



District Name

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.

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School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on [Click here to enter a date.](#)



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	Principal(s) <i>(required)</i>
Caree Walker	Other School Administrator(s) <i>(required)</i>
Michon Lokke	Teacher(s) <i>(required)</i>
Kayla Stevenson	Paraprofessional(s) <i>(required)</i>
Grace Wright	Parent(s) <i>(required)</i>
Chelsea Wilkinson-Walker	Teacher (s)
Melissa Cardoso	Teacher(s)
Jennifer Montrose	Teacher(s)
Hannah Stephens	Teacher(s)
Heidi Keene-Burt	Teacher(s)

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/2023/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"> • Positive Climate and Culture for Learning • Collective Efficacy for Learning and priorities as school community. • Vertical alignment of deep understanding of standards and consistent standards aligned instruction. • Fair and Consistent standards based grading practices to ensuring Tier 1 instructional implementation 	<ul style="list-style-type: none"> • Increase proficiency in ELA • Increase proficiency in math • Growth in ELA and mathematics to ensure Catch Up and Keep Up for students learning.
<p>Problem Statement: There is significant decline in overall achievement of English language arts and annual decline in mathematics on SBAC. There is a need for greater improvement of student’s adequate growth and</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • Staff capacity to provide high quality Tier I instruction practices that are student-centered. • 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. • Lack of consistency grade level data-driven instructional decision making at Tier 1 level (over scaffolding) • Lack of school exposure/opportunities to access rigorous content in early years & ENSURE a standards-based approach to planning & instructional delivery. 	
Student Success	



School Goal: Lemmon Valley students will exhibit performance that shows achieving higher proficiency (Level 3 or 4) in both ELA & Math with the SBAC. In 2023-24, AGP data will show an 8-10% increase of students will meet state catch-up targets in ELA & 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 to ensure Fair and Consistent grading.
- MAP Reading Assessment K-3 students meeting growth targets.
- iReady Diagnostics ELA and Math Assessment results from Fall, Winter, and Spring.

Aligned to Nevada's STIP Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5 STIP Goal 6

Improvement Strategy: PLC

Evidence Level: Tier 1

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

- Administrators will engage in instructional coaching with areas of focus to support and advance reading, writing, speaking, listening, math and language skills.
- 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.
- 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.
- 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.

Lead: *Who is responsible for implementing this strategy?*

Administration, Dean of Students, and Grade Level Lead teachers



- Provide instructional coaching twice monthly (sticky note feedback, walkthrough feedback, informal/formal observations)
- Peer observations being conducted each month through teacher leaders and strong instructional classrooms to support professional learning for all teachers.
- Ensure Special Education, Learning Facilitator, and EL Instructional Coach is attending PLC meeting to support instructional supports for ALL students are being provided.
- Classroom Walkthroughs of Tier 1 instruction implementation and intervention/enrichment implementation.
- Professional Learning towards ELLevations strategies implementation, language objectives, and language development processes within Tier 1 instruction.
- Professional Learning towards PLC process with a focus of deep level standards understanding towards Tier 1 grade level learning, standards based rubric development for clear Tier 1 success criteria, and creating Common Formative Assessment aligned to standards.
- Professional Learning Towards the PLC Process of Data-Driven decision making for specific and impactful instructional strategies.

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 formative assessments.
- District support from the Curriculum and Instruction Department for LLI, ELA Curriculum, and 21st Century instructional planning.
- Dean of Student to support school wide behaviors to allow for Administration to focus on Instructional Leadership practices and support for teachers and the Tier 1 instructional strategies.
- District, and Administration 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 and English Language Development Facilitator.



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

- General Funds and Title 1 Funds

Improvement Strategy: PLC

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.
- Continue revision and creation Create of Lemmon Valley Common Assessments aligned to the essential standards for ELA and Math.
- Utilize iReady Assessment and Intervention System to provide Diagnostic Data to drive instruction, grouping and individual instructional needs for all students in ELA and math. Utilize iReady intervention and instructional program to provide instructional support for all students based on individual needs.
- 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.

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



- 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.

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.
- iReady Assessment and Intervention System
- District support from the Curriculum and Instruction Department for Math, LLI, ELA Curriculum, and 21st Century instructional planning.
- District and Administration 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 iReady 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 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

Resource Equity Supports¹: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome*

¹ “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



these 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:* N/A
- *Support:* N/A

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.

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • Created common formative assessments with direct alignment of essential standard with varying level of DOK questioning. • Instructional alignment through backwards planning to the essential standards identified for each unit/topic. • Administering assessments and bringing to PLCs for data analysis. • Deep level of understanding of the standards and what the high-levels of Tier 1 instruction looks like • Consistent standards aligned grading practices 	<ul style="list-style-type: none"> • Deeper data analysis of student learning from common assessments. • Teacher willingness for open dialog for the benefit of instructional needs for students based on data. • Documentation and Implementation of next steps as needs are determined through data analysis. • Continued development of standards aligned rubrics for consistent aligned success criteria of essential standards.
<p>Problem Statement:</p> <ul style="list-style-type: none"> • School-Wide implementation of the PLC Process is at Stage 4 of the Seven Stages of Professional Learning Teams. <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • Lack of Professional Development 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. 	



Adult Learning Culture

School Goal: Ensure the Professional Learning Communities (PLC) process is implemented with fidelity and reliability school wide to ensure the four essential questions of PLC. Based on assessment of the Seven Stages of Professional Learning, for the 22-23 SY Lemmon Valley was at a Level 3 Stage school wide, by the end of the 23-24 SY data will show an increase to Level 5 or higher.

Formative Measures:

- All components of the Grade Level PLC RoadMaps completed to ensure entire process implemented.
- Assessment of grade levels implementation of the PLC process using The Seven Stages of Professional Learning at the beginning of the year and each quarter.
- 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 Administration
- Quarterly Report Cards

Aligned to Nevada's STIP Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5 STIP Goal 6



Improvement Strategy: PLC

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' 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 ELA and Math.
- 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.
- Implementation of Fair and Consistent Grading system to communicate students progress to mastery of standards.

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

- Administration 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.
- WCSSD Essential standards aligned to common assessments.
- iReady Assessment and Intervention Program

Lead: *Who is responsible for implementing this strategy?*

Grade Level Lead Teachers and Administration



- District support from the Curriculum and Instruction Department for Math, LLI, ELA Curriculum, and 21st Century instructional planning.
- District, and Administration coaching support, around the development and implementation of instructional impactful practices and language development instructional practices.
- District support 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 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 Learning of Data Analysis for instructional decision making. Direct support from Administration to ensure analysis implementation and next step of instruction to support students' needs based on data. Creation of standards-based rubrics for Common Formative Assessments.

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.

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these 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:* ELD Coach will provide language development professional learning as well as co-teaching for all classroom teachers to provide language development focused strategies to implement in the Tier 1 classroom support ALL language learners. EL certified teacher and ELD coach will provide small group instruction from ACCESS data to meet their individual language needs.



Foster/Homeless:

- *Challenge:* Families access to resources to ensure students are coming to school ready to learn with all their needs met.
- *Support:* Through Professional Learning on what qualifies for CIT and overall understanding what students experience in Foster/Homeless situations to better support their individual needs.

Free and Reduced Lunch:

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

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:* Professional Learning on available resources and instructional project-based learning opportunities will be provided to teachers to integrate stories, historical events, experiences and building background knowledge of the racially diverse and many different ethnic groups within their classrooms through the Tier 1 instruction.

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. Through the support and Professional Learning from the Special Education department, teachers will be provided with PL that will support implementation of Specially Designed Instruction for all students with an IEP.

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth



- Students Climate survey indicated that students felt their teachers cared about them and had high expectations for them.
- Students Climate survey indicated that students having a greater positive feeling towards Respecting Each Other and Getting along with classmates. As well student feel more confident to Make Responsible Decisions and Knowing Right from Wrong.
- Common language, visual supports, and resources available to all students for SEL and PBIS
- Emphasis on reflection and restorative practices are supported by classroom teachers, counseling, and administrative personnel

- PBIS and SEL Curriculum consistently implemented and integrated into the classroom environment and daily Tier 1 instruction.
- Teacher ownership of Restorative Practices
- Decrease incidences of Chronic absenteeism
- Students Self-Management of Emotions and Students taking positive actions to Stand Up to Bullying.

Problem Statement: 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.

Critical Root Causes of the Problem: Lack of accountability and positive learning environment for attending school by students. Lack of students knowing their personal emotions and how to self-regulate through coping skills. Lack of instructional implementation of SEL and PBIS with the classrooms and school wide. EL learners misinterpretation of the climate survey questions.

Connectedness

School Goal: 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:

Aligned to Nevada’s STIP Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4



- Fidelity checks of SEL and PBIS
- Walkthroughs
- Monthly Attendance Checks through BIG and IC

STIP Goal 5 STIP Goal 6

Improvement Strategy: SEL

Evidence Level: Tier 1 – Strong Evidence

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

- *Staff will spend PL time developing deeper understanding around SEL and the PBIS structure to provide positive classroom supports around behaviors. Decreasing time spent on behaviors will allow students to spend more instructional time actively engaged in learning.*
- *Implementation of SEL Curriculum (Sanford Harmony)*
- *Integration of SEL practices within the Tier 1 instruction and classroom environment.*
- *Professional Learning designed around Growth Mindset and collective community support for SEL and PBIS.*
- *Implement small group and classroom guidance around areas of need.*
- *Parent Teacher Home Visits with a goal of 100 visits.*
- *Project AWARE Mental Health Therapist*
- *Project Aware Mental Health and Trauma training for staff.*
- *Students' participation in LVES SEL Squad to promote student leadership and awareness.*
- *Counseling staff focus classroom lessons on emotions and emotional management skills.*

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

- Professional Learning of Sanford and Harmony SEL curriculum implementation
- Professional Learning of Growth Mindset and Collective Community Support
- Second Counselor
- Counselor and/or SSP proctor Climate Survey
- Project AWARE – classes and therapy support
- Restorative Justice Professional Learning

Lead: *Who is responsible for implementing this strategy?*

Counselors, and Administration



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

- *Implementation Challenge:* 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.
- *Potential Solution:* Review of School Behavior data to identify implementation impact. Professional Learning of SEL implementation and integration. Gain access to community resources to support family/students mental health needs

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

- General Budget & Project AWARE Grant

Improvement Strategy: PBIS

Evidence Level: Update after *Strategy Selection*.

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

- *Promoting and incentivizing students attending school and developing systems of support and accountability for families to ensure students are attending school more frequently.*
- *Attendance monitors and incentives for students being at school.*
- Counselors will provide school-wide and individual attendance interventions and incentives.
- School Wide Attendance Assembly
- Parent Teacher Home Visits
- Fall and Spring Conferences
- Family/Community Events bi-monthly
- SEL Squad trainings
- SEL Squad peer modeling of SEL and PBIS practices
- Counseling lessons on Zones of Regulation

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

Lead: *Who is responsible for implementing this strategy?*
Counselors, and Administration



- Incentives for Students
- Project AWARE

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 connect ed messages.

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

- General funding and Project AWARE

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

Foster/Homeless:

- *Challenge:* Families access to resources to ensure students are coming to school ready to learn with all their needs met.
- *Support:* Counselors providing resources to families through CIT and community partners to support the needs of families and students.

Free and Reduced Lunch:

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



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:* Teachers and counselors providing SEL lessons that integrate the cultural differences to provide a socially responsive climate and culture within the entire school. All staff providing restorative justice opportunities when necessary as well as and community circles to ensure positively inclusive learning environment at Tier 1.

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:* Special Education teachers will provide integrated SEL learning within the Specially Designed Instruction provided during services.

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
<i>Back to School Night</i>	<i>8/29/23</i>	<i>Continued communication and connection of school goals for the community to understand and support.</i>
<i>Harvestfest Night</i>	<i>10/17/23</i>	
<i>Fall Conferences</i>	<i>10/20-26/23</i>	



<i>Winterfest Night</i>	<i>12/12/23</i>	
<i>Math & Science Night</i>	<i>1/30/24</i>	
<i>Student Led Conferences</i>	<i>2/12-16/24</i>	
<i>Reading Night</i>	<i>3/5/24</i>	
<i>Career Night</i>	<i>5/14/24</i>	