



Washoe County School District

Sun Valley Elementary School

School Performance Plan: A Roadmap to Success

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

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School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on September 15, 2023



School Continuous Improvement Team

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

Name	Role
Ashley Oliveira	Principal(s) <i>(required)</i>
Ryan A. Smith	Other School Administrator(s) <i>(required)</i>
Jackie Cortez (K), Diane Wilkinson (1), Olga Quiroz (2), Alanna Mayo (3), Adriana Kenny (4), Ale Vazquez (5)	Teacher(s) <i>(required)</i>
Odalis Gusman	Paraprofessional(s) <i>(required)</i>
Christine Call	Parent(s) <i>(required)</i>
	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
Sherry Coops (LF)	Specialized Instructional Support Personnel <i>(if appropriate)</i>
<i>Add additional members/roles as necessary</i>	

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at http://nevadareportcard.nv.gov/DI/nv/washoe/sun_valley_elementary/2023/nspf



School Goals and Improvement Plan

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

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● <i>SBAC Math proficiency increased 4% overall from 13% to 17%</i> ● <i>3rd grade EL students increased proficiency in SBAC Math from 7% to 15%</i> ● <i>Overall ELA Median SGP increased from 39 to 45 (additionally, special education students grew from 31 to 34 and EL students grew from 39 to 47)</i> ● <i>Overall Math Median SGP increased from 33 to 49 (and IEP students grew from 26 to 48 and EL students grew from 33 to 49)</i> ● <i>ELA AGP: Percentage of students who were at or above standard and are growing adequately to remain at or above "Meets Standard" (Level 3) for three years or until grade 8 increased from 30% to 42%</i> ● <i>Math AGP: Percentage of students growing adequately to "Catch Up" or "Keep Up" with "Meets Standard" (Level 3) in Math grew from 16% to 25%</i> 	<ul style="list-style-type: none"> ● <i>SBAC ELA proficiency decreased 2% overall from 19% to 17%</i> ● <i>Overall performance on ACCESS test decreased from 296 to 291 (and has remained relatively stagnant over the past three years; 293, 296, 291)</i> ● <i>Decrease in ACCESS AGP from 35% to 30%</i> ● <i>69% of students were below standard in math concepts and procedures and in ELA writing on the SBAC</i> ● <i>ELA AGP: Percentage of students who were not yet at or above standard but are growing enough to reach "Meets Standard" (Level 3) within three years or by grade 8 decreased from 32% to 23%</i> ● <i>ELA AGP: Percentage of students growing adequately to "Catch Up" or "Keep Up" with "Meets Standard" (Level 3) decreased from 32% to 27%</i>
<p>Problem Statement: Student pooled proficiency data indicates deficiency in students meeting or exceeding grade level standards in ELA, Math, and Science in grades 3-5. Additionally, there is a decrease in students' adequate growth percentile in ELA and our EL students demonstrated a decrease in performance and growth on ACCESS assessment.</p>	



Critical Root Causes of the Problem:

- *Sun Valley SBAC pooled proficiency scores have historically indicated low percentages of students performing at or above grade level in both math and ELA. This indicates a trend of students entering each grade level below grade level resulting in the need for students, and their teachers, to work to close previous learning gaps while also moving students forward in their current grade level standards. These gaps create an increased need for students to both need to “catch up” (close previous learning gaps) and “keep up” (remain on par with current year’s grade level standards).*

Student Success

School Goal: *75% of Sun Valley students will achieve 1 year’s growth in math and in ELA as measured by iReady diagnostic testing.*

Formative Measures:

- *Diagnostic iReady testing 3 times per year*
- *K-3 MAPs Reading assessments*
- *Walkthrough Data*
- *Student Climate Surveys*
- *Staff Climate Surveys*
- *Continued weekly PLCs that focus on data and student achievement*
- *Vertical PLCs to strengthen and deepen academic instruction across grade levels*

Aligned to Nevada’s STIP Goal:

- | | |
|-------------------------------------------------|-------------------------------------------------|
| <input type="checkbox"/> STIP Goal 1 | <input checked="" type="checkbox"/> STIP Goal 2 |
| <input checked="" type="checkbox"/> STIP Goal 3 | <input type="checkbox"/> STIP Goal 4 |
| <input checked="" type="checkbox"/> STIP Goal 5 | <input checked="" type="checkbox"/> STIP Goal 6 |



Improvement Strategy 1: iReady; Consistent Tier I literacy strategies with a focus on academic language through the implementation of language acquisition strategies through ELlevation and GLAD (continued from SY23).

- Need to be intentional and purposeful about also embedding ELlevation and GLAD strategies during math instruction as well.

Evidence Level: *Tier 3 – Promising Evidence*

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

- *3 stipend EL Backward Planning PLC opportunities throughout the year, funded through Title I, scheduled*
- *Utilize ELlevation strategies and WIDA Can Do descriptors when planning and delivering instruction*
- *Implement Access Testing Strategy Folder, provided by EL teachers*
- *Peer observation schedule developed, two days per month, for GLAD training to be accessed by the most teachers possible, funded through Title I*
- *Full day sub out, ½ day sub out, stipend pay and/or utilization of October & January PL days following iReady Diagnostic Assessment windows for teachers to engage in “Data Dives” in order to review student data, drive instruction and instructional groupings accordingly, and to develop ways for students to dive into their own data in order to develop their own goals and action plans for their learning.*
- *Full day sub out days are scheduled in May 2024, funded through Title I, for grade levels to begin planning instruction for the upcoming school year and to embed EL strategies and supports into instruction.*
- *GLAD department returning to SVES to support implementation through the SY24*
- *Maintain fidelity and pacing in grade levels when planning together*
- *Pre-planning meaningful and intentional questions and prompts to engage EL students in using academic vocabulary and deepen understanding of essential standards.*
- *Begin implementation of “ELL PLC Planner”.*

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

- *GLAD training opportunities for staff/GLAD refresher for previously trained staff*

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

Principal, Assistant Principal, Learning Facilitator, EL Teachers, Teachers



- *ELlevation platform*
- *ELD team to come to SVES for WIDA Overview PL on Language Acquisition*
- *Walkthrough form to collect data against GLAD and ELlevation strategies being used in classrooms, language acquisition support practices in classrooms, etc.*

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

Implementation Challenge: *Time for teacher training and learning, funding for incentives*

Potential Solution: *EL and/or LF team to support teaching while teachers pull students for goal setting, allocate a Wednesday PD Day to WIDA PD and Language Acquisition PD for teachers*

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

- *Title I*

Additional Improvement Strategy: *iReady; Teachers to facilitate student's Self-Regulated Learning to access their own data, identify their strengths and needs, and collaborate to develop their own goals and learning plans.*

- *Students need to have a strong concept of what they need to work on specifically in order to reach the goal.*

Evidence Level: *Tier 3 – Promising Evidence*

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

- *Teachers to schedule and plan for ongoing 1:1 student meetings/conferences for data review and goal setting (and progress review) with the student*
 - *Use iReady diagnostic reports to identify a domain of need for each student and share this information with the student so that student can understand what areas they need to develop in in order to achieve their own growth target*
 - *Utilize the reports to help students see and set goals for themselves*
 - *Implement iReady incentives and celebrations (weekly)*
 - *Utilize data visuals/graphs for students to see their own growth towards their goals*
- *Provide teachers with more time looking at the assessment data to develop more targeted*

*Principal, Assistant
Principal, Learning
Facilitator, Teachers*



intervention groups and to plan for students to review their data and set their own learning goals

- Full day sub out, ½ day sub out, stipend pay and/or utilization of October & January PL days following iReady Diagnostic Assessment windows for teachers to engage in “Data Dives” in order to review student data, drive instruction and instructional groupings accordingly, and to develop ways for students to dive into their own data in order to develop their own goals and action plans for their learning.
- 1st Semester Awards Assembly; **include awards for students that reached their own goal.**
- Increase library time from 30 minute to 60-minute blocks to increase early literacy for primary grades

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

- *Student friendly iReady reports/data; student friendly goal setting forms*
- *Funding allocated for PBIS incentives for students making growth on iReady and meeting their goals*
- *Time for teachers through sub out days, PL days, Wednesday PD days*

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

- *Implementation Challenge: Teachers may lack understanding and/or confidence in supporting students in engaging in SRL*
- *Potential Solution: AP to lead teachers in professional development as related to self-regulated learning and how to engage students in the data review/goal-setting process*

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

- *Title I*



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

English Learners

- **Challenge:** *Language acquisition skills are built into daily classroom instruction, however, ELlevation and GLAD strategies are not implemented in 100% of our classrooms. Given that we have such a high population of EL students, planning EL services for these students outside of Tier 1 time and specially designed instruction (for those also identified as Special Education students) presented challenges.*
- **Support:** *Use of WIDA Can Do descriptors during backward planning to intentionally plan for writing, speaking, and listening instruction. EL teachers work directly with EL learners and coach teachers on how to incorporate language strategies into their instruction. Tier 1 explicit language instruction, ELlevation and GLAD strategies, increased opportunities for students to produce language (increase student: teacher talk ratio during all instruction), support families in understanding the assessment and how they can support language at home, explicitly support academic language and test taking language in the classroom for EL students.*

Foster/Homeless:

- **Challenge:** *These students struggled with academics given all that they are experiencing outside of the school setting as well as with attendance.*
- **Support:** *Counselor, School Social Worker, and Home-Visit team check-ins; provide priority to these students in after school Team Up tutoring program*

Free and Reduced Lunch:

- **Challenge:** *NA (All students at SVES are FRL)*
- **Support:** *NA (All students at SVES are FRL)*

Migrant:

- **Challenge:** *NA*

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



- Support: *NA*

Racial/Ethnic Groups:

- Challenge: *These student populations were not formatively monitored throughout the school year on their academic progress. Additionally, these groups historically underperform on assessments due to context of the assessment itself.*
- Support: *Track student progress specifically for these student populations and discuss during PLCs. Support families in understanding the assessment and how they can support at home.*

Students with IEPs:

- Challenge: *We had 1 Special Education Resource teacher to service almost 40 students with IEPs by herself for the first ¼ of the school year until the 2nd allocation could be filled.*
- Support: *We have 2 Special Education Resource teachers in place this year.*

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● <i>Staff Climate Survey responses showed an increase in the following areas, and these areas indicated the highest favorability responses since the 2016-17 school year (when chronological data collection for these areas began):</i> <ul style="list-style-type: none"> ○ Expectations of success, 98% (increase of 4 since last year) ○ Student staff relationships, 98% (increase of 5 since last year) ○ Fairness and respect, 97% (increase of 8 since last year) ○ Staff collaboration, 95% (increase of 21 since last year) 	<ul style="list-style-type: none"> ● <i>Staff Climate Survey results indicate 66% for Parent Involvement; while this is an increase of 18 since last year, it is 4 below that of the district average</i> ● <i>Staff Climate Survey results indicate decreased feelings of safety (69%) over time, particularly feeling safe leaving school when teachers are at school late or on the weekends (45%).</i> ● <i>Staff Climate Survey results indicate that 53% of respondents report feeling that they have sufficient time in their schedule to meet with their collaborative team.</i>



- Parent involvement, 66% (increase of 18 since last year)
- *Staff Climate Survey responses indicated that 100% of staff respondents are proud to work at this school, an increase of 12 since last year*
- *Sun Valley had the 14th highest response rate on the Staff Climate Survey in the school district last year.*
- *Last year's Adult Learning Culture goal was met:*
 - *"By the end of the 2022-2023 school year, staff attitudes about collaboration will increase from 74% to 80% and staff feeling tense, restless, or anxious at work will increase from 33% favorability to 50% favorability as measured by the District Staff Climate Survey."*
 - *Results: 95% favorability in collaboration and 67% favorability for feeling tense, restless, anxious at work*

Problem Statement: *Staff feelings of safety on our campus are at an all-time low. Additionally, because student proficiency data continues to be low, the focus on student achievement based on data during PLCs must continue and be bolstered, yet teachers report feeling that they are not afforded adequate time for this process.*

Critical Root Causes of the Problem:

- *Staff feelings of safety on campus: Stigma about our area; implicit bias. Staff report these feelings arise from the lack of streetlights and campus lighting (lights also don't always work) as well as lack of cameras on campus.*
- *PLCs occurred in a "vacuum" within each grade level and the scope should be broadened this year to more fully support students vertically through the grade levels.*

Adult Learning Culture



School Goal: *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.*

Formative Measures:

- *Wednesday PD schedule*
- *Professional Learning Day schedules*
- *Quarterly Staff Climate Survey data (school-based survey)*

Aligned to Nevada’s STIP Goal:

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

Improvement Strategy:

1. *Continue with implementation of weekly grade level PLCs, during the instructional day, during which teacher teams come together for collaboration and develop instructional supports for students based on data, moving towards more teacher/team led PLC meetings to increase teacher efficacy (Continued from SY23).*
2. *Dedicate time for seven (7) Vertical PLCs during which teachers come together in vertical teams for collaboration, rapport building and development of meaningful instruction for students based on need in subsequent grade levels, discuss students’ strengths and needs from previous years’ teachers, collaborate to implement common language and vocabulary, and review standards in neighboring grade levels for alignment during Professional Learning Days (October, January, and February) and during dedicated Wednesday PD times (November, December, March and April).*
 - a. *Ensure that vertical time together is targeted/intentional in order to better impact instruction.*
 - b. *Continue to have grade levels look at and unpack standards*
 - c. *Teams will focus on the schoolwide focus on for the year (iReady growth) and follow up in subsequent meetings to share what they did to support that*
 - d. *Ensure follow through from one vertical time together to the next; embed time for the vertical meetings so that conversations can be deeper to better impact instruction.*
3. *Continue to provide weekly grade level planning hours during the instructional day to grade level teams*
4. *Provide peer observation days (sub days funded through Title) for teachers to observe one another both in their grade level and vertically*

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

Principal, AP, LF, teachers



Evidence Level: Tier 2 – Moderate Evidence

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

1. *Schedule Vertical PLCs/PDs during PL Days and PD Days*
2. *Develop agendas for teachers to unpack standards and develop instructional strategies to carry vertically across the grade levels*
3. *Survey staff about PD desires*
4. *Review quarterly Staff Climate Survey data (school-based survey) and adjust accordingly*
5. *Students will receive interventions based on their individual strengths and needs using iReady assessment results and IEP goals (for those who are special education students)*

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

1. *Title I funding for sub and stipend pay*
2. *Time during PL Days*
3. *Time dedicated during Wednesday PD days*
4. *Master schedule that allows for weekly grade level PLCs and weekly grade level planning embedded into the instructional day*

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

1. *Implementation Challenge: Ensuring that time spent during vertical PLC meetings is driving instruction for students on an ongoing basis.*
2. *Potential Solution: Administrative and LF support*

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

1. *Title I*

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

English Learners



- Challenge: *Ensuring that language supports for this population of students are always being considered during teacher PLCs and vertical PLCs*
- Support: *3 Wednesday Backward Planning Sessions to support EL students is calendared; GLAD supports, ELlevation strategies and Can-Do descriptors will be used during PLCs*

Foster/Homeless:

- Challenge: *We currently have 9 CIT students, 4 of whom are in foster care. These students typically have struggled the most with attendance, thus limiting their availability to receive targeted interventions to fill in any holes in their learning that may exist. Additionally, these students often have moved around the most and may experience the most learning loss due to frequent changes in their living situations.*
- Support: *We will ensure that teachers are familiar with their foster/homeless students and discuss ways to embed supports for these students during their collaboration times.*

Free and Reduced Lunch:

- Challenge: *NA (All students at SVES are FRL)*
- Support: *NA (All students at SVES are FRL)*

Migrant:

- Challenge: *NA*
- Support: *NA*

Racial/Ethnic Groups:

- Challenge: *These groups historically underperform on assessments due to context of the assessment itself.*
- Support: *Track student progress specifically for these student populations and discuss during PLCs. Bring these populations to the forefront of conversations during PLC time with teachers to ensure that background knowledge is established, and that instruction is relevant and engaging for all students.*

Students with IEPs:

- Challenge: *Ensuring that Special Education Resource Teachers are aligned in their practices with students' Gen Ed teachers*



- Support: *Ensure that Special Education Resource Teachers participate in grade level and vertical PLCs*

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● <i>Staff Climate Survey responses indicated 66% favorability in regard to Parent Involvement, an 18-point increase from last year.</i> ● <i>Chronic absenteeism declined from 18% to 16%.</i> ● <i>Student Climate Survey responses indicated an increase in feelings of SEL Skills: Self-Awareness of Self-Concept from 61% to 81% (the highest favorability responses since the 2016-17 school year, when chronological data collection for these areas began).</i> 	<ul style="list-style-type: none"> ● <i>Student Climate Survey responses indicated a decrease in feelings of Adult Support from 79% to 76%.</i> ● <i>Student Climate Survey responses indicated a decrease in feelings of Adult Respect from 79% to 70%.</i> ● <i>Student Climate Survey responses indicate low feelings of SEL Skills: Self-Management of Emotion (47%).</i> ● <i>Student Climate Survey responses indicated a decrease in feelings of Engagement from 68% to 60%, the lowest favorability responses since the 2016-2017 school year, when chronological data collection for these areas began.</i> ● <i>Chronic Absenteeism rates still exceed 10%.</i>
<p>Problem Statement: <i>While Staff Climate Survey responses indicated overall increases in staff morale at Sun Valley Elementary School, last year's 5th grade students expressed low feelings of adult support, adult respect, engagement, and self-management of emotion on the Student Climate Survey. Students who do not feel engaged, respected or supported, are more likely to be chronically absent and struggle academically.</i></p> <p>Critical Root Causes of the Problem: <i>While there was a strong focus on building and supporting climate and culture on campus last year, most of the focus was on improving morale for teachers after several difficult years of teaching during a pandemic and many changes in site leadership. Last year we began the process of implementing Restorative Practices in order to support students and increase connectedness, however, in year 1 of implementation, we did not get to the primary focus of thinking about, identifying, and regulating one's own emotions. Sun Valley will continue to dive deeper into Restorative Practices this year with staff and students in order to increase students' feelings of adult support, respect, engagement and their ability to self-manage emotions.</i></p>	

Connectedness



School Goal: *Sun Valley Elementary Schools students will have a chronic absenteeism rate of less than 12% for the 2023-2024 school year.*

Formative Measures:

- *Weekly review of BIG attendance data*
- *Parent Teacher Home Visits Data*
- *Behavior Data (to measure implementation on PBIS)*

Aligned to Nevada’s STIP Goal:

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

Improvement Strategy:

- *Continue implementation of newly developed 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)*
- *Continue engaging staff in participation in Parent Teacher Home Visit Program, as well as embed other opportunities for student connection to the school community.*
- *Utilize the MTSS framework in order to identify students and provide targeted interventions to support their attendance.*
- *Parent Teacher Home Visits Program, called “Pride Pals”, in which students will identify adults on campus from whom they’d like to have a home visit*

Evidence Level: *Tier 2 – Moderate Evidence*

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

- *Student Advisory Panel, “Cocoa and Conversations”, to be implemented this year; 3rd-5th grade students to be nominated by teachers to be invited to monthly “Cocoa and Conversations” for students to review school climate survey (Student Climate Survey from 22-23 school year, attendance data, and other ongoing data collection throughout this school year) to provide feedback to administration about their thoughts, ideas, and suggestions for improvements on campus.*
- *Schedule PD for continued Restorative Practices for staff on early release Wednesdays and*

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

Principal, AP, teachers, FACE Liaison, counselor, Attendance Officer



Professional Learning Days

- *PBIS/Restorative Practices team to continue to receive district and state Restorative Practices Training in order to bring back training to teachers on site*
- *Share with families the “Behavior of the Month” in regular Connect Ed messaging, Facebook, and Dojo to increase school/home communication and language used with students*
- *Schedule Home Visits for identified families.*
- *Teachers make primary attendance phone calls to families whose students are exceeding 10% chronic absenteeism (admin sends list of students exceeding 10% chronic absenteeism to respective teachers for these phone calls).*
- *Families receive and return an Attendance Success Plan, to be discussed during Fall Conferences*
- *Teachers make 3 positive phone calls home to families every 2 weeks and coordinate an interpreter to ensure that positive phone calls go home to families in their native language.*
- *Teachers award High Paws (PBIS) to students for positive Attendance Behaviors and give other class wide incentives for class attendance rewards.*
- *Teachers to conference with students about iReady goals/growth*
- *Admin, counselor, and FACE Liaison hold weekly attendance meetings with Attendance Office to review current attendance data and determine supports for Tier 2 and Tier 3 students with attendance over 10% (utilize strategies from attendancesworks.org).*
- *Students to complete Community Cards in which they identify the individuals in their “personal communities” that they have at home, at school, and in their communities to help us identify students with greater and smaller communities of support in their lives.*

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

- *Time during Wednesday PD days for teachers to make positive phone calls home and attendance phone calls*
- *Prizes in Student Store for students to spend High Paws on*
- *BIG Attendance Data*
- *Attendancesworks.org*
- *Stipend pay from Parent Teacher Home Visit Program*
- *Funding for cocoa and snacks for student advisory panel*
- *Ongoing RP training and support from WCSD MTSS Department and state*
- *Support from WCSD Attendance Office*
- *Time for admin team to meet weekly to discuss BIG Attendance Data*
- *FACE Liaison to support with attendance phone calls and home/school connections*



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

- *Implementation Challenge: It can be difficult for teachers to find time to make attendance and positive phone calls home to families each week, or every 2 weeks, as well as may be difficult for some teachers to feel comfortable making attendance phone calls to their students' families.*
- *Potential Solution: A positive attendance phone call script has been developed and provided to all teachers to support them with making these phone calls; additionally, admin offer support to teachers to make these phone calls. Additionally, the Attendance Success Plan was developed and sent home to families as a way to open conversation about attendance for parents and teachers.*

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

- *Title I (FACE Liaison)*
- *General (PBIS)*
- *Parent Teacher Home Visit Program Stipends*
- *WCSD MTSS Department Restorative Practices Stipends*

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

English Learners

- *Challenge: When these students are chronically absent, they are missing academic instruction as well as important time to be exposed to the English Language*
- *Support: Communicate with families the magnitude of the language exposure their child misses when they miss school*

Foster/Homeless:

- *Challenge: These students receive bussing to school, however struggle most with attendance. Additionally, these students may benefit most from the structure and stability of daily attendance.*



- Support: *Communicate with foster homes, social workers, etc. about the importance of providing documentation from students' medical providers, therapists, etc. to excuse appointments during the school day.*

Free and Reduced Lunch:

- Challenge: *NA (All students at SVES are FRL)*
- Support: *NA (All students at SVES are FRL)*

Migrant:

- Challenge: *NA*
- Support: *NA*

Racial/Ethnic Groups:

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

Students with IEPs:

- Challenge: *When these students are chronically absent, they are missing specially designed instruction from their Special Education Teacher to promote progress towards their IEP's goals and objectives.*
- Support: *Communicate with families the magnitude of the instruction and social exposure their child misses when they miss school. Send PWNs home to families when students with IEPs are chronically absent.*

School Community Outreach

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

Outreach Activity	Date	Lessons Learned from the School Community
<i>Back to School Backpack Event</i>	<i>8/10/23</i>	<i>Parents and students came to campus before the school year started to receive free school supplies and backpacks as well as food provided by Summit Church.</i>



		<i>There was a very strong turnout of families and students, and it can be inferred that our families care about ensuring that their children have what they need to be ready for the school year to begin.</i>
<i>Coffee & Conversations Events</i>	<i>8/28/23 9/25/23 11/20/23 12/18/23 1/29/23 3/18/23 4/29/23</i>	<i>Parents attend these events and share ideas, concerns, and suggestions for campus improvement. Topics include traffic safety, groundskeeping, bullying, student assessment data, school data such as the NSPF, and the district Facilities Modernization Plan.</i>
<i>Back to School Night/Title I information sharing</i>	<i>8/29/23</i>	<i>Students and their families played “Back to School Bingo” to get to explore their child’s classroom, music room, other school locations, and learn about our student expectations, student store, and attendance information presented by the WCSD Attendance department.</i>
<i>Sun Valley Festival</i>	<i>9/2/23</i>	<i>Summit Church hosted this community event at SVES in order to invite the Sun Valley Community to receive free shoes, food, dental hygiene items and information, play games, get face painting and more.</i>
<i>WCSD Facilities Modernization Plan Meeting</i>	<i>9/5/23</i>	<i>This community forum invited families in the Sun Valley community to hear about WCSD’s Facility Modernization Plan and share their ideas and preferences for the upgrades, remodels, or rebuilds that could occur at their student’s school.</i>
<i>Connect Ed, Class Dojo, and Sun Valley Facebook page posts</i>	<i>Weekly</i>	<i>Weekly messaging on these platforms shares with our families and greater community about what is going on at SVES and how they can support the school’s continuous improvement.</i>