessment/grading practices). PLC/common planning for all staff (scheduled through the master schedule and embedded within the school day) will provide time for complete PLC process implementation and backwards design of coherent lesson planning around ELA and Math.</li><li>• Administrative instruction to provide support for analyzing data and use of such data for designing effective instructional strategies, examining assessment to measure ALL student progress, and adjusting student supports as needed based on the data.</li><li>• Use of research-based intervention materials aligned to Tier 1 guaranteed and viable curriculum guides, based on common assessment student performance targeting essential standards learning.</li><li>• Provide instructional coaching twice monthly (sticky note feedback, walkthrough feedback, informal/formal observations)</li><li>• Peer observations being conducted each month through teacher leaders and strong instructional classrooms to support professional learning for all teachers.</li><li>• Ensure Special Education, Learning Facilitator, and EL Instructional Coach is attending PLC meeting to support instructional supports for ALL students are being provided.</li><li>• Fidelity checks of Tier 1 instruction implementation and intervention/enrichment implementation.</li><li>• Professional Learning towards ELLevations strategies implementation, language objectives, and language development processes within Tier 1 instruction.</li></ul>	<p><b>Lead:</b> <i>Who is responsible for implementing this strategy?</i> <b>Teachers, Administration, Instructional Coaches (LF &amp; ELD Coach)</b></p>



- Professional Learning, mentorship, and coaching for ALL teachers through District and site-based programs that will focus on impactful practices, guaranteed and viable curriculum, strong instructional practices, and formative and summative assessments.
- School wide focus on cultural responsive teaching, having high expectations for ELs and Student with an IEP, as well as scaffolds and structures in place in classrooms for ALL students to meet those expectations.
- Build all teacher capacity through professional learning opportunities that enhance teacher understanding of language development through WiDA framework, GLAD or ELLevations training.
- Appropriately provide purposeful planning for language in content subjects and scaffold using language rich strategies to provide ELs with access to content standards and grade level materials.
- Build teacher capacity for language development during Professional Learning Communities that allow for analysis of data and planning for language opportunities in content classrooms.
- Appropriately use EL teachers to support Tier 1 instruction through lens of language.

**Resources Needed:** *What resources do you need to implement this improvement strategy?*

- Administration & Learning Facilitator to assist with the PLC process implemented with fidelity and data-driven planning, instruction, and intervention.
- PL around the Understanding by Design backwards planning model.
- NVACS will be used as standards for planning – with identified Essential Standards alignment.
- Created essential standards aligned common assessments.
- District support from the Curriculum and Instruction Department for LLI, ELA Curriculum, and 21st Century instructional planning.
- District, Administration, and Learning Facilitator coaching support, around the development and implementation of instructional impactful practices and language development instructional practices.

**Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* Staff buy-in and implementation of practices. Professional Learning & co-teaching/coaching of the instructional practices
- *Potential Solution:* Increased Instructional Leadership and Support with Administration, Learning Facilitator, and English Language Development Facilitator



<p><b>Funding:</b> <i>What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?</i></p> <ul style="list-style-type: none"><li>• General Funds and Title 1 funds</li></ul>	
<p><b>Improvement Strategy:</b> As a staff, Lemmon Valley ES will implement the PLC process to implement Data-driven instructional decision making occurring with the essential standards of learning from LVES Common Assessments.</p> <p><b>Evidence Level:</b> Tier 2 - Moderate Evidence</p> <p><b>Action Steps:</b> <i>What steps do you need to take to implement this improvement strategy?</i></p> <ul style="list-style-type: none"><li>€ PLC process Implementation - in advancing PLC practices to reflect Plan-Do-Study-Act cycle of inquiry around teaching/learning (standards-based instruction/assessment/grading practices). PLC/common planning for all staff (scheduled through the master schedule and embedded within the school day) will provide time for complete PLC process implementation and backwards design of coherent lesson planning around ELA and Math.</li><li>€ Continue revision and creation Create of Lemmon Valley Common Assessments aligned to the essential standards for each Unit/Topic for ELA and Math and used through School City Assessment program.</li><li>€ Administrative instruction and Professional Learning to provide support for analyzing data and use of such data for designing effective instructional strategies, examining assessment to measure ALL student progress, and adjusting student supports as needed based on the data.</li><li>€ Implementation of Data Analysis Protocol with fidelity through the PLC Process to identify when and how to reteach, remediate, intervene, and enrich based on data from common assessments.</li></ul>	<p><b>Lead:</b> <i>Who is responsible for implementing this strategy?</i> <b>Grade level lead teachers, Learning Facilitator, and Admin</b></p>



**Resources Needed:** *What resources do you need to implement this improvement strategy?*

- € Administration & Learning Facilitator to assist with the PLC process implemented with fidelity and data-driven planning, instruction, and intervention.
- € PL around the data analysis process for making data-driven instructional decision making.
- € WCSD Essential standards aligned to common assessments.
- € School City assessment system.
- € District support from the Curriculum and Instruction Department for Math, LLI, ELA Curriculum, and 21st Century instructional planning.
- € District, Administration, and Learning Facilitator coaching support, around the development and implementation of instructional impactful practices and language development instructional practices.

**Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?*

- **Implementation Challenge: Understanding and use of the School City assessment system and Data Analysis follow through within each grade level. Misconceptions of action steps for Question 3 & 4 of the PLC Process.**
- **Potential Solution:** Professional Learn of Data Analysis for instructional decision making. Direct support from Administration and Learning Facilitator to ensure analysis implementation and next step of instruction to support students needs based on data.

**Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Fundraising (PE teacher to support PLC time during the day for all grade levels), General Budget, and Title 1

**Equity Supports:** *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

**English Learners**

- **Challenge:** Access to Tier 1 language and vocabulary for EL learners as well as ability to build background knowledge of content.
- **Support:** Ensuring implementation of language development strategies and scaffolds are provided to all EL learners through Tier 1 instruction. Fidelity use of the Elevation strategies integrated into the Tier 1 instruction. ELD instructional Coach supporting co-



planning, co-teaching, and coaching for Language Focused Tier 1 instructional practices. Professional Learning centered on Language Development supports for instruction.

**Foster/Homeless:**

- *Challenge:* Families access to resources to ensure students are coming to school ready to learn with all their needs met.
- *Support:* Provide resources and supports through our counselor and Safe Schools Professional to ensure basic needs of students are being met. Before and After School TEAM UP/21st Century Academic and Enrichment program. Summer School opportunities for intervention catch-up supports.

**Free and Reduced Lunch:**

- *Challenge:* Families access to resources to ensure students are coming to school ready to learn with all their needs met.
- *Support:* Provide resources and supports through our counselor and Safe Schools Professional to ensure basic needs of students are being met. Before and After School TEAM UP/21st Century Academic and Enrichment program. Summer School opportunities for intervention catch-up supports.

**Migrant:**

- *Challenge:* N/A
- *Support:* N/A

**Racial/Ethnic Groups:**

- *Challenge:* Racial Groups unable to identify as members of the school community and lack connections to the curriculum to learning experiences meaningful and relevant. Access to Tier 1 language and vocabulary for EL learners as well as ability to build background knowledge of content.
- *Support:* Ensuring implementation of language development strategies and scaffolds are provided to all EL learners through Tier 1 instruction. SEL integration within the Tier 1 instruction and SEL direct instruction lessons provided weekly to support equity and diversity. Providing supplemental materials that provide diverse representations within learning content to make more connections to ALL students.

**Students with IEPs:**

- *Challenge:* Implementation of differentiation and accommodations throughout the school day, specifically within Tier 1 instruction and general education classroom setting. Lack of understanding of roles and responsibilities of special education teachers and general education teachers. Disconnect of individualized supports being provided in the resource setting versus the general education setting.
- *Support:* Alignment of Tier 1 instruction to the goals/objectives of individual students providing differentiation and scaffold supports with inclusive practices. Professional Learning on roles and responsibilities of teachers supporting student on IEPs. School wide ownership of all students, ensuring that all parties working with students have access to goals/objectives and accommodation for Tier 1 access.





Add other student groups as needed.

- **Challenge:** Update during SPP Roadmap Development.
- **Support:** Update during SPP Roadmap Development.

## Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>• Created common formative assessments with direct alignment of essential standard with varying level of DOK questioning.</li> <li>• Instructional alignment through backwards planning to the essential standards identified for each unit/topic.</li> <li>• Administering assessments and bring for review of data.</li> </ul>	<ul style="list-style-type: none"> <li>• Deeper data analysis of student learning from common assessments.</li> <li>• Teacher willingness for open dialog for the benefit of instructional needs for students based on data.</li> <li>• Documentation and Implementation of next steps as needs are determined through data analysis.</li> </ul>
<p><b>Problem Statement:</b> <i>School-Wide implementation of the PLC Process is at Stage 4 of the Seven Stages of Professional Learning Teams.</i></p>	
<p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>- Lack of Professional Development and accurate use of data-analysis process to be making informed data-driven instructional decision making.</li> <li>- Limited utilization and analysis of common assessments data to determine and implement data-driven instructional decision making.</li> <li>- Limited understanding of when and how to reteach, remediate, intervene, and enrich based on data from common assessments.</li> </ul>	

Adult Learning Culture	
<p><b>School Goal:</b> Ensure the Professional Learning Communities (PLC) process is implemented with fidelity and reliability school wide to ensure the four essential questions of PLC are utilized to implement data-driven instructional decision-making school wide. Implementation of fair and consistent grading system to communicate students progress to mastery of standards.</p> <p><b>Formative Measures:</b></p> <ul style="list-style-type: none"> <li>• All components of the Grade Level PLC RoadMaps completed to ensure entire process implemented.</li> <li>• Assessment of grade levels implementation of the PL process using The Seven Stages of</li> </ul>	<p><b>Aligned to Nevada's STIP Goal:</b></p> <p><input type="checkbox"/> STIP Goal 1    <input type="checkbox"/> STIP Goal 2</p> <p><input checked="" type="checkbox"/> STIP Goal 3    <input type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5</p>



Professional Learning during the Fall, Winter, and Spring.

- Alignment an Implementation of Standard Based Grading as reflected in Progress and Product assessments/activities enter into teachers grade books.
- Observation and Informal reflection of the PLC Process implementation conducted by admonition and Instructional Coaches (LF & ELD Coach)
- Quarterly Report Cards

**Improvement Strategy:** The common assessment results will be analyzed to assess the effectiveness of Tier 1 instruction and identify opportunities for instructional modifications and reteaching/enrichment with accurate use of data-analysis process to be making informed data-driven instructional decision making. Communicating the achievement of students progress to standard mastery with a Fair and Consistent grading system on scale of 4-1.

**Evidence Level:** Tier 2 - Moderate Evidence

**Action Steps:** *What steps do you need to take to implement this improvement strategy?*

- ☒ PLC process Implementation - in advancing PLC practices to reflect Plan-Do-Study-Act cycle of inquiry around teaching/learning (standards-based instruction/assessment/grading practices). PLC/common planning for all staff (scheduled through the master schedule and embedded within the school day) will provide time for complete PLC process implementation and backwards design of coherent lesson planning around ELA and Math.
- ☒ Professional Learning school wide on the PLC Process and use of the PLC Road Map as guiding structure for alignment of instruction, assessment, and data-analysis.
- ☒ Administrators and Learning Facilitators participation and coaching during grade level PLCs to ensure high-level implantation of PLC process.
- ☒ Continue revision and creation Create of Lemmon Valley Common Assessments aligned to the essential standards for each Unit/Topic for ELA and Math and used through School City Assessment program.
- ☒ Administrative instruction and Professional Learning to provide support for analyzing data and use of such data for designing effective instructional strategies, examining assessment to measure ALL student progress, and adjusting student supports as needed based on the data.
- ☒ Implementation of Data Analysis Protocol with fidelity through the PLC Process to identify when and how to reteach, remediate, intervene, and enrich based on data from common assessments.
- ☒ Professional Learning for staff of Fair and Consistent grading system with progress and product assessment/activities.
- ☒ Implementation of Fair and Consistent grading system and connection to the PLC Process and data-analysis.
- ☒ Communicate and education of families of the grading system.

**Lead:** *Who is responsible for implementing this strategy?*  
**Grade level lead teachers, Learning Facilitator, and Admin**



**Resources Needed:** *What resources do you need to implement this improvement strategy?*

- € Administration & Learning Facilitator to assist with the PLC process implemented with fidelity and data-driven planning, instruction, and intervention.
- € PL around the data analysis process for making data-driven instructional decision making.
- € WCSD Essential standards aligned to common assessments.
- € School City assessment system.
- € District support from the Curriculum and Instruction Department for Math, LLI, ELA Curriculum, and 21st Century instructional planning.
- € District, Administration, and Learning Facilitator coaching support, around the development and implementation of instructional impactful practices and language development instructional practices.
- € District approval of grading system implementation.

**Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?*

- **Implementation Challenge: Understanding and use of the School City assessment system and Data Analysis follow through within each grade level. Misconceptions of action steps for Question 3 & 4 of the PLC Process. Family and student understanding of the grading system.**
- **Potential Solution:** Professional Learn of Data Analysis for instructional decision making. Direct support from Administration and Learning Facilitator to ensure analysis implementation and next step of instruction to support students needs based on data.

**Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Fundraising (PE teacher to support PLC time during the day for all grade levels), General Budget, and Title 1

**Equity Supports:** *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

**English Learners**

- **Challenge:** Access to Tier 1 language and vocabulary for EL learners as well as ability to build background knowledge of content.
- **Support:** EL certified teachers present and participating in the PLC process. We will focus through the use of the Data Analysis



Protocol on sub-populations of CIT, FRL, EL, IEP, and Minorities to meet their individual instructional needs, supports and scaffolds during Tier 1 instruction, intervention, and enrichment.

**Foster/Homeless:**

- *Challenge:* Families access to resources to ensure students are coming to school ready to learn with all their needs met.
- *Support:* We will focus through the use of the Data Analysis Protocol on sub-populations of CIT, FRL, EL, IEP, and Minorities to meet their individual instructional needs, supports and scaffolds during Tier 1 instruction, intervention, and enrichment.

**Free and Reduced Lunch:**

- *Challenge:* Families access to resources to ensure students are coming to school ready to learn with all their needs met.
- *Support:* We will focus through the use of the Data Analysis Protocol on sub-populations of CIT, FRL, EL, IEP, and Minorities to meet their individual instructional needs, supports and scaffolds during Tier 1 instruction, intervention, and enrichment.

**Migrant:**

- *Challenge:* N/A
- *Support:* N/A

**Racial/Ethnic Groups:**

- *Challenge:* Racial Groups unable to identify as members of the school community and lack connections to the curriculum to learning experiences meaningful and relevant. Access to Tier 1 language and vocabulary for EL learners as well as ability to build background knowledge of content.
- *Support:* We will focus through the use of the Data Analysis Protocol on sub-populations of CIT, FRL, EL, IEP, and Minorities to meet their individual instructional needs, supports and scaffolds during Tier 1 instruction, intervention, and enrichment.

**Students with IEPs:**

- *Challenge:* Implementation of differentiation and accommodations throughout the school day, specifically within Tier 1 instruction and general education classroom setting. Lack of understanding of roles and responsibilities of special education teachers and general education teachers. Disconnect of individualized supports being provided in the resource setting versus the general education setting.
- *Support:* Resource (Special Education) certified teachers present and participating in the PLC process. We will focus through the use of the Data Analysis Protocol on sub-populations of CIT, FRL, EL, IEP, and Minorities to meet their individual instructional needs, supports and scaffolds during Tier 1 instruction, intervention, and enrichment.

Add other student groups as needed.

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.



## Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>Students Climate survey indicated that students felt their teachers cared about them and had high expectations for them</li> <li>Implementation with fidelity of a school wide PBIS system</li> <li>Common language, visual supports, and resources available to all students for SEL and PBIS</li> <li>Emphasis on reflection and restorative practices are supported by classroom teachers, counseling, and administrative personnel</li> </ul>	<ul style="list-style-type: none"> <li>SEL Curriculum consistently implemented and integrated in to the classroom environment and daily Tier 1 instruction.</li> <li>Teacher ownership of Restorative Practices</li> <li>Decrease incidences of Chronic absenteeism</li> </ul>
<p><b>Problem Statement:</b> 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. Increased percentage of students that are chronically absent.</p>	
<p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>Lack of accountability and positive learning environment for attending school by students. High staff turn-over contributing to difficulty in establishing momentum towards school vision/goals and a positive school environment. Lack of instructional implementation SEL and PBIS within classroom and school-wide. EL learners' misinterpretation of the climate survey questions</li> </ul>	

Connectedness	
<p><b>School Goal:</b> 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.</p> <p><b>Formative Measures:</b></p> <ul style="list-style-type: none"> <li>Fidelity checks of SEL and PBIS</li> <li>Walkthroughs</li> <li>Monthly Attendance Checks through BIG and IC</li> </ul>	<p><b>Aligned to Nevada's STIP Goal:</b></p> <p> <input type="checkbox"/> STIP Goal 1    <input checked="" type="checkbox"/> STIP Goal 2  <input checked="" type="checkbox"/> STIP Goal 3    <input type="checkbox"/> STIP Goal 4  <input type="checkbox"/> STIP Goal 5         </p>



<p><b>Improvement Strategy:</b> School-wide and Tier 1 classroom integration of SEL practices and PBIS system to promote positive learning environment for all students.</p> <p><b>Evidence Level:</b> Tier 1 - Strong Evidence</p> <p><b>Action Steps:</b> <i>What steps do you need to take to implement this improvement strategy?</i></p> <ul style="list-style-type: none"><li>- 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.</li><li>- Implementation of SEL Curriculum (Sanford Harmony)</li><li>- Integration of SEL practices within the Tier 1 instruction and classroom environment.</li><li>- Professional Learning designed around Growth Mindset and collective community support for SEL and PBIS.</li><li>- Implement small group and classroom guidance around areas of need.</li><li>- Parent Teacher Home Visits with a goal of 100 visits.</li><li>- Project AWARE Mental Health Therapist</li><li>- Project Aware Mental Health and Trauma training for staff.</li><li>- Students participation in LVES SEL Squad to promote student leadership and awareness.</li></ul> <p><b>Resources Needed:</b> <i>What resources do you need to implement this improvement strategy?</i></p> <ul style="list-style-type: none"><li>- Professional Learning of Sanford and Harmony SEL curriculum implementation</li><li>- Professional Learning of Growth Mindset and Collective Community Support</li><li>- Safe School Professional (SSP)</li><li>- Counselor and/or SSP proctor Climate Survey</li><li>- Project AWARE</li></ul> <p><b>Challenges to Tackle:</b> <i>What implementation challenges do you anticipate What are the potential solutions?</i></p> <ul style="list-style-type: none"><li>• <i>Implementation Challenge:</i> Staff buy-in and implementation of Sanford and Harmony. Staff buy-in and implementation of Growth Mindset. Limited mental therapists and support for the students and staff</li><li>• <i>Potential Solution:</i> Review of School Behavior data to identify implementation impact. Professional Learning of SEL implementation and integration. Gain access to community resources to support family/student mental health needs.</li></ul>	<p><b>Lead:</b> <i>Who is responsible for implementing this strategy?</i> <b>Counselor, Safe School Professional/Social Worker, Administration</b></p>
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<p><b>Funding:</b> <i>What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?</i></p> <ul style="list-style-type: none"><li>• General Budget &amp; Project AWARE Grant</li></ul>	
<p><b>Improvement Strategy:</b> Decrease in percentage of Chronic Absenteeism students at Lemmon Valley Elementary School.</p> <p><b>Evidence Level:</b> Update after <i>Strategy Selection</i>.</p> <p><b>Action Steps:</b> <i>What steps do you need to take to implement this improvement strategy?</i></p> <ul style="list-style-type: none"><li>€ Promoting and incentivizing students attending school and developing systems of support and accountability for families to ensure students are attending school more frequently.</li><li>€ Attendance monitors and incentives for students being at school.</li><li>€ SSP and counselor will provide school-wide and individual attendance interventions and incentives.</li><li>€ School Wide Attendance Assembly</li><li>€ Parent Teacher Home Visits</li><li>€ Fall and Spring Conferences</li><li>€ Family/Community Events bi-monthly</li><li>€ SEL Squad trainings</li><li>€ SEL Squad peer modeling of SEL and PBIS practices</li></ul> <p><b>Resources Needed:</b> <i>What resources do you need to implement this improvement strategy?</i></p>	<p><b>Lead:</b> <i>Who is responsible for implementing this strategy?</i> <b>Counselor, Safe School Professional/Social Worker, Administration</b></p>



- € *Incentives for students*
- € *Project AWARE*
- € *Safe Schools Professional and/or Licensed School Social Worker*

**Challenges to Tackle:** *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge: Family and student buy-in to importance of attendance. Students completing make-up work for exclusion to revert attendance*
- *Potential Solution: Attendance Assembly for students, Incentives/Awards for individuals, classrooms, grade levels, and school wide. Communication to ALL families regarding importance of attending school and expectations of completing exclusion learning work through class dojo, student handbook, and connected messages.*

**Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *General funding and Project AWARE*

**Equity Supports:** *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

**English Learners**

- *Challenge:* Language barriers impact understanding of classroom expectations and positive peer interactions.
- *Support:* FACE supporting translation and communication to families for basic needs supports and attendance. EL teacher's supporting vocabulary supports with the Student Climate survey. SSP removing barrier for families through provide additional resource and supports community wide.

**Foster/Homeless:**

- *Challenge:* Families access to resources to ensure students are coming to school ready to learn with all their needs met.
- *Support:* SSP removing barrier for families through provide additional resource and supports community wide.

**Free and Reduced Lunch:**

- *Challenge:* Families access to resources to ensure students are coming to school ready to learn with all their needs met.
- *Support:* SSP removing barrier for families through provide additional resource and supports community wide.

**Migrant:**





- *Challenge:* N/A
- *Support:* N/A

**Racial/Ethnic Groups:**

- *Challenge:* Racial Groups unable to identify as members of the school community due to language and cultural differences.
- *Support:* SSP removing barrier for families through provide additional resource and supports community wide. SEL integration within the Tier 1 instruction and SEL direct instruction lessons provided weekly to support equity and diversity.

**Students with IEPs:**

- *Challenge:* Additional need for direct and individualized Social Emotional Learning to support students with an IEPs to meaningfully interact with their classroom environment and peers. Families access to resources to ensure students are coming to school ready to learn with all their needs met.
- *Support:* SSP removing barrier for families through provide additional resource and supports community wide.

Add other student groups as needed.

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

## School Community Outreach

*This section highlights our school’s deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.*

Outreach Activity	Date	Lessons Learned from the School Community
Back to School Night & Title 1 presentation	8/30/2022	- Continued Standards Based Grading communication/education necessary for families
Harvestfest	10/18/2022	- Continued family events
Townhall Meeting on Standards Based Grading	10/18/2022	- Provide teacher script and more detailed information/learning for families about Standards Based Grading during conferences
Winterfest	12/13/2022	Add lessons learned after each outreach event.



Math & Science Night	1/24/2023 3	Add lessons learned after each outreach event.
Spring Student Led Conferences	2/13/2023 3	Add lessons learned after each outreach event.
Reading Night	3/7/2023	Add lessons learned after each outreach event.
Career Day	5/19/2023 3	Add lessons learned after each outreach event.

**School: Lemmon Valley ES**

**AB 219 Corrective Action Plan:** Each and every student is impacted in various ways. Our EL students are impacted, as are our general education students. The School Performance Plan is designed to analyze data that is relevant to all student achievement, including our EL students. The following information is in addition to and supplemental to the 3 Inquiry Areas and Equity Supports surrounding the EL population. Root causes were determined based on data to drive school improvement and shrink the achievement gap for our special populations with special attention to AB 219 and the EL population.

**Data Reviewed:**

EL Performance on Standardized Testing  
(BIG Reports)

**Problem Statement:**

Students identified as English Learners are not scoring in the proficient range (3 or above) on the SBAC exams in ELA and Math.

**Critical Root Causes:**

Need for additional or deeper understanding and cohesion between assessment, planning, and instruction of Tier One content in all academic areas and the explicit teaching of the Features of Academic Language.

**Goal:**

The number of students identified as English Learners receiving a Level 2 or below on SBAC ELA and Math will decrease by 5%.

**Improvement Strategy:**

Implementation of ELD Site Facilitator Model



***Action Steps:***

- Hire ELD SF with a focus around building staff capacity
- Infusion of ELD SF into PLCs
- Implementation of ELlevation strategies within Tier 1 instruction and ELD SF co-planning and co-teaching these instructional practices implementation
- Co-teaching cycles with ELD SF implemented based on student/staff needs
- Reflection on impact of ELD SF Model using ELD SF Tool to discuss with leadership team.