

# Washoe County School District

## Sun Valley Elementary School

### 2025-2026 School Improvement Plan

Classification: 2 Star School

Title I, ATSI



# Mission Statement

Sun Valley Elementary School is a community of students, staff and families who foster positive relationships and ensure that all students achieve at high levels while feeling safe and loved.

# Vision

Sun Valley Elementary students will achieve at high levels through student-centered learning, perseverance, and continuous community collaboration.

# 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 [SUN VALLEY ELEMENTARY - Nevada Accountability Portal](#).

# Table of Contents

Comprehensive Needs Assessment .....	3
Student Success .....	3
Adult Learning Culture .....	11
Connectedness .....	15
Priority Problem Statements .....	21
Comprehensive Needs Assessment Data Documentation .....	22
Inquiry Areas .....	23
Inquiry Area 1: Student Success .....	23
Inquiry Area 2: Adult Learning Culture .....	25
Inquiry Area 3: Connectedness .....	26
Schoolwide and Targeted Assistance Title I Elements .....	28
1.1: Comprehensive Needs Assessment .....	28
Community Outreach Activities .....	29
Addendums .....	30

# Comprehensive Needs Assessment

## Student Success

### Student Success Areas of Strength

During the 24-25 school year, our students showed growth in MAP, SBAC, WIDA and iReady.

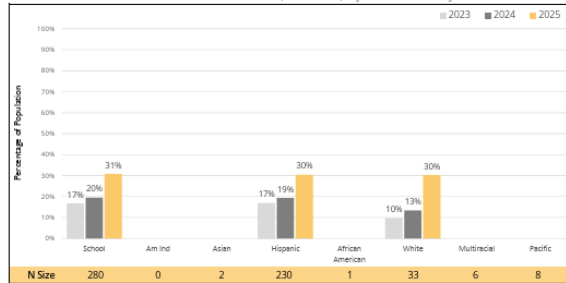
### SBAC

Overall, our students proficiency in ELA grew from 20% to 31%, the highest amount of growth Sun Valley ES has seen in over 10 years.

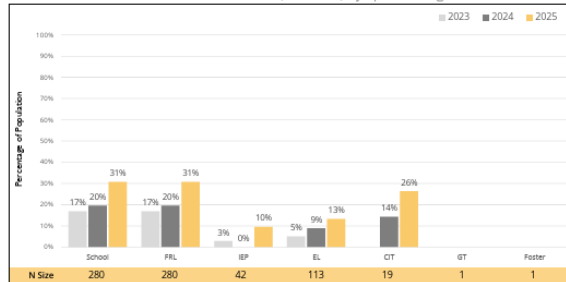
3rd grade grew 5%, 4th grade grew 13%, and 5th grade grew 14% overall.

In looking at individual cohorts of students, last year's 3rd graders grew 1% in proficiency by the end of this year's 4th grade and last year's 4th graders grew 14% in proficiency from last year to the end of this year as 5th graders.

Overall ELA Percent At or Above Standard (AL 3 or 4) by Race/Ethnicity



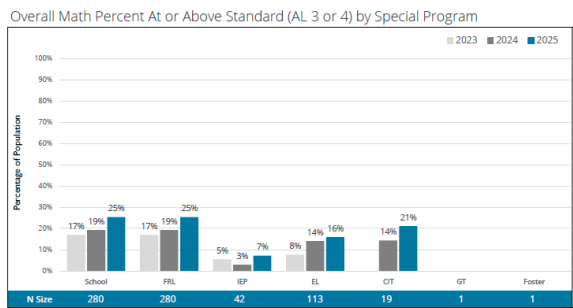
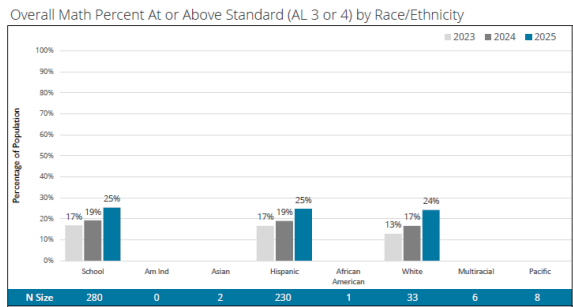
Overall ELA Percent At or Above Standard (AL 3 or 4) by Special Program



In math, our students made 6% growth overall. While this is less growth than what was seen in ELA, this is also the largest increase in math that we have seen at Sun Valley in over 13 years.

3rd grade grew 5%, 4th grade grew 4%, 5th grade grew 7% overall.

In looking at cohorts of students, last year's 3rd graders grew 4% by the end of 4th grade this year but last year's 4th graders dropped from 26% proficiency to 15% at the end of this year's 5th grade.



iReady

Our Student Success goal for the 23-24 school year was for 75% of our students to meet their Stretch Growth goals in Reading. This goal was not met.

Kinder - 31% of students met their Stretch Growth goals

1st- 16% of students met their Stretch Growth goals

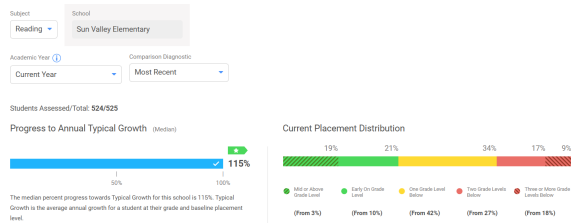
2nd - 33% of students met their Stretch Growth goals

3rd - 30% of students met their Stretch Growth goals

4th - 30% of students met their Stretch Growth goals

5th - 26% of students met their Stretch Growth goals.

Overall, 40% of our students ended the year on grade level. This is a 3% increase from the year prior.



ACCESS

Our exit rate for our EL students on the ACCESS WIDA assessment increased from 14% to 15%, exceeding the district's overall rate of 11%. Additionally, we saw an increase of the number of EL students served at Sun Valley this year from 186 to 210 students, an increase of 24 students.

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During the 23-24 school year, our students showed growth in MAP growth, SBAC and the WIDA assessments. Furthermore, our EL students made growth on SBAC in the areas of ELA and Math. While most of our students are not proficient in ELA and Math, we celebrate these growth wins this year.

Our 3rd grade students showed greater rates of proficiency on this year's SBAC compared to last year's 3rd graders in both ELA and Math and this year's 4th graders showed greater proficiency on this year's Math SBAC compared to last year's 4th grade students.

During the 23-24 school year, our schoolwide focus during instruction was on speaking/listening and increasing opportunities for students to produce language in class. Our speaking/listening scores were highest during this school year on SBAC.

Student Success Areas for Growth

24-25 iReady Data:

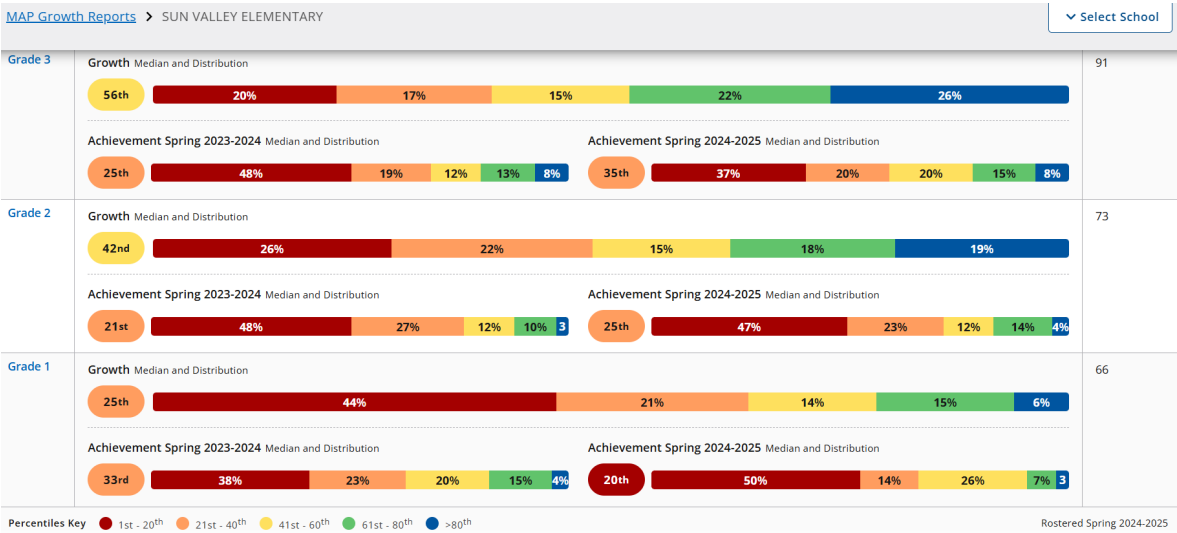
Our iReady Needs Analysis by domain indicates that phonological awareness is an area of need for our 1st grade and phonics is an area of need in both 1st and 2nd grades. Furthermore, the area of vocabulary shows high rates of students below grade level in 1st grade (70%), 2nd grade (63%), 3rd grade (54%), 4th grade (67%), and 5th grade (82%).

Grade	Needs Analysis: % Students Below Grade Level							Students Assessed/Total
	PA	PH	HFW	VOC	COMP	LIT	INFO	
Grade K	24%	20%	40%	45%	32%	31%	35%	84/84
Grade 1	61%	59%	54%	70%	68%	69%	73%	74/74
Grade 2	20%	58%	37%	63%	71%	68%	73%	79/80
Grade 3	0%	40%	8%	54%	53%	56%	58%	98/98
Grade 4	0%	33%	9%	67%	70%	63%	73%	90/90
Grade 5	0%	26%	5%	82%	75%	72%	79%	99/99

24-25 MAP Growth Data:

3rd grade grew from 25th at the end of the 23-24 school year to 35th achievement percentile at the end of this year.

2nd grade grew from 21st to 25th achievement percentile and first grade showed a decrease in growth from 33rd to 20th.



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23-24 iReady Data:

During the 23-24 school year, 52% of students achieved “typical growth” in reading and 47% of students achieved “typical growth” in math. We did not meet our previous SPP goal in this area to ensure that 75% of our students made 1 year of typical growth in the areas of ELA and Math.

	Annual <i>Typical</i> Growth - % Met		Annual <i>Stretch</i> Growth - % Met	
	ELA	Math	ELA	Math
Kinder	47	53	29	36
First	39	44	25	19
Second	54	43	17	15
Third	54	44	27	15
Fourth	62	55	25	16
Fifth	52	43	11	10

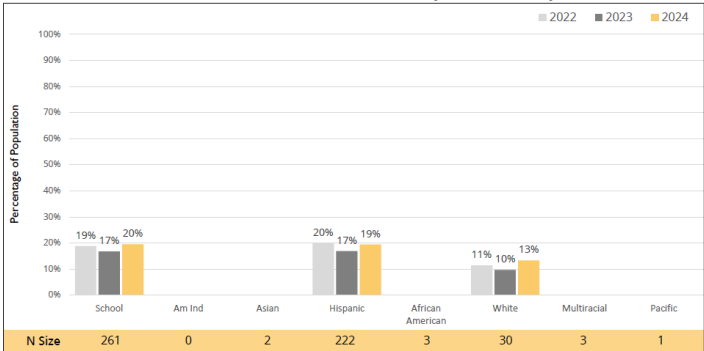
23-24 MAP Data:

Level	Spring Growth	Winter Achievement	Spring Achievement
Schoolwide	54th percentile	21st percentile	28th percentile

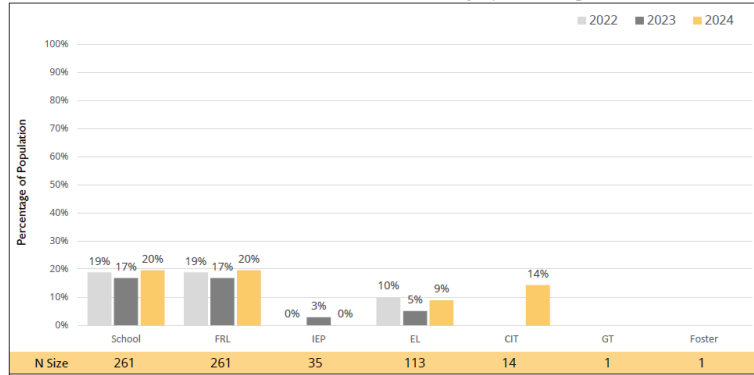
Level	Spring Growth	Winter Achievement	Spring Achievement
Kindergarten	65th percentile	30th percentile	34th percentile
1 <sup>st</sup> Grade	54th percentile	18th percentile	25th percentile
2 <sup>nd</sup> Grade	47 <sup>th</sup> percentile	15 <sup>th</sup> percentile	19 <sup>th</sup> percentile
3 <sup>rd</sup> Grade	59 <sup>th</sup> percentile	23 <sup>rd</sup> percentile	38th percentile

23-24 SBAC Proficiency Data

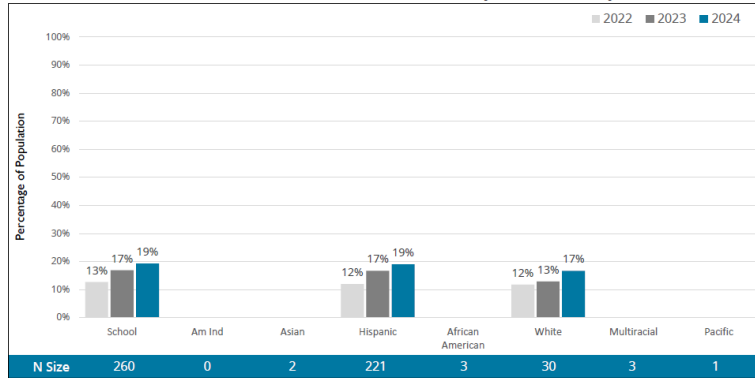
Overall ELA Percent At or Above Standard (AL 3 or 4) by Race/Ethnicity



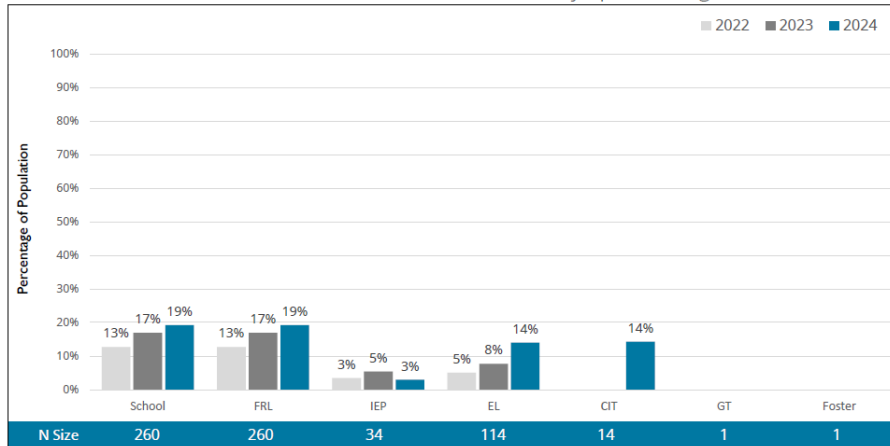
Overall ELA Percent At or Above Standard (AL 3 or 4) by Special Program



Overall Math Percent At or Above Standard (AL 3 or 4) by Race/Ethnicity



Overall Math Percent At or Above Standard (AL 3 or 4) by Special Program



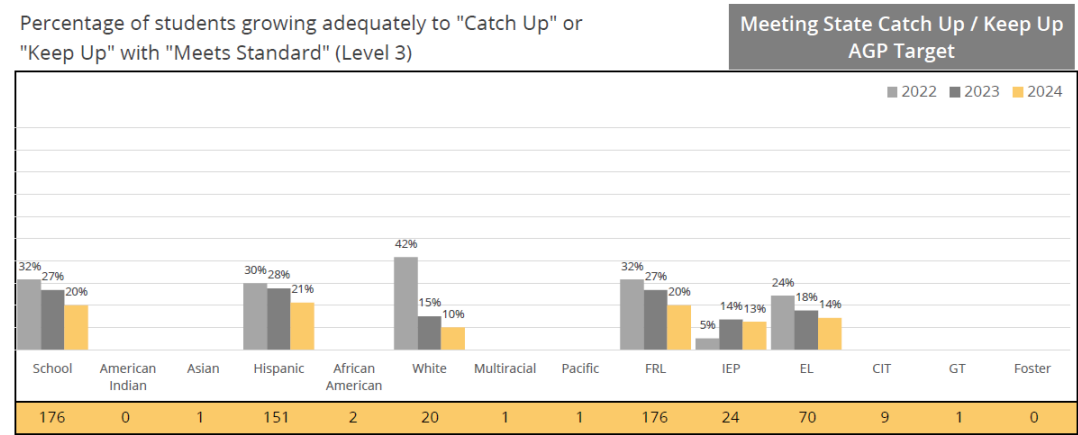
## 23-24 ACCESS/WIDA Data:

- 30 exits (17% of our tested students)
- 5<sup>th</sup> graders exited at a great rate!
- 25 more students show potential to exit if they get a 3 on SBAC
- Only 6 students that “should have” exited that didn’t
- Most growth in writing across grade levels
- 138 showed growth (85%)
- Expected growth – 92 students (57%)
  - Last year was 30%
  - Most decrease in scores appeared in the area of reading - 68/162 (42%)
    - However, every 1<sup>st</sup> grader grew in reading and almost all 2<sup>nd</sup> graders grew in reading
  - 21/162 (13%) students showed a decrease in writing
  - 46/162 (28%) students showed a decrease in listening
  - 61/162 (38%) students showed a decrease in speaking



23-24 SBAC Adequate Growth Percentiles

- Last year's SBAC data indicates that our students' adequate growth to both "catch up" (for those that are behind grade level) and "keep up" (those who currently meet grade level standards), has declined. While our students at Level 3, or proficiency, are "keeping up" with grade level standards, our students below grade level are not making enough growth to catch up to their peers.



Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Vocabulary	
Foster/Homeless		
Free and Reduced Lunch	NA	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities		

Student Group	Challenge	Solution
Students with IEPs		

### Problem Statements Identifying Student Success Needs

**Problem Statement 1 (Prioritized):** Last year's SBAC data indicates that our students' adequate growth to both "catch up" (for those that are behind grade level) and "keep up" (those who currently meet grade level standards), has declined. While our students at Level 3, or proficiency, are "keeping up" with grade level standards, our students below grade level are not making enough growth to catch up to their peers.

**Critical Root Cause:** The decline in growth for below-grade-level students stems from inconsistent use of targeted interventions and differentiated instruction. While proficient students are supported, there's a lack of clarity on instructional goals, inconsistent progress monitoring, and insufficient PD on rigorous instruction and intervention strategies

**Problem Statement 2 (Prioritized):** 10.8% of our students are chronically absent (missing more than 10% of the school year).

**Critical Root Cause:** Attendance protocols and how absences get coded/exempted have changed many times over the past 5 years since COVID. These constant changes have created confusion and unawareness in some of our families. Many families express to us that they were unaware that keeping their child home sick from school is an absence that gets counted against the student's chronic absenteeism rate. Additionally, given that student favorability responses have decreased in the following areas (Bullying, SEL, Relationship Skills, SEL, Self-management of Emotions, SEL, Self-management of Schoolwork, Safety, Student Engagement, Student Respect), students may feel disconnected from school and may feel less motivated to attend regularly.

# Adult Learning Culture

## Adult Learning Culture Areas of Strength

### 2025-2026

On the Staff Climate Survey, an increase in "Expectations of Success" rose from 97% to 99%; exceeding the district average of 95%. Increases were also seen in the areas of "Fairness and Respect" (93% to 94%), "Home-School Communication" (95% to 96%), "Safety" (88%-89%), and "Staff Collaboration" (91% to 92%).

This year, teachers engaged in practicing with Teacher Clarity and including "What, Why's and Hows" on their boards and in their lesson plans in PlanBook throughout the year. Through walkthrough data collected and data collection from Planbook, additional learning is required in their area to ensure that all learning intentions and success criteria are aligned to the Essential Standards.

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### 2024-2025

- Our Adult Learning Culture Goal for the 23-24 school year was, "By the end of the 2023-2024 school year, staff attitudes about having sufficient time in their schedule to meet with their collaborative teams will increase from 53% to 63% as measured by the District Staff Climate Survey." This goal was met. Staff attitudes about having sufficient time in their schedule to meet with their collaborative teams increased from 53% to 71%.
- According to the 23-24 Insight Survey, all of our school's scores rose above the National Average by the Spring of '24.
- Teachers' beliefs in our students' abilities to achieve grade level standards increased significantly from Fall to Spring.
- Staff feelings about safety on campus increased 19 points from 69% to 88%.

## Adult Learning Culture Areas for Growth

### 2024-2025

On the Staff Climate Survey, decreases were observed in the following areas:

Parent Involvement (from 75% to 72%)

Social Emotional Learning (from 91% to 89%)

Staff Student Relationships (from 100% to 98%)

Student Behaviors (from 92% to 86%)

Work Stress (from 60% to 58%)

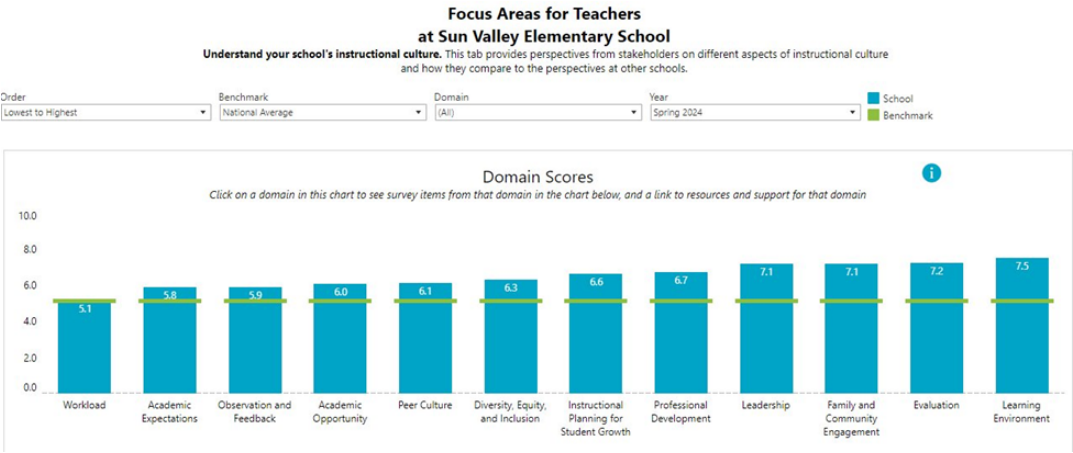
Additionally, 82% responded favorably in the area of PLC implementation.

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### 2023-2024

Our 23-24 Adult Learning Culture Goal was: "By the end of the 2023-2024 school year, staff attitudes about having sufficient time in their schedule to meet with their collaborative teams will increase from 53% to 63% as measured by the District Staff Climate Survey." This goal was met. Staff attitudes about having sufficient time in their schedule to meet with their collaborative teams increased from 53% to 71%.

23-24 Teacher Insight Survey Data:



23-24 Teacher Insight Survey Data Fall to Spring

Domain	Questions	Fall	Spring	Change
Academic Expectations	The standards are appropriate for the students in my class.	19%	50%	31%
Academic Expectations	It's fair to expect students in my class to master grade-level standards by the end of the year.	36%	58%	22%
Academic Opportunity	Students at my school support their answers and explain their thinking.	38%	60%	22%
Workload	Over the long term, my workload as a teacher is sustainable.	12%	29%	17%
Workload	When I am asked to do work outside of my core instructional responsibilities, leaders clearly explain how the work benefits students.	44%	68%	24%

23-24 WCSD Staff Climate Survey

Topic Description	Results	Comparison
District leadership	72%	78% Elementary Schools 75% Washoe County School District
Expectations of Success	97% ▼ 1 since last survey	96% Elementary Schools 92% Washoe County School District
Fairness and Respect	93% ▼ 4 since last survey	87% Elementary Schools 81% Washoe County School District
Home-School Communication	95% ▲ 1 since last survey	96% Elementary Schools 93% Washoe County School District
I-ready	78%	72% Elementary Schools 70% Washoe County School District
PLC Implementation	90% ▲ 3 since last survey	89% Elementary Schools 86% Washoe County School District
Parent Involvement	75% ▲ 9 since last survey	71% Elementary Schools 51% Washoe County School District
Quality of WCSD	64% 0 since last survey	60% Elementary Schools 59% Washoe County School District

Safety	88% ▲ 19 since last survey	88% Elementary Schools 86% Washoe County School District
Social Emotional Learning	91% ▲ 5 since last survey	85% Elementary Schools 83% Washoe County School District
Staff Collaboration	91% ▼ 4 since last survey	85% Elementary Schools 82% Washoe County School District
Staff-Student Relationships	100% ▲ 2 since last survey	95% Elementary Schools 91% Washoe County School District
Strategic plan	98%	99% Elementary Schools 97% Washoe County School District
Student Behaviors	92% ▲ 1 since last survey	88% Elementary Schools 71% Washoe County School District
Work Stress	60% ▼ 12 since last survey	56% Elementary Schools 54% Washoe County School District

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners		
Foster/Homeless		

Student Group	Challenge	Solution
Free and Reduced Lunch		
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities		
Students with IEPs		

### Problem Statements Identifying Adult Learning Culture Needs

**Problem Statement 1 (Prioritized):** Lack of alignment with standards, inconsistent communication of lesson objectives to students, and lack of backward lesson planning.

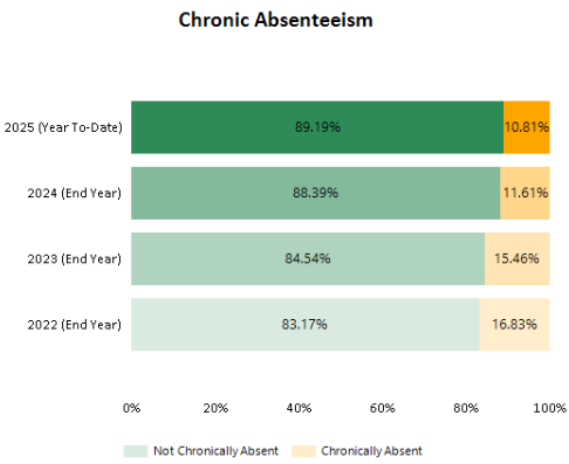
**Critical Root Cause:** Insufficient PD around backward lesson planning and unpacking standards, unfamiliarity with Teacher Clarity and how to best communicate lesson objectives and rationale to students, inconsistent instructional alignment within grade levels.

# Connectedness

## Connectedness Areas of Strength

### 2024-2025

Our Connectedness Goal for the 24-25 school year was to have less than 10% chronic absenteeism. According to the BIG data report, Sun Valley ended the school year with 10.81% chronic absenteeism. Although we did not meet our goal, we made improvements from 11.6% chronic absenteeism from the previous school year.



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### 2023-2024

Our Connectedness Goal for the 23-24 school year was to have less than 12% chronic absenteeism. According to the state NSPF scores, Sun Valley improved from 16% chronic absenteeism to 11.6% chronic absenteeism. We have improved in this area for the past 3 years of data.

## Connectedness Areas for Growth



### 2024-2025


Student Climate Survey results indicate decreases in favorable repsonses in several areas to include:

- Bullying
- SEL, Relationship Skills
- SEL, Self-management of Emotions
- SEL, Self-management of Schoolwork
- Safety
- Strategic Plan


- Student Engagement
- Student Respect

Student Climate Survey

<div><div>SUN VALLEY ELEMENTARY</div><div>*2024-25 Student Climate Survey (Fall 2024). Student Climate Survey*</div></div> <div></div>			SEL Skills: Self-Awareness of Self Concept			SEL Skills: Self-Management of Emotion			SEL Skills: Self-Management of Goals			SEL Skills: Self-Management of Schoolwork			SEL Skills: Social Awareness			Safety			Strategic plan			Student Engagement		
Summary			74%			76%			53%			50%			70%			70%			77%			54%		
Topic Description			0			46%			56%			59%			0			80%			84%			67%		
Results			since last survey			since last survey			since last survey			since last survey			since last survey			since last survey			since last survey			since last survey		
Comparison			Elementary Schools			Elementary Schools			Elementary Schools			Elementary Schools			Elementary Schools			Elementary Schools			Elementary Schools			Elementary Schools		
Adult Respect			73%			55%			60%			55%			72%			76%			82%			56%		
79%			Washoe County School District			Washoe County School District			Washoe County School District			Washoe County School District			69%			60%			75%			63%		
Adult Support			69%			60%			60%			55%			78%			76%			82%			67%		
72%			Washoe County School District			Washoe County School District			Washoe County School District			Washoe County School District			78%			76%			82%			67%		
0			Washoe County School District			Washoe County School District			Washoe County School District			Washoe County School District			78%			76%			82%			67%		
Bullying			60%			55%			60%			55%			67%			60%			75%			67%		
38%			Washoe County School District			Washoe County School District			Washoe County School District			Washoe County School District			69%			60%			75%			67%		
4			Washoe County School District			Washoe County School District			Washoe County School District			Washoe County School District			69%			60%			75%			67%		
Participation			74%			72%			74%			72%			74%			72%			74%			67%		
70%			Elementary Schools			Elementary Schools			Elementary Schools			Elementary Schools			Elementary Schools			Elementary Schools			Elementary Schools			Elementary Schools		
SEL Skills: Relationship Skills			78%			76%			78%			72%			78%			76%			78%			67%		
67%			Washoe County School District			Washoe County School District			Washoe County School District			Washoe County School District			78%			76%			78%			67%		
13			Washoe County School District			Washoe County School District			Washoe County School District			Washoe County School District			78%			76%			78%			67%		
SEL Skills: Responsible Decision-Making			63%			60%			63%			59%			63%			60%			63%			67%		
55%			Elementary Schools			Elementary Schools			Elementary Schools			Elementary Schools			Elementary Schools			Elementary Schools			Elementary Schools			Elementary Schools		
0			Washoe County School District			Washoe County School District			Washoe County School District			Washoe County School District			Washoe County School District			Washoe County School District			Washoe County School District			Washoe County School District		
SEL Skills: Self-Awareness of Emotions			72%			72%			72%			72%			72%			72%			72%			72%		
64%			Washoe County School District			Washoe County School District			Washoe County School District			Washoe County School District			Washoe County School District			Washoe County School District			Washoe County School District			Washoe County School District		
2			Washoe County School District			Washoe County School District			Washoe County School District			Washoe County School District			Washoe County School District			Washoe County School District			Washoe County School District			Washoe County School District		

SUN VALLEY ELEMENTARY

\*2024-25 Student Climate Survey (Fall 2024). Student Climate Survey\*



Student Respect	51%	67%
Student Voice	67%	69%
Victimization	55%	56%
82 responses		

23-24 Chronic Absenteeism Data:

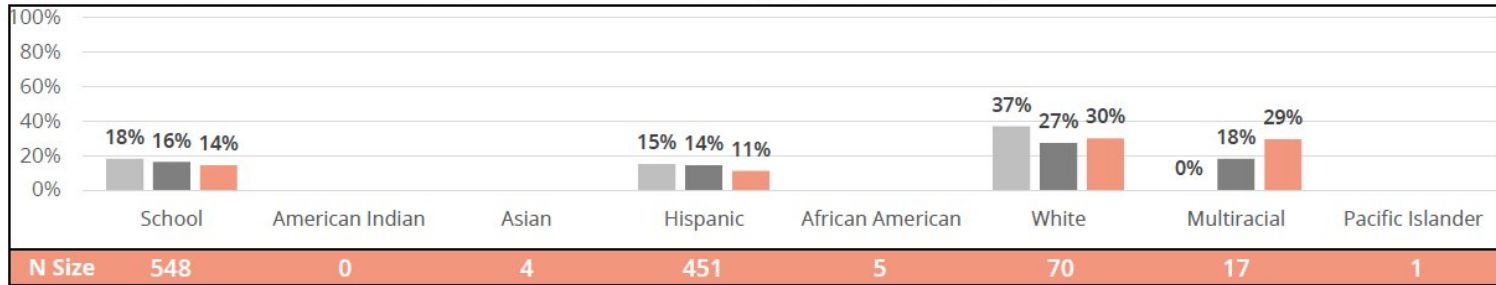


2021-2022

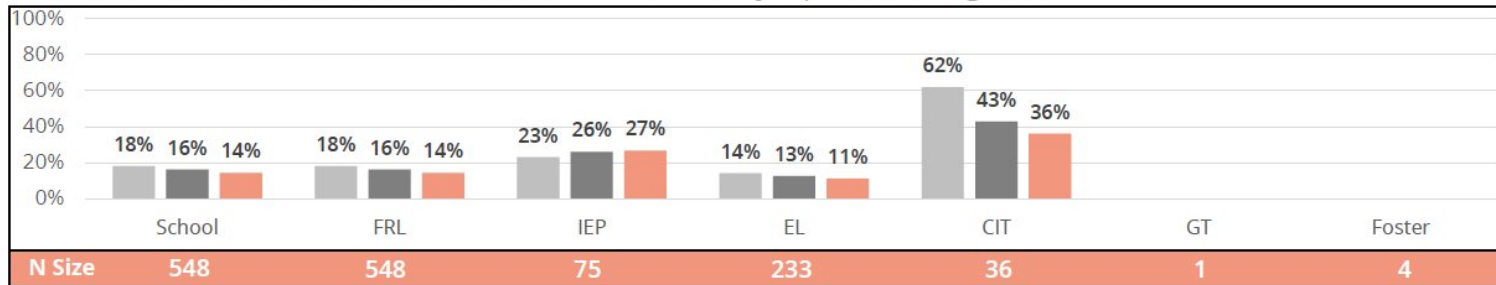
2022-2023

2023-2024

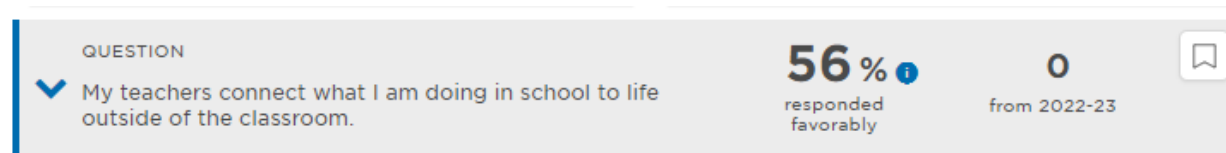
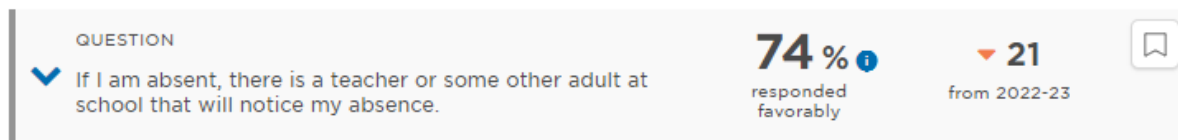
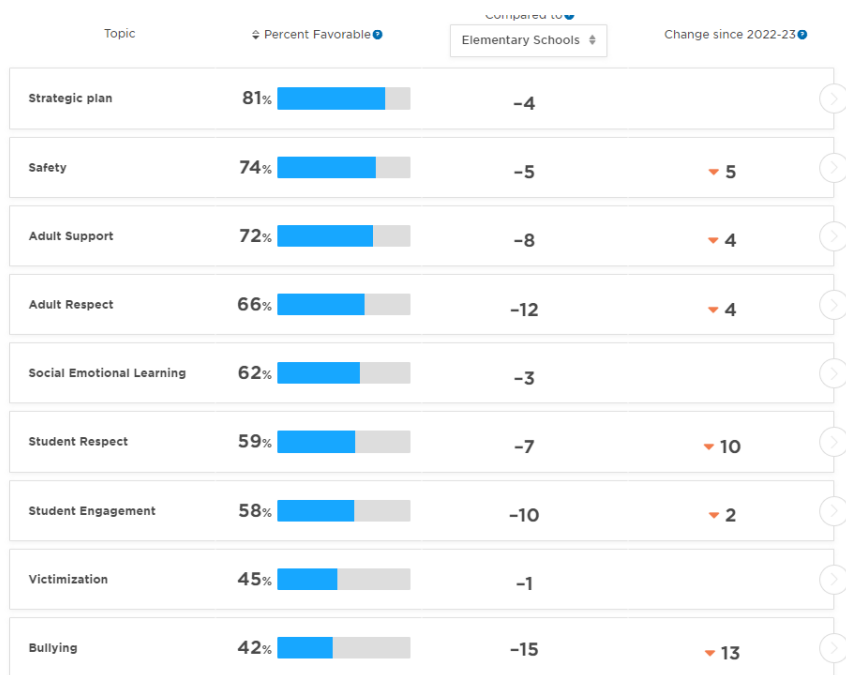
### Percent of Students with Attendance < 90% by Race/Ethnicity



### Percent of Students with Attendance < 90% by Special Program



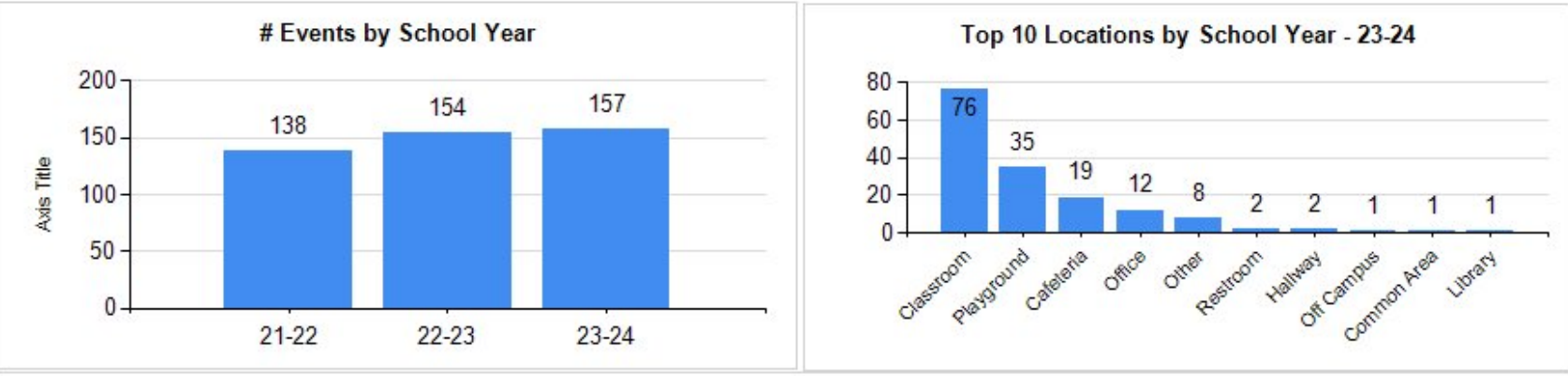
23-24 WCSD Student Climate Survey:



23-24 Sun Valley ES Behavior Data:

Major Events - MULTIPLE SCHOOLS

View [Events](#) by Distribution



Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners		
Foster/Homeless		
Free and Reduced Lunch		
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities		
Students with IEPs		

Problem Statements Identifying Connectedness Needs

**Problem Statement 1 (Prioritized):** 10.8% of our students are chronically absent (missing more than 10% of the school year).

**Critical Root Cause:** Attendance protocols and how absences get coded/exempted have changed many times over the past 5 years since COVID. These constant changes have created confusion and unawareness in some of our families. Many families express to us that they were unaware that keeping their child home sick from school is an absence that gets counted against the student's chronic absenteeism rate. Additionally, given that student favorability responses have decreased in the following areas (Bullying, SEL, Relationship Skills, SEL, Self-management of Emotions, SEL, Self-management of Schoolwork, Safety, Student Engagement, Student Respect), students may feel disconnected from school and may feel less motivated to attend regularly.

# Priority Problem Statements

**Problem Statement 1:** Last year's SBAC data indicates that our students' adequate growth to both "catch up" (for those that are behind grade level) and "keep up" (those who currently meet grade level standards), has declined. While our students at Level 3, or proficiency, are "keeping up" with grade level standards, our students below grade level are not making enough growth to catch up to their peers.

**Critical Root Cause 1:** The decline in growth for below-grade-level students stems from inconsistent use of targeted interventions and differentiated instruction. While proficient students are supported, there's a lack of clarity on instructional goals, inconsistent progress monitoring, and insufficient PD on rigorous instruction and intervention strategies

**Problem Statement 1 Areas:** Student Success

**Problem Statement 2:** Lack of alignment with standards, inconsistent communication of lesson objectives to students, and lack of backward lesson planning.

**Critical Root Cause 2:** Insufficient PD around backward lesson planning and unpacking standards, unfamiliarity with Teacher Clarity and how to best communicate lesson objectives and rationale to students, inconsistent instructional alignment within grade levels.

**Problem Statement 2 Areas:** Adult Learning Culture

**Problem Statement 3:** 10.8% of our students are chronically absent (missing more than 10% of the school year).

**Critical Root Cause 3:** Attendance protocols and how absences get coded/exempted have changed many times over the past 5 years since COVID. These constant changes have created confusion and unawareness in some of our families. Many families express to us that they were unaware that keeping their child home sick from school is an absence that gets counted against the student's chronic absenteeism rate. Additionally, given that student favorability responses have decreased in the following areas (Bullying, SEL, Relationship Skills, SEL, Self-management of Emotions, SEL, Self-management of Schoolwork, Safety, Student Engagement, Student Respect), students may feel disconnected from school and may feel less motivated to attend regularly.

**Problem Statement 3 Areas:** Student Success - Connectedness

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## **Student Success**

- MAP Growth Assessment
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- Other
  - iReady

## **Adult Learning Culture**

- Staff surveys and/or other feedback
- Walk-through data

## **Connectedness**

- Attendance
- Other
  - Student Climate Survey

# Inquiry Areas

## Inquiry Area 1: Student Success

**SMART Goal 1:** By the end of the 2025-26 school year, 45% of all students will meet or exceed their iReady Stretch Growth goals, ensuring that students below grade level make accelerated progress toward proficiency, and students at or above grade level maintain or advance their performance.

**Formative Measures:** iReady instruction and lesson reports, MTSS BIG reports, observation walkthrough data  
Walkthrough Data Forms/Tools, Teacher Evaluations, Instructional Vision Lookfors  
Lesson Plan Review, Pre- and Post- PD teacher feedback surveys

**Aligns with District Goal**

Improvement Strategy 1 Details				Status Checks		
<b>Improvement Strategy 1: MTSS</b>				Status Check		
				Nov	Feb	May
				No review	No review	No review
1	Consistent implementation of targeted interventions. Professional development around rigorous instruction tailored to individual student needs, supported by ongoing progress monitoring and professional development. Professional development and implementation of Teacher Clarity; teachers will post and communicate to students the "What" (Content Objective), "Why" (Relevance) and "How" (Success Criteria) during their lessons as measured by Observation walkthrough Data Collection and weekly lesson plan review. Teachers will submit weekly lesson plans for their grade level via Planbook which include 1.) WCSD Essential Standards, 2.) Teacher Clarity (What, How and Why), 3.) Instructional activities aligned to Essential Standards, and 4.) Evidence of explicit phonics and phonemic awareness instruction. 80% of students will complete at least 2 iReady lessons per week at at least an 80% pass rate each week in both Reading and Math. Weekly iReady instructional report checks	Principal, Assistant Principal, Interventionist(s), EL Team, Teachers				
<b>Position Responsible:</b> Principal, Assistant Principal, Interventionist(s), EL Team, Teachers						
<b>Evidence Level</b> Level 2: Moderate: MTSS						
<b>Problem Statements/Critical Root Cause:</b> Student Success 1						

## SMART Goal 1 Problem Statements:

### Student Success

**Problem Statement 1:** Last year's SBAC data indicates that our students' adequate growth to both "catch up" (for those that are behind grade level) and "keep up" (those who currently meet grade level standards), has declined. While our students at Level 3, or proficiency, are "keeping up" with grade level standards, our students below grade level are not making enough growth to catch up to their peers. **Critical Root Cause:** The decline in growth for below-grade-level students stems from inconsistent use of targeted interventions and differentiated instruction. While proficient students are supported, there's a lack of clarity on instructional goals, inconsistent progress monitoring, and insufficient PD on rigorous instruction and intervention strategies



**Inquiry Area 2: Adult Learning Culture**

**SMART Goal 1:** 90% of grade level teachers will implement Teacher Clarity with fidelity, increasing instructional effectiveness and student self-regulation through intentional learning goals, including communicating daily to students the "What" (Content Objective), "Why" (Relevance) and "How" (Success Criteria) during their lessons as measured by Observation walkthrough Data Collection.

**Formative Measures:** Weekly lesson plan checks in Planbook, Walkthrough Observation/Data Collection Tool, Pre- and Post- PD feedback from teachers around Teacher Clarity.  
Planbook lesson checks  
Pre- and Post- PD teacher surveys, PD schedule

**Aligns with District Goal**

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Professional Learning Communities				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Teachers will submit weekly lesson plans for their grade level via Planbook which include 1.) WCSD Essential Standards, 2.) Teacher Clarity (What, How and Why), 3.) Instructional activities aligned to Essential Standards, and 4.) Evidence of explicit phonics and phonemic awareness instruction. Teachers will receive Professional Development around implementation of Teacher Clarity and Backward Planning.	Principal, AP, Teachers		No review	No review	No review
<b>Position Responsible:</b> Principal, AP, Teachers						
<b>Evidence Level</b> Level 2: Moderate: PLC						
<b>Problem Statements/Critical Root Cause:</b> Adult Learning Culture 1						

**SMART Goal 1 Problem Statements:**

Adult Learning Culture
<b>Problem Statement 1:</b> Lack of alignment with standards, inconsistent communication of lesson objectives to students, and lack of backward lesson planning. <b>Critical Root Cause</b> : Insufficient PD around backward lesson planning and unpacking standards, unfamiliarity with Teacher Clarity and how to best communicate lesson objectives and rationale to students, inconsistent instructional alignment within grade levels.

### Inquiry Area 3: Connectedness

**SMART Goal 1:** Less than 10% of Sun Valley students will be considered "Chronically Absent" during the 25-26 school year, as measured by the NSPF rating framework.

**Formative Measures:** Parent Teacher Home Visit Log, Committee Members' list  
BIG attendance reports, pulled weekly

**Aligns with District Goal**

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Parent Teacher Home Visit Program				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	The SVES Home Visit Committee will conduct home visits with families at their homes, sporting events, or community locations. Attendance phone calls; teachers will call their students' families when a student accrues 3 (non-consecutive) absences to: 1. Concern/care for student ("I noticed...", "We care..."), 2. Urgency ("We're currently working on...", "Crucial learning", "Impact"), and 3. Support ("Anything I/we can do?"). Attendance Calls Form submitted by teachers, BIG absenteeism data reports, IC day count reports. Tier I Attendance Celebrations to include: daily announcements of "Perfect Prides", weekly prize wheel, Attendance is our Superpower door signs for classrooms. Continue implementation of schoolwide Positive Behavioral Interventions & Supports (PBIS) and Restorative Practices model in order to support students in understanding what is expected of them while at school and support students in repairing harm that has been done in peer and/or adult relationships. Create a greater sense of community on campus to encourage positive attendance and increased learning opportunities. (Continued from SY23)	Principal, AP, Home Visit Committee Members		No review	No review	No review
<b>Position Responsible:</b> Principal, AP, Home Visit Committee Members						
<b>Evidence Level</b> Level 1: Strong: Parent/Teacher Home Visits						
<b>Problem Statements/Critical Root Cause:</b> Student Success 2 - Connectedness 1						

### SMART Goal 1 Problem Statements:

### Student Success

**Problem Statement 2:** 10.8% of our students are chronically absent (missing more than 10% of the school year). **Critical Root Cause:** Attendance protocols and how absences get coded/exempted have changed many times over the past 5 years since COVID. These constant changes have created confusion and unawareness in some of our families. Many families express to us that they were unaware that keeping their child home sick from school is an absence that gets counted against the student's chronic absenteeism rate. Additionally, given that student favorability responses have decreased in the following areas (Bullying, SEL, Relationship Skills, SEL, Self-management of Emotions, SEL, Self-management of Schoolwork, Safety, Student Engagement, Student Respect), students may feel disconnected from school and may feel less motivated to attend regularly.

### Connectedness

**Problem Statement 1:** 10.8% of our students are chronically absent (missing more than 10% of the school year). **Critical Root Cause:** Attendance protocols and how absences get coded/exempted have changed many times over the past 5 years since COVID. These constant changes have created confusion and unawareness in some of our families. Many families express to us that they were unaware that keeping their child home sick from school is an absence that gets counted against the student's chronic absenteeism rate. Additionally, given that student favorability responses have decreased in the following areas (Bullying, SEL, Relationship Skills, SEL, Self-management of Emotions, SEL, Self-management of Schoolwork, Safety, Student Engagement, Student Respect), students may feel disconnected from school and may feel less motivated to attend regularly.

# Schoolwide and Targeted Assistance Title I Elements

## 1.1: Comprehensive Needs Assessment

For all Title 1 Elements, please see addendum.

# Community Outreach Activities

Activity	Date	Lesson Learned

# Addendums

## **ESSA Title I Schoolwide and Targeted Assistance Title I Elements**

### **School Improvement Plan (SIP) Washoe County School District**

1.1 Write 1-2 sentences describing the comprehensive needs assessment process at your school.

The Comprehensive Needs Assessment (CNA) is conducted as part of the Continuous Improvement Process (CIP). Acts 1 and Events 1-3— including Data Dive, Root Cause Analysis, Problem Statements, and ESSA-approved Improvement Strategies— ensure a thorough CNA, which serves as the foundation for developing the School Improvement Plan (SIP).

2.1 Write 1-2 sentences describing how staff, families, and community members are included in the plan development process, including how feedback is solicited about the plan.

Staff, families, and community members are actively involved in the plan development process through surveys, meetings, collaborative discussions and other community outreach events. Their feedback is solicited via stakeholder input sessions, advisory committees, and open forums to ensure the plan reflects the needs and priorities of the entire school community. At the secondary level Student Voice is required when crafting the plan.

2.2 Write 1-2 sentences describing the process of how plans are regularly monitored and revised.

At least three times a year, through CIP Events 5-7, schools meet with stakeholders to review their School Improvement Plan (SIP), assess progress, reflect on lessons learned, and determine next steps. Many schools utilize school improvement stipends to support data analysis and necessary course corrections.

2.3 Write 1-2 sentences describing how you make the plan available to parents and community in an understandable format and language. Ex.

The plan is posted on our school website in English and Spanish, as well as sent to families in the newsletter and available at the front desk. Elementary schools inform families of the plan through Class Dojo.

2.4 Briefly describe the Title I funded major initiatives in your plan in which all children are given opportunities to meet State standards.

Supplementary materials for ELA foundational skills instruction such as UFLI and Magnetic Reading Foundations are used to reinforce and expand core concepts, offer students targeted opportunities to practice and strengthen their reading, writing, and language skills. Students engage in varied learning activities that support key foundational skills like

phonics, vocabulary development, and fluency. These resources align with grade-level standards and provide students with a structured pathway to meet grade-level expectations.

2.5 Briefly describe the Title I funded major initiatives in your plan in which children are provided increased learning time and well-rounded education.

*Teacher Clarity* by Corwin emphasized the importance of clear, purposeful instruction in improving student outcomes. The incorporation of Teacher Clarity ensures that students know exactly what they are expected to learn, how they will learn it and why it matters. Teachers utilize the Teacher Clarity Playbook to guide their practice.

2.6 Briefly describe the Title I funded major initiatives in your plan in which you address the needs of all students, particularly at-risk.

Targeting chronic absenteeism creates a supportive environment that encourages consistent attendance and addresses underlying barriers. A range of resources and strategies are tailored to different students' needs such as identifying root causes, engaging families and communities, early identification, timely interventions, and creating a positive school culture.

3.1 Write 1-2 sentences describing the process for how you evaluate the School Performance Plan (SPP)

The School Improvement Office conducts a thorough review of all 114 School Improvement Plans (SIPs), meeting individually with each principal and key stakeholders to ensure alignment with district and state requirements. Special focus is given to SMART goals, ESSA-approved improvement strategies, and actionable steps to drive plan success.

4.1 Write 1-2 sentences describing how you develop and distribute the Parent Involvement and Family Engagement Policy, and who is involved in the process.

The parent and family engagement policy are developed with family members and school staff including administrators. Staff and families discuss key points of family engagement at their school, i.e., communication, meetings, building staff and family capacity around family engagement, and indicate on the policy how those points will be addressed. Depending on school needs, the policy is created in both English and Spanish. Schools distribute the policy through their website, newsletters, or other communication methods by October 1 of each year. The policy is revised annually in the Spring with staff and family members to update it for the next year.

4.2 Describe how you provide a flexible number of parent involvement opportunities. e.g. multiple events are held at different times during the day on various days.

Schools provide parent meetings with Morning Mugs, parent and teacher meetings, and one-on-one meetings at different times during the day. Schools schedule Parent University



or other classes or during the school day and at night based on what families have indicated they prefer and aligned to the school performance plan and administrator vision.

#### 5.1 Determine which students will be served by following local policy

WCSD uses the Title I Rank and Serve process based upon FRL Percentages. The Federal mandate is that schools with an FRL Percentage 75% or higher automatically must be served as a Title I school. For the 2025-2026 school year, all schools that have an FRL Percentage 68.81% or higher will be served as Title I schools. WCSD utilizes a School-wide program for all schools that receive Title I funding.

## School English Learner Academic Achievement Plan

According to NRS 388.408, all schools who are rated in the lowest 30 percent of public schools in this State in the achievement of pupils who are English learners, shall adopt, submit to the Department (NDE) and publish on an Internet website maintained by the school a corrective action plan. This template is designed to help schools write a plan that satisfies NRS 388.408 and integrates into their School Performance Plan.

### School Contact Information

#### School Year:

School Name:	Sun Valley Elementary School
District:	Washoe
Principal:	Ashley Oliveira
Principal email:	<a href="mailto:aoliveira@washoeschools.net">aoliveira@washoeschools.net</a>
EL Specialist:	Kristin Dunbar (English Language Facilitator)
EL Specialist email:	<a href="mailto:kdunbar@washoeschools.net">kdunbar@washoeschools.net</a>

**Root Cause Analysis** *When considering the achievement of the English learners at your school, your team might ask the following questions to better understand the underlying reasons why your English learners aren't seeing greater academic success.*

Student Success	<ul style="list-style-type: none"> <li>• What Student Success problems are we experiencing as we look at English learner success across content areas, grade-bands, and student sub-groups (e.g. newcomers, short-term ELs, long-term ELs, students with interrupted schooling)?</li> <li>• How are English learners performing relative to the rest of the school on key measures (e.g. attendance, test scores, SEL, diplomas attained, graduation rate, credit attainment)?</li> <li>• How does performance vary across English learner groups and over time?</li> <li>• What does the data tell us about which areas (e.g. academic achievement, graduation rates, English language proficiency) we should be paying closer attention to?</li> <li>• What, if any, resource inequities (i.e. people, time, money) may be causing gaps in student performance? <i>"Resource equity" is the allocation and use of resources – people, time, and money – to create experiences that enable English learners to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)</i></li> </ul>
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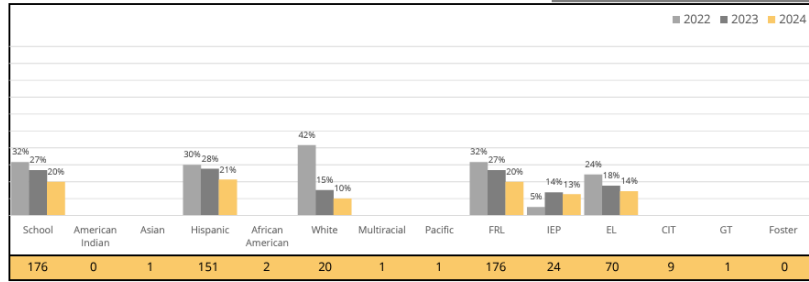
## School English Learner Academic Achievement Plan

<p><i>Adult Learning Culture</i></p>	<ul style="list-style-type: none"> <li>• What Adult Learning Culture problems are we experiencing as we look at English learner performance across content areas, grade-bands, and student sub-groups (e.g. newcomers, short-term ELs, long-term ELs, students with interrupted schooling)?</li> <li>• How does teacher experience, qualification, and effectiveness vary across classes and English learner groups in the school?</li> <li>• How does educator experience, qualification, and effectiveness vary across classes and English learner groups in the school?</li> <li>• What does the data tell us about which areas (e.g. school-level systems, educator performance, access to high-quality curriculum and instruction) we should be paying closer attention to?</li> <li>• What, if any, resource inequities (i.e. people, time, money) may be causing gaps in teacher, leader, or school performance regarding English learner achievement?</li> </ul>
<p><i>Connectedness</i></p>	<ul style="list-style-type: none"> <li>• <i>What Connectedness problems are we experiencing as we look at English learners across content areas, grade-bands, and student sub-groups (e.g. newcomers, short-term ELs, long-term ELs, students with interrupted schooling)?</i></li> <li>• <i>What is our school culture performance regarding English learners and their families relative to the rest of the district and state on key measures (e.g. school climate data, absenteeism, discipline, involvement in rigorous coursework and/or extracurricular activities)?</i></li> <li>• <i>What connectedness trends do we see across individual schools, grade-bands, and school years?</i></li> <li>• <i>What does the data tell us about which areas (e.g. family engagement, discipline practices, involvement in rigorous coursework and/or extracurricular activities) we should be paying closer attention to?</i></li> <li>• <i>What, if any, resource inequities (i.e. people, time, money) may be causing gaps in English learner connectedness performance?</i></li> </ul>
<p><i>English Learner Achievement Root Cause Analysis Summary</i></p>	<p>The decline in growth for below-grade-level students stems from inconsistent use of targeted interventions and differentiated instruction, particularly for our English Learners. While the data suggests that proficient students are supported, there's a lack of clarity on instructional goals, inconsistent progress monitoring, and insufficient PD on rigorous instruction and intervention strategies for our English Learners.</p>

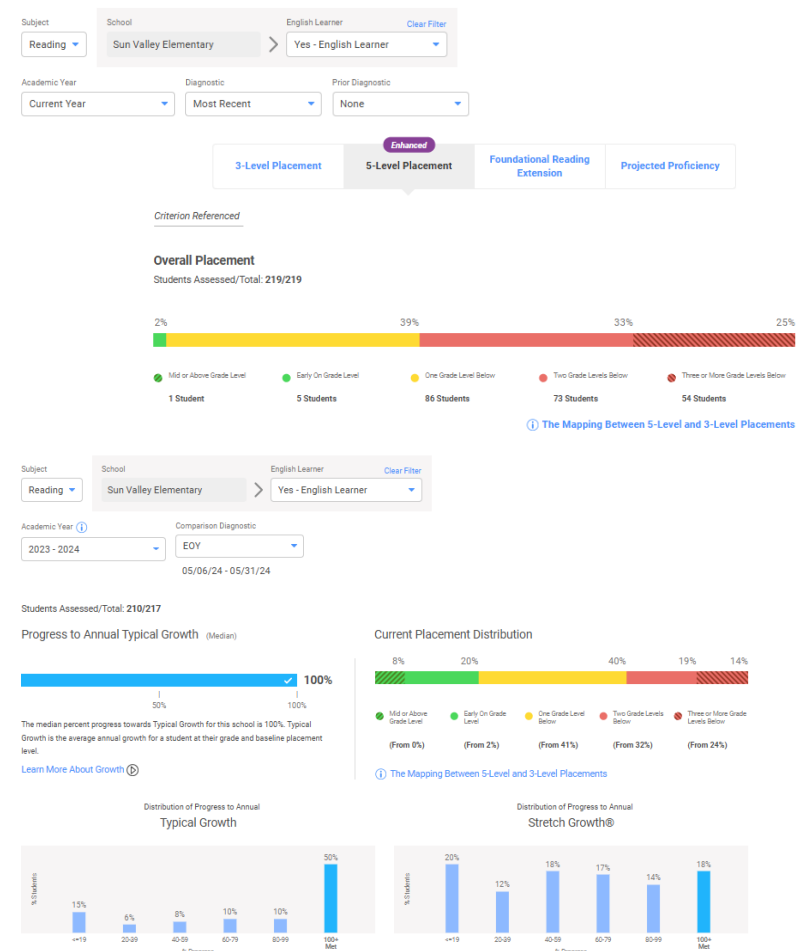
## School English Learner Academic Achievement Plan

Percentage of students growing adequately to "Catch Up" or "Keep Up" with "Meets Standard" (Level 3)

Meeting State Catch Up / Keep Up  
AGP Target



\*2022 growth data affected by low test participation rates statewide and is less reliable than in previous years.



### English Learner Achievement Problem Statement

Last year's SBAC data indicates that 14% of our English Learners are meeting state Catch Up/Keep Up AGP Targets and has decreased steadily over the past three years.

Beginning of the Year iReady Diagnostic data indicates that 6 out of 219 (3%) English learners are at or above grade level proficiency in reading.

Last year, 50% of English learners made "typical growth" in iReady and 18% met their "stretch growth" goals.



## School English Learner Academic Achievement Plan

A SMARTIE goal is a Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable performance target based on school data.

For compliance with NRS 388.408, goals must be academic achievement goals, not language proficiency goals. Please write at least two goals, one addressing mathematics, and one addressing ELA (which could be reading-focused).

Here is a sentence stem you can use: [By when] [our school] will [what] for [who/whom] by [how much]. Below are two examples of SMARTIE goals

By When?	What?	Who/Whom?	How Much?
By the Spring MAP assessment	[our school] will increase average reading RIT scores	for English learners	by 3 points.
By the end of semester 2	[our school] will increase accuracy on ACT practice questions	for ninth and tenth grade English learners	by 15 percent.

### Annual Performance Objectives (APOs)

For each goal, enter one or more one-year performance objectives that will support progress toward the long-term goal using the SMARTIE format.

### Improvement Strategies

Identify evidence-based improvement strategies that address your problem statements and root causes and move you toward your APO/goal. Consider the following:

### Action Steps

List the steps you need to take to implement each improvement strategy.

### Position Responsible

Name the person(s), and their role, who will be responsible for managing this improvement strategy.

## School English Learner Academic Achievement Plan

### English Learner Achievement Plan Goals, Strategies, Action Steps and Persons Responsible

<b>SMARTIE Goal #1</b>	By the Spring iReady assessment, Sun Valley ES will increase the percentage of English learners who meet their "stretch growth" goals in reading from 18% (SY24) to 25%.
<b>Performance Objective</b>	By the Winter iReady assessment, Sun Valley ES will increase the percentage of English learners who meet their "stretch growth" goals from 18% (SY24) to 21%.
<b>Strategies for APO/Goal</b>	<p>Implement a tiered intervention model for English learners in ELA that focuses on differentiated, skill-based instruction aligned with iReady growth areas.</p> <p>Integrate culturally responsive teaching strategies and materials that reflect the backgrounds and interests of English learners to increase engagement and comprehension.</p> <p>Conduct regular, data-driven progress monitoring meetings with instructional teams to adjust instructional approaches for students not on track to meet stretch growth goals.</p>
<b>Action Steps for Strategies</b>	<p><b>Identify Needs and Group Students</b></p> <ul style="list-style-type: none"> <li>Using baseline iReady data, identify specific skill gaps for English learners and group them accordingly for targeted intervention.</li> </ul> <p><b>Implement Tiered Interventions</b></p> <ul style="list-style-type: none"> <li>Plan and conduct small-group interventions tailored to the identified needs in ELA, focusing on critical areas for stretch growth.</li> </ul> <p><b>Engage in Culturally Responsive Teaching</b></p> <ul style="list-style-type: none"> <li>Integrate culturally relevant texts and examples into lessons to enhance engagement and support comprehension for English learners.</li> </ul> <p><b>Monthly Data Reviews</b></p> <ul style="list-style-type: none"> <li>Hold monthly data meetings with grade-level teams to review iReady progress and identify students who need additional support or adjusted interventions.</li> </ul> <p><b>Professional Development for Teachers</b></p> <ul style="list-style-type: none"> <li>Provide PD for teachers on effective strategies to support English learners' academic growth, including scaffolding techniques, vocabulary development, and culturally responsive practices.</li> </ul>

## School English Learner Academic Achievement Plan

<i>Position Responsible</i>	Intervention Specialists, Classroom Teachers, and EL Facilitator
<i>SMARTIE Goal #2</i>	By the Spring iReady assessment, Sun Valley ES will increase the percentage of English learners who meet their "stretch growth" goals in math from 21% in SY24 to 28%.
<i>Performance Objective</i>	By the Winter 2025 iReady assessment, at least 24% of English learners will meet their stretch growth goals in math as an interim milestone toward the 28% target for spring.
<i>Strategies for APO</i>	<p>Integrate small-group and peer-assisted math instruction within the classroom to provide additional practice and support for English learners on essential skills needed for stretch growth.</p> <p>Embed math vocabulary development in daily math lessons to improve comprehension of math concepts and problem-solving abilities for English learners.</p> <p>Implement a monthly data review process for teachers to monitor English learners' progress on stretch growth goals and adjust instructional strategies as needed.</p>
<i>Action Steps for Strategies</i>	<p><b>Implement Classroom-Based Small Groups</b></p> <ul style="list-style-type: none"> <li>Classroom teachers will organize small-group sessions during regular math instruction time, focusing on key skills identified by iReady data as areas for growth.</li> </ul> <p><b>Peer-Assisted Learning</b></p> <ul style="list-style-type: none"> <li>Establish peer-assisted learning pairs or small groups where higher-achieving students can support English learners with practice problems and math discussions, enhancing both understanding and engagement.</li> </ul> <p><b>Integrate Math Vocabulary Instruction</b></p> <ul style="list-style-type: none"> <li>Classroom teachers will incorporate math vocabulary instruction into daily lessons, using visuals, sentence stems, and real-world examples to aid comprehension and application.</li> </ul> <p><b>Monthly Data Review and Adjustments</b></p> <ul style="list-style-type: none"> <li>Teachers will participate in monthly data meetings to review iReady math progress for English learners, discussing strategies and identifying students who may need additional classroom support.</li> </ul> <p><b>Professional Development for Teachers</b></p> <ul style="list-style-type: none"> <li>Provide teachers with training on effective strategies for supporting math growth in English learners, including scaffolding techniques, vocabulary integration, and peer-assisted learning models.</li> </ul>
<i>Position Responsible</i>	Classroom teachers and English Language Facilitator