Washoe County School District

Lemmon Valley Elementary School

2021-2022 School Performance Plan:
A Roadmap to Success

Lemmon Valley Elementary School *has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to* Daniel Kirk, Principal *for more information.*

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School Designations: x Title I   ☐ CSI   ☐ TSI   ☐ ATSI   ☐ Zoom   ☐ Victory

School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act (ESSA)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	593	0%	5%	48%	1%	38%	1%	6%	16%	23%	100%
District	#	%	%	%	%	%	%	%	%	%	%
State	#	%	%	%	%	%	%	%	%	%	%

(Table title: Enrollment Data)

Student Performance Data

Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	**School**	41	61	42.6	39	53	44.6	16.1	22.7	57
	District	41.6	52	40	49.3	51	51	36.9	12	41.9
2019	**School**	30.9%	39%	22.9%	32.6%	42%	37%	10.9%	10.1	43.8%
	District	43.0%	55%	41.6%	47.8%	55%	54%	28.3%	10.7	36.2
2020	**School**	-	-	-	-	-	-	-	-	-
	District	-	-	-	-	-	-		10	32

4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School			
District			

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	373	339	345
District	359	345	334

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Daniel Kirk	**Principal(s)** *(required)*
Carolelee Walker	**Other School Leader/Dean of Student**
Michon Lokke	**Teacher(s)** *(required)*
Mari Cruz-Ticas	**Paraprofessional(s)** *(required)*
Ami Jansen	**Parent(s)** *(required)*
Roger Chaney	**Teacher**
Shay Satmary	**Teacher**
Michelle Riley	**Teacher/Learning Facilitator**
William Cate	**Teacher**

School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partner.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Back to School Night	8/24/21	~250	Needs of families through counselor and Safe Schools Professional survey
Harvestfest Night	10/19/21	~600	Needs of students related to their SEL
Winterfest	12/7/21	TBD	TBD
Parent Teacher Home Visit Program	21-22SY	100	Needs of families for support from the school and connection for home to school.

School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

Inquiry Area 1 - Student Success

Part A

Student Success	
	Student Performance
Data Reviewed	SBAC Proficiency Data and Adequate Growth Percentile for Math and ELA over the past 3 years for School Data Profile books.
Problem Statement	There is a significant annual decline in overall achievement in mathematics and ELA on SBAC, especially within our EL population. Level 1 proficiency increased across all demographics, especially in EL and IEP populations.
Critical Root Causes	- Staff capacity to provide high quality, differentiated, Tier I instruction (including co-teaching and inclusive practices service delivery models) is developing. - Lack of exposure to and practice with strong language models resulting in more limited vocabulary and background knowledge. - Skills-based focus vs. deeper level/ conceptual understanding focus in the past. - Lack of consistency in delivering a guaranteed & viable curriculum across a grade level-common objectives/assessments not used uniformly within grade levels over time. - High staff turn-over contributing to difficulty in establishing momentum towards school vision/goals. - Lack of school exposure/opportunities to access rigorous content in early years & ENSURE a standards-based approach to planning & instructional delivery.

Part B

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 2021-22, AGP data will show an 8-10% increase of students will meet state catch-up targets in ELA & Math.	**Aligned to Nevada's STIP Goal: 3**

Improvement Strategy: Tier 1 instruction implementation 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.

Evidence Level:*3*

Intended Outcomes: Students will be engaged in 85% of the learning and text to ensure Tier 1/grade level learning is occurring with high quality instructional supports and language development integration for all students to access Nevada Academic Content Standards learning.

Action Steps:
- 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.
- Provide instructional coaching twice monthly (sticky note feedback, walkthrough feedback, informal/formal observations)
- Fidelity checks of Tier 1 instruction implementation and intervention/enrichment implementation.
- Professional Learning towards ELevations strategies implementation, language objectives, and language development processes within Tier 1 instruction.
- 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.

Resources Needed:
- 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.
- 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. Root causes were determined based on this data in order to drive school improvement and shrink the achievement gap for our

special populations with special attention to AB 219 and the EL population. Please refer to Inquiry Area 1 (Student Success), Inquiry Area 2 (Adult Learning), and Inquiry Area 3 (Connectedness, when applicable) in the School Performance Plan for root causes that impact learning and achievement.

- School wide focus on cultural responsive teaching, having high expectations for ELs, as well as scaffolds and structures in place in classrooms for ELs to meet those expectations.
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- EL teachers with support from Dept. of ELD
- Build all teacher capacity through professional learning opportunities that enhance teacher understanding of language development through WiDA framework, GLAD or ELLevation 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
- Build teacher capacity for language development during Professional Learning Communities that allow for analysis of data and planning for language opportunities in content classrooms
- Schools at all levels, use ELLevation platform to have general education teachers purposely plan for language support in classrooms.
- Appropriately use EL teachers to support Tier 1 instruction through lens of language
- Language is not an intervention. EL teachers should be supporting ELs in Tier 1 instruction through whole group or small group instruction. Any pull out of students should be for Newcomers to accelerate language or provide explicit language instruction that supports Tier 1 content instruction.

AP/DEAN: **Rationale:**
"All School Performance Plans are tied directly to the needs assessment that each school conducts annually when creating a yearly plan. The needs assessment includes the NSPF, school data profiles, climate survey and a site-specific needs assessment from staff. The data drives instruction and is linked exclusively to the school goals, measurable objectives, action steps and budget. Title I schools in general show a higher risk index than most non-title schools which signals more supports and evidence-based interventions, specifically in ELA and MATH. Any resources or funding needed or used for professional development and curriculum and instruction are referenced in the needs assessment".

Challenges to Tackle:
- ∉ Staff buy-in and implementation of practices.
- ∉ Professional Learning & co-teaching/coaching of the instructional practices

Improvement Strategy: *Data-driven instructional decision making occurring with the essential standards of learning from LVES Common Assessments.*

Evidence Level *: 4*

Intended Outcomes: *Increase in student performance on LVES Common Assessments with 70% of students meeting or exceeding (80%) standards on Lemmon Valley ES (LVES) common assessments.*

Action Steps:
- ∉ 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.
- ∉ Create essential standards Lemmon Valley Common Assessments for each Unit/Topic for ELA and Math 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.

Resources Needed:
- ∉ 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.
- ∉ Created essential standards aligned common assessments.
- ∉ School City assessment system.
- ∉ 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:
- ∉ Understanding and use of the School City assessment system
- ∉ Creating common assessments aligned to the essential standards

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Implementation of language development systems and strategies within the Tier 1 instruction. Fidelity use of the Elevation

strategies integrated into the Tier 1 instruction.

Foster/Homeless: 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: 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: N/A

Racial/Ethnic Minorities: 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.

Students with IEPs: Alignment of Tier 1 instruction to the goals/objectives of individual students providing differentiation and scaffold support with inclusive practices.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture	
	Systems and Structures that Support Continuous Improvement
Data Reviewed	Staff Climate Survey results and Needs Assessment of 20-21 SY.
Problem Statement	*School-Wide implementation of the PLC Process is at Implementation Stage PLC Continuum.*
Critical Root Causes	- PLC Process implementation was inaccurate and at certain grade levels nonexistent. - Misconceptions of the PLC process including lesson planning. - Lack of Professional Development and accurate use of data-analysis process to be making informed data-driven instructional decision making.

	- Limited common assessments created aligned to essential standards. - Limited vertical alignment of essential standards, common assessments, PLC Process connections across grade levels.

Part B

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 are utilized to implement data-driven instructional decision-making school wide.	**STIP Connection:**

Improvement Strategy: Through the PLC process, common assessments will be created through alignment to the essential standards in both ELA and Math creating a baseline of performance data to support goals for the 21-22 SY.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:*

Intended Outcomes: All ELA and math unit/topic common assessments are created with alignment to the LVES Essential Standards with access to School City administration of the common assessment.

Action Steps:
- ∉ 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.
- ∉ Professional Learning on common assessment creation, use of School City Assessment system, and development of rubric for the essential standards.

Resources Needed:
- ∉ Guaranteed and Viable Curriculum resource guides to identify unit/topic essential standards aligned questions for the common assessments.
- ∉ School City Assessment system access.
- ∉ Master Schule prioritizing PLC grade level opportunities during the instructional to ensure opportunities for PLCs to occur.
- ∉ LVES PLC Road Map.

| ∉ | Professional Learning on Common Assessments, School City, and rubrics. |

Challenges to Tackle:
- ∉ Staff buy-in and implementation of the PLC Process.
- ∉ Staff buy-in and implementation of School City Assessment system.
- ∉ Staff understanding of the curriculum resources and the essential standards.

Improvement Strategy: The common assessment results will be analyzed, through PLC processes, 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.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: 2-4*

Intended Outcomes: Consistent and continuous PLC Process cycle being implemented with data-analysis of all Unit Common Assessments, and evident next steps to instructional practices documented in LVES PLC Road Maps.

Action Steps:
- ∉ 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 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.

Resources Needed:
- ∉ 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.
- ∉ Created essential standards aligned common assessments.
- ∉ School City assessment system.
- ∉ Master Schule prioritizing PLC grade level opportunities during the instructional to ensure opportunities for PLCs to occur.
- ∉ LVES PLC Road Map.
- ∉ LVES Data-Analysis Protocol.
- ∉ 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:
- Staff buy-in and implementation of the PLC Process.   - Staff buy-in and implementation of School City Assessment system.   - Staff ability to analyze data in a way that drives instruction implementation.   - Staff understanding of the curriculum resources and the essential standards.

Equity Supports. What, specifically, will we do to support the following student groups around this goal?
English Learners: 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: 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: 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: Racial/Ethnic Minorities: 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: 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.

Inquiry Area 3 - Connectedness

Part A

Connectedness	
	Student
Data Reviewed	- 1:1 Interviews w/ 3rd – 5th grades (LVES Student survey – based on Social and Emotional Needs/Supports) - Parent Teacher Home Visits

	- Girls on the Run participants survey results - BIG Reports Chronic Absenteeism report - Student Climate Survey (20-21 SY – District Student Climate Survey) - SEL Squad survey (LVES SEL survey – based on SEL standards and PBIS) - School Community Family Climate Survey (LVES survey and the resources and needs of families)
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 student chronically absent.
Critical Root Causes	- 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.

Part B

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 6% students chronically absent.	**STIP Connection:** *Insert after Event 3*
Improvement Strategy: School-wide and Tier 1 classroom integration of SEL practices and PBIS system to promote positive learning environment for all students. **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: 1*	
Intended Outcomes: Increase in student climate survey results on the SEL practices and indicators for positive outcomes.	
Action Steps:	

- *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.*

Resources Needed:
- Professional Learning of Sanford and Harmony SEL curriculum implementation
- Professional Learning of Growth Mindset and Collective Community Support
- Safe School Professional (SSP)
- Counselor and/or SSP proctor Climate Survey
- Project AWARE

Challenges to Tackle:
- ∉ 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*

Improvement Strategy:

Decrease in percentage of Chronic Absenteeism students at Lemmon Valley Elementary School through the use of the SEL curriculum.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: 1*

Intended Outcomes: Decrease in percentage of Chronic Absenteeism to reflect less than or equal to 6% students chronically absent.

Action Steps:
- ∉ *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.*
- SSP and counselor will provide school-wide and individual attendance interventions and incentives.
- Parent Teacher Home Visits
- Fall and Spring Conferences
- Family/Community Events bi-monthly
- SEL Squad training
- SEL Squad peer modeling of SEL and PBIS practices

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

Challenges to Tackle:
- *Family and student buy-in to importance of attendance*
- *Students completing make-up work for exclusion to revert attendance*
-

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: 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: SSP removing barrier for families through provide additional resource and supports community wide.

Free and Reduced Lunch: SSP removing barrier for families through provide additional resource and supports community wide.

Migrant: N/A

Racial/Ethnic Minorities: 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: SSP removing barrier for families through provide additional resource and supports community wide.

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Directions (delete prior to posting to school website): List the funding sources your school currently receives and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I, Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal/district funds.

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
General Budget	$36,410.00	- Additional school supplies to support ALL students - Supplemental instructional materials to support closing achievement gaps & maximizing student learning	Goal 1, 2 & 3
Title 1	$200,500.00	- Dean of Students - Intervention Substitute Teacher - Parent Involvement Facilitator (additional stipend hrs) -- promote & help to build family engagement - Parent Teacher Home Visit Program - Additional school supplies to support students given FRL status - Supplemental instructional materials to support closing achievement gaps & maximizing student learning	Goal 1, 2, & 3
21st Century Grant	$137,394.00	- Before and After School Academic Tutoring (Intervention) - After School Enrichment	Goal 1 & 3

Project AWARE	$68,215.00	- Mental Health Therapist - Mental Health & Trauma Professional Learning	Goal 3
Social Worker/Mental (? I don't know if this is our SSP)	$55,000 (I think this is the amount)	-Safe School Professional Staff	Goal 3