

White Pine County School District

Lund Elementary School

2025-2026 School Improvement Plan

Mission Statement

Our mission is to be united with a supportive community to keep the bar high so learning never ends

Vision

Our Vision is to change the World!

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at [\(Add a link to the school's School Rating Report.\)](#)

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Priority Problem Statements

Problem Statement 1: Although ELA AGP percentages showed some improvement last year, they remain below state expectations. Our students are not consistently meeting adequate growth percentiles, with 20% meeting AGP in ELA. Increasing the percentage of students meeting AGP will directly improve performance measures in Closing Opportunity Gaps and Student Growth.

Critical Root Cause 1: Analysis of student performance and teacher input identified the following root causes: Limited student engagement with testing - Students often view the state assessment as unimportant and lack incentives to try their best. Environmental and instructional distractions - Inconsistent routines, off-task behaviors, and interruptions during learning time reduce focus and depth of practice. Lack of exposure to test-like experiences - Students need more opportunities to practice with test-like passages, question types, and stamina to complete longer assessments. Instructional alignment and rigor - In some cases, classroom tasks and questions do not fully match the rigor or format of the assessments, leaving students underprepared.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Teachers continue to face challenges in balancing instructional time, intervention (RTI) support, curriculum planning, and assessment practices. Limited collaboration and preparation time restrict our ability to fully analyze student data, plan effective small-group instruction, and close achievement gaps.

Critical Root Cause 2: Root cause analysis suggests: Insufficient dedicated collaboration time - Teachers lack consistent opportunities to plan, review data, and adjust RTI groups. Competing priorities - Instructional minutes are stretched thin between core instruction, interventions, and required assessments. Unclear grading expectations - Teachers need clearer guidance on what and how to grade, which would reduce uncertainty and workload.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Lund Elementary students continue to report overall positive levels of engagement and safety on the Nevada School Climate Survey (spring 2024). However, scores have not yet reached the "most favorable" range across all categories. To ensure that every student feels maximally engaged and safe, we need to strengthen connectedness within the school community.

Critical Root Cause 3: Analysis suggests the following: Community factors - Many students have parents working differential shifts, leaving them to manage themselves outside of school hours. Limited social-emotional skill development - Some students lack consistent opportunities to learn and practice positive peer interactions and conflict resolution. Variability in adult-student connections - While many students feel connected, not all report strong, consistent relationships with staff, which are critical for a sense of safety and belonging.

Problem Statement 3 Areas: Connectedness

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: In grades 3-5, increase the percentage of students scoring proficient or better on the SBAC ELA from 46.1% (spring 2024) to 52% by spring 2025. This goal is aligned with White Pine County School District Performance Plan Goal #1 for Core Academic Achievement and Growth.

Aligns with District Goal

Formative Measures: MAP Growth Reading (fall, winter, spring) - monitor progress toward SBAC proficiency.

i-Ready Reading Diagnostics (if used) - track student growth in key domains.

Weekly/biweekly common ELA assessments (grade-level designed short quizzes aligned to standards).

Writing prompts scored with common rubric - check for growth in text evidence, organization, and conventions.

Running records / fluency checks in grades 3-5 to track decoding, fluency, and comprehension.

Improvement Strategy 1 Details				Reviews																							
Improvement Strategy 1: Targeted Small-Group Instruction (RTI/Intervention) Focused instruction for students below proficiency in reading comprehension, vocabulary, and fluency. Adjust groups and instruction based on formative assessment data. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Identify students below proficiency using SBAC, benchmark, and formative assessment data.</td><td>Heather Sabaitis, Shelly Johnson, and Cherie Reid</td><td>Aug - Sept 2025</td></tr><tr><td>2</td><td>Group students by specific skill needs (reading comprehension, vocabulary, fluency).</td><td>Heather Sabaitis, Shelly Johnson, and Cherie Reid</td><td>Aug - Sept 2025</td></tr><tr><td>3</td><td>Provide small-group instruction 3-5 times per week during the ELA block or intervention period.</td><td>Heather Sabaitis, Shelly Johnson, and Cherie Reid</td><td>Ongoing</td></tr><tr><td>4</td><td>Adjust groups weekly based on student progress and formative assessment results.</td><td>Heather Sabaitis, Shelly Johnson, and Cherie Reid</td><td>Ongoing</td></tr></table> Position Responsible: Teachers Resources Needed: Tiered reading intervention materials and leveled texts. Progress monitoring tools (running records, formative assessment probes). Teacher time and planning for small-group instruction. Evidence Level Level 3: Promising: Research shows that small-group, targeted interventions improve reading proficiency, especially for struggling students. Problem Statements/Critical Root Cause: Student Success 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Identify students below proficiency using SBAC, benchmark, and formative assessment data.	Heather Sabaitis, Shelly Johnson, and Cherie Reid	Aug - Sept 2025	2	Group students by specific skill needs (reading comprehension, vocabulary, fluency).	Heather Sabaitis, Shelly Johnson, and Cherie Reid	Aug - Sept 2025	3	Provide small-group instruction 3-5 times per week during the ELA block or intervention period.	Heather Sabaitis, Shelly Johnson, and Cherie Reid	Ongoing	4	Adjust groups weekly based on student progress and formative assessment results.	Heather Sabaitis, Shelly Johnson, and Cherie Reid	Ongoing	Status Check			EOY Reflection
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Improvement Strategy 2: Structured ELA Block with Differentiated Instruction Consistent ELA block including reading, writing, vocabulary, and grammar. Differentiation based on student readiness and learning profiles to meet diverse needs. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Design a consistent daily ELA block including reading, writing, vocabulary, and grammar.</td><td>Heather Sabaitis, Shelly Johnson, Cherie Reid</td><td>Aug 2025</td></tr><tr><td>2</td><td>Differentiate instruction using leveled texts, writing prompts, and vocabulary activities.</td><td>Heather Sabaitis, Shelly Johnson, Cherie Reid</td><td>Aug 2025</td></tr><tr><td>3</td><td>Incorporate teacher modeling, guided practice, and independent application.</td><td>Heather Sabaitis, Shelly Johnson, Cherie Reid</td><td>Sept 2025 - June 2026</td></tr><tr><td>4</td><td>Adjust instruction based on weekly formative assessment data.</td><td>Heather Sabaitis, Shelly Johnson, Cherie Reid</td><td>Sept 2025 - June 2026</td></tr></table> Position Responsible: Teachers Resources Needed: Curriculum-aligned ELA materials and lesson plans. Leveled reading texts and writing resources. Classroom instructional tools (charts, whiteboards, digital resources). Evidence Level Level 3: Promising: Structured, differentiated ELA instruction improves reading outcomes and engagement. Problem Statements/Critical Root Cause: Student Success 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Design a consistent daily ELA block including reading, writing, vocabulary, and grammar.	Heather Sabaitis, Shelly Johnson, Cherie Reid	Aug 2025	2	Differentiate instruction using leveled texts, writing prompts, and vocabulary activities.	Heather Sabaitis, Shelly Johnson, Cherie Reid	Aug 2025	3	Incorporate teacher modeling, guided practice, and independent application.	Heather Sabaitis, Shelly Johnson, Cherie Reid	Sept 2025 - June 2026	4	Adjust instruction based on weekly formative assessment data.	Heather Sabaitis, Shelly Johnson, Cherie Reid	Sept 2025 - June 2026	Status Check			EOY Reflection
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Improvement Strategy 4: Professional Development and Coaching for Teachers Training on evidence-based reading and writing strategies aligned to SBAC standards. Include coaching, collaborative planning, and feedback to ensure fidelity of implementation. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Provide training on evidence-based reading strategies and SBAC-aligned writing instruction.</td><td>Tim Moser, Kristy Sedlacek</td><td>Aug 2025</td></tr><tr><td>2</td><td>Schedule classroom coaching or peer observations to model strategies.</td><td>Tim Moser, Kristy Sedlacek</td><td>Sept 2025-June 2026</td></tr><tr><td>3</td><td>Offer collaborative planning sessions for teachers to integrate PD into lessons.</td><td>Tim Moser, Kristy Sedlacek</td><td>Sept 2025-June 2026</td></tr><tr><td>4</td><td>Provide feedback and support to ensure fidelity of implementation.</td><td>Tim Moser, Kristy Sedlacek</td><td>Sept 2025-June 2026</td></tr></table> Position Responsible: Principal and Literacy Specialist Resources Needed: PD materials and curriculum guides. Instructional coaches or experienced teacher mentors. Time allocated for coaching, observation, and collaborative planning. Evidence Level Level 3: Promising: Teacher professional development combined with coaching improves instructional practice and student outcomes. Problem Statements/Critical Root Cause: Student Success 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Provide training on evidence-based reading strategies and SBAC-aligned writing instruction.	Tim Moser, Kristy Sedlacek	Aug 2025	2	Schedule classroom coaching or peer observations to model strategies.	Tim Moser, Kristy Sedlacek	Sept 2025-June 2026	3	Offer collaborative planning sessions for teachers to integrate PD into lessons.	Tim Moser, Kristy Sedlacek	Sept 2025-June 2026	4	Provide feedback and support to ensure fidelity of implementation.	Tim Moser, Kristy Sedlacek	Sept 2025-June 2026	Status Check			EOY Reflection
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SMART Goal 1 Problem Statements:

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Inquiry Area 2: Adult Learning Culture

SMART Goal 1: In grades 3-5, increase the percentage of students scoring proficient or better on the SBAC Math from 38.4% (spring 2024) to 45% by spring 2025. This goal is aligned with White Pine County School District Performance Plan Goal #1 for Core Academic Achievement and Growth.

Aligns with District Goal

Formative Measures: MAP Growth Math (fall, winter, spring) - identify growth trajectory toward proficiency.

Unit benchmark assessments aligned to NVACS and SBAC rigor (developed from curriculum resources).

Fact fluency checks (e.g., timed multiplication/division fluency) - build automaticity for problem solving.

Math journal entries / constructed response practice scored against SBAC rubrics.

Error analysis tasks - help teachers identify misconceptions quickly.

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Improvement Strategy 1: Targeted Small-Group Math Instruction / Intervention Identify students below proficiency and provide small-group instruction focused on foundational math skills, problem-solving, and SBAC-aligned content. Adjust instruction weekly based on formative assessment data. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Identify students below proficiency using SBAC, benchmark, and formative assessment data.</td><td>Heather Sabaitis, Shelly Johnson, Cherie Reid</td><td>Aug - Sept 2025</td></tr><tr><td>2</td><td>Group students by specific skill gaps (e.g., computation, problem-solving, fractions).</td><td>Heather Sabaitis, Shelly Johnson, Cherie Reid</td><td>Aug - Sept 2025</td></tr><tr><td>3</td><td>Provide small-group instruction 3-5 times per week during math block or intervention periods.</td><td>Heather Sabaitis, Shelly Johnson, Cherie Reid</td><td>Sept 2025-June 2026</td></tr><tr><td>4</td><td>Adjust groups weekly based on student progress and formative assessment results.</td><td>Heather Sabaitis, Shelly Johnson, Cherie Reid</td><td>Ongoing</td></tr></table> Position Responsible: Teachers Resources Needed: Tiered math intervention materials and manipulatives. Formative assessment tools (quizzes, exit tickets, problem-solving tasks). Teacher planning time for small-group instruction. Evidence Level Level 3: Promising: Targeted small-group math interventions improve achievement, especially for struggling students. Problem Statements/Critical Root Cause: Student Success 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Identify students below proficiency using SBAC, benchmark, and formative assessment data.	Heather Sabaitis, Shelly Johnson, Cherie Reid	Aug - Sept 2025	2	Group students by specific skill gaps (e.g., computation, problem-solving, fractions).	Heather Sabaitis, Shelly Johnson, Cherie Reid	Aug - Sept 2025	3	Provide small-group instruction 3-5 times per week during math block or intervention periods.	Heather Sabaitis, Shelly Johnson, Cherie Reid	Sept 2025-June 2026	4	Adjust groups weekly based on student progress and formative assessment results.	Heather Sabaitis, Shelly Johnson, Cherie Reid	Ongoing	Status Check			EOY Reflection
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Improvement Strategy 2 Details				Reviews			
Improvement Strategy 2: Structured Math Block with Differentiated Instruction Implement a consistent daily math block with explicit instruction, guided practice, and independent application. Differentiate instruction based on student readiness, including advanced challenges for proficient learners.				Status Check			EOY Reflection
				Nov	Jan	Mar	June
				No review	No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline				
1	Design a daily math block including explicit instruction, guided practice, and independent application.	Heather Sabaitis, Shelly Johnson, Cherie Reid	Aug 2025				
2	Differentiate instruction using leveled problems, manipulatives, and enrichment tasks.	Heather Sabaitis, Shelly Johnson, Cherie Reid	Sept 2025 - June 2026				
3	Include teacher modeling, math discourse, and real-world problem-solving.	Heather Sabaitis, Shelly Johnson, Cherie Reid	Sept 2025 - June 2026				
4	Adjust instruction weekly based on formative assessment results.	Heather Sabaitis, Shelly Johnson, Cherie Reid	Sept 2025 - June 2026				
Position Responsible: Teachers							
Resources Needed: Curriculum-aligned math materials and manipulatives.							
Leveled problem sets and enrichment activities.							
Classroom tools (whiteboards, digital tools, visual aids).							
Evidence Level							
Level 3: Promising: Structured, differentiated math instruction improves student outcomes and engagement.							
Problem Statements/Critical Root Cause: Adult Learning Culture 1							

Improvement Strategy 3 Details				Reviews																							
Improvement Strategy 3: Formative Assessment and Data-Driven Instruction Administer weekly or bi-weekly formative assessments aligned to SBAC math standards. Use data in grade-level teams to adjust instruction, identify trends, and target skill gaps. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Administer weekly or bi-weekly formative assessments aligned to SBAC math standards.</td><td>Heather Sabaitis, Shelly Johnson, Cherie Reid</td><td>Sept 2025</td></tr><tr><td>2</td><td>Track student progress in key domains (computation, problem-solving, conceptual understanding).</td><td>Heather Sabaitis, Shelly Johnson, Cherie Reid</td><td>Ongoing</td></tr><tr><td>3</td><td>Analyze data in grade-level teams to inform instruction and small-group grouping.</td><td>Heather Sabaitis, Shelly Johnson, Cherie Reid</td><td>Ongoing</td></tr><tr><td>4</td><td>Share results with students to set goals and monitor personal growth.</td><td>Heather Sabaitis, Shelly Johnson, Cherie Reid</td><td>Ongoing</td></tr></table> Position Responsible: Teachers Resources Needed: Formative assessment tools and tracking software/spreadsheets. Teacher planning time for data analysis and instructional adjustment. Progress monitoring tools (charts, student portfolios). Evidence Level Level 3: Promising: Data-driven instruction using formative assessments improves learning outcomes. Problem Statements/Critical Root Cause: Student Success 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Administer weekly or bi-weekly formative assessments aligned to SBAC math standards.	Heather Sabaitis, Shelly Johnson, Cherie Reid	Sept 2025	2	Track student progress in key domains (computation, problem-solving, conceptual understanding).	Heather Sabaitis, Shelly Johnson, Cherie Reid	Ongoing	3	Analyze data in grade-level teams to inform instruction and small-group grouping.	Heather Sabaitis, Shelly Johnson, Cherie Reid	Ongoing	4	Share results with students to set goals and monitor personal growth.	Heather Sabaitis, Shelly Johnson, Cherie Reid	Ongoing	Status Check			EOY Reflection
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Adult Learning Culture

Problem Statement 1: Teachers continue to face challenges in balancing instructional time, intervention (RTI) support, curriculum planning, and assessment practices. Limited collaboration and preparation time restrict our ability to fully analyze student data, plan effective small-group instruction, and close achievement gaps. **Critical Root Cause:** Root cause analysis suggests: Insufficient dedicated collaboration time - Teachers lack consistent opportunities to plan, review data, and adjust RTI groups. Competing priorities - Instructional minutes are stretched thin between core instruction, interventions, and required assessments. Unclear grading expectations - Teachers need clearer guidance on what and how to grade, which would reduce uncertainty and workload.

Inquiry Area 3: Connectedness

SMART Goal 1: Decrease the percentage of students identified as chronically absent from 9.2% (spring 2024) to 7% by the end of the 2024-25 school year, with a long-term goal of 5% by the end of the 2026-27 school year.

Aligns with District Goal

Formative Measures: Monthly attendance data reports (track percentage of students with 90%+ attendance).

Early warning system - flag students who have missed more than 2 days per month.

Attendance conferences after 3, 5, 7 absences (tiered interventions).

Student surveys on school connectedness and barriers to attendance (administered fall and spring).

Incentive program tracking (e.g., monthly recognition for perfect or improved attendance).

Improvement Strategy 1 Details				Reviews																							
Improvement Strategy 1: Early Identification and Monitoring Track attendance data weekly to identify students at risk of chronic absenteeism. Establish a tiered intervention system to provide support as attendance issues emerge. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Review attendance data weekly to identify students at risk of chronic absenteeism.</td><td>Sheila Allred, Tim Moser</td><td>Ongoing</td></tr><tr><td>2</td><td>Categorize students into risk tiers (low, moderate, high) for targeted interventions.</td><td>Sheila Allred, Tim Moser</td><td>Ongoing</td></tr><tr><td>3</td><td>Contact parents/guardians immediately when attendance concerns arise.</td><td>Sheila Allred, Tim Moser</td><td>Ongoing</td></tr><tr><td>4</td><td>Hold regular grade-level team meetings to discuss at-risk students and plan interventions.</td><td>Sheila Allred, Tim Moser</td><td>Monthly</td></tr></table> Position Responsible: Principal and school Secretary Resources Needed: Attendance tracking software or spreadsheets. Staff time for monitoring, parent communication, and planning meetings. Templates for parent contact and intervention planning. Evidence Level Level 3: Promising: Early identification and proactive monitoring of at-risk students reduces chronic absenteeism. Problem Statements/Critical Root Cause: Connectedness 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Review attendance data weekly to identify students at risk of chronic absenteeism.	Sheila Allred, Tim Moser	Ongoing	2	Categorize students into risk tiers (low, moderate, high) for targeted interventions.	Sheila Allred, Tim Moser	Ongoing	3	Contact parents/guardians immediately when attendance concerns arise.	Sheila Allred, Tim Moser	Ongoing	4	Hold regular grade-level team meetings to discuss at-risk students and plan interventions.	Sheila Allred, Tim Moser	Monthly	Status Check			EOY Reflection
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Nov	Jan	Mar	June																								
No review	No review	No review																									

Improvement Strategy 2 Details				Reviews																							
Improvement Strategy 2: Family and Community Engagement Communicate regularly with families about the importance of daily attendance. Provide resources, workshops, or guidance to help families overcome barriers to regular attendance (transportation, scheduling, health). <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Communicate the importance of daily attendance to families via newsletters, emails, and phone calls.</td><td>Tim Moser, Heather Sabaitis, Shelly Johnson, Cherie Reid</td><td>Ongoing</td></tr><tr><td>2</td><td>Host workshops or meetings to discuss strategies for overcoming attendance barriers.</td><td>Tim Moser, Heather Sabaitis, Shelly Johnson, Cherie Reid</td><td>During parent-teacher conferences</td></tr><tr><td>3</td><td>Provide information about community resources (transportation, healthcare, counseling).</td><td>Tim Moser, Sheila Allred</td><td>ongoing</td></tr><tr><td>4</td><td>Maintain regular check-ins with families of at-risk students.</td><td>Tim Moser, Heather Sabaitis, Shelly Johnson, Cherie Reid</td><td>ongoing</td></tr></table> Position Responsible: Principal, teachers, and school secretary Resources Needed: Communication materials (flyers, newsletters, email templates). Staff time for outreach, workshops, and follow-up. Community partnerships to provide support services. Evidence Level Level 3: Promising: Family engagement and support increases student attendance and reduces chronic absenteeism. Problem Statements/Critical Root Cause: Connectedness 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Communicate the importance of daily attendance to families via newsletters, emails, and phone calls.	Tim Moser, Heather Sabaitis, Shelly Johnson, Cherie Reid	Ongoing	2	Host workshops or meetings to discuss strategies for overcoming attendance barriers.	Tim Moser, Heather Sabaitis, Shelly Johnson, Cherie Reid	During parent-teacher conferences	3	Provide information about community resources (transportation, healthcare, counseling).	Tim Moser, Sheila Allred	ongoing	4	Maintain regular check-ins with families of at-risk students.	Tim Moser, Heather Sabaitis, Shelly Johnson, Cherie Reid	ongoing	Status Check			EOY Reflection
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Nov	Jan	Mar	June																								
No review	No review	No review																									

Improvement Strategy 3 Details				Reviews																							
Improvement Strategy 3: Positive Reinforcement and Incentives Implement a recognition system for students with improved or perfect attendance (certificates, announcements, small rewards). Create classroom- or school-wide attendance challenges to promote consistent engagement. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Develop an attendance recognition system (certificates, announcements, small rewards).</td><td>Tim Moser</td><td>Aug 2025</td></tr><tr><td>2</td><td>Track and celebrate individual and classroom attendance improvements regularly.</td><td>Heather Sabaitis, Shelly Johnson, Cherie Reid</td><td>Ongoing</td></tr><tr><td>3</td><td>Organize school-wide attendance challenges with clear goals and rewards.</td><td>Tim Moser</td><td>Quarterly</td></tr><tr><td>4</td><td>Share success stories with the school community to motivate participation.</td><td>Tim Moser</td><td>Ongoing</td></tr></table> Position Responsible: Principal and Teachers Resources Needed: Certificates, prizes, and reward materials. Staff time to monitor attendance, distribute rewards, and coordinate events. Communication tools to announce and celebrate student achievements. Evidence Level Level 3: Promising: Positive reinforcement strategies increase student engagement and improve attendance rates. Problem Statements/Critical Root Cause: Connectedness 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Develop an attendance recognition system (certificates, announcements, small rewards).	Tim Moser	Aug 2025	2	Track and celebrate individual and classroom attendance improvements regularly.	Heather Sabaitis, Shelly Johnson, Cherie Reid	Ongoing	3	Organize school-wide attendance challenges with clear goals and rewards.	Tim Moser	Quarterly	4	Share success stories with the school community to motivate participation.	Tim Moser	Ongoing	Status Check			EOY Reflection
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Improvement Strategy 4 Details				Reviews			
Improvement Strategy 4: Social-Emotional Support and School Climate Initiatives Provide mentoring, counseling, or peer support for students who struggle with school engagement or social-emotional challenges. Implement programs to strengthen student connectedness, sense of belonging, and overall school engagement.				Status Check			EOY Reflection
				Nov	Jan	Mar	June
				No review	No review	No review	

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Provide mentoring, counseling, or peer support for students struggling with engagement or social-emotional issues.	Tim Moser, Matt Carter	Ongoing
2	Implement programs to strengthen student connectedness (e.g., buddy systems, clubs, advisory periods).	Tim Moser, Matt Carter	Ongoing
3	Conduct regular check-ins with students to assess their engagement and well-being.	Tim Moser, Matt Carter	Ongoing
4	Collaborate with teachers and staff to create a welcoming, inclusive, and supportive school environment.	Tim Moser, Matt Carter	Ongoing

Position Responsible: Principal, student counselor

Resources Needed: Counselors, social workers, or trained staff for mentoring programs.

Program materials (guides, activity plans, social-emotional curricula).

Staff time for planning, check-ins, and monitoring student engagement.

Evidence Level
Level 3: Promising: Social-emotional support and positive school climate initiatives improve student engagement and reduce absenteeism.

Problem Statements/Critical Root Cause: Connectedness 1

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Lund Elementary students continue to report overall positive levels of engagement and safety on the Nevada School Climate Survey (spring 2024). However, scores have not yet reached the "most favorable" range across all categories. To ensure that every student feels maximally engaged and safe, we need to strengthen connectedness within the school community. Critical Root Cause: Analysis suggests the following: Community factors - Many students have parents working differential shifts, leaving them to manage themselves outside of school hours. Limited social-emotional skill development - Some students lack consistent opportunities to learn and practice positive peer interactions and conflict resolution. Variability in adult-student connections - While many students feel connected, not all report strong, consistent relationships with staff, which are critical for a sense of safety and belonging.