

Washoe County School District

Hidden Valley Elementary School

2025-2026 School Improvement Plan

Classification: 2 Star School

Title I, AB219

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

https://nevadareportcard.nv.gov/DI/nv/washoe/hidden_valley_elementary_school/2025/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

- ELA- Increased AGP by 5% from 37% to 42%.
- ELA- Increased the percentage of student who are at or above standard and are growing adequately to remain at or above "meets standard" for three years by 24% from 43% to 67%.
- ELA-Increased proficiency for our IEP subcategory increasing from 28% to 29%
- Math-Increase proficiency in our IEP subcategory increasing by 7% from 16% to 23%.
- Math- Increased AGP from 30% to 31%.
- Science- Increase proficiency from 18% to 20%.

Student Success Areas for Growth

Based upon the 2024-2025 SBAC assessment, Hidden Valley's ELA proficiency data is 41% proficient. Based upon the 2024-2025 SBAC assessment, Hidden Valley's Math proficiency data is 36% proficient.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Lower proficiency in ELA and Math SBAC compared to peers Struggle with academic vocabulary, language complexity in word problems and reading comprehension	Implement daily, structured academic language development activities Increase EL specialist support in classrooms during Teir I and intervention blocks
Foster/Homeless	Lower engagement, inconsistent attendance, and incomplete mastery of academic standards	Assign a staff mentor for every foster/homeless student to monitor progress and provide consistent support. Implement trauma-informed instructional practices schoolwide.

Student Group	Challenge	Solution
Free and Reduced Lunch	Significant gap in ELA and Math SBAC performance compared to non-FRL peers. Early learning gaps due to lack of access to enrichment prior to school entry.	Increase Tier I rigor with high-impact practices like explicit vocabulary instruction and math problem-solving routines. Implement family engagement workshops focusing on home literacy/math practices. Track and support attendance with family outreach and incentive.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Disproportionate proficiency rates in SBAC, especially among Hispanic and African-American students. Lack of culturally responsive teaching strategies in daily instruction. Implicit bias impacting teacher expectations.	Provide ongoing professional development in culturally responsive pedagogy. Set and monitor equitable achievement and discipline targets for subgroups. Facilitate student voice opportunities through surveys
Students with IEPs	Substantially lower SBAC proficiency in both ELA and Math. Gaps between IEP goals and grade-level SBAC standards. Inconsistent implementation of accommodations and modifications during Tier 1. Limited use of specially designed instruction aligned to SBAC rigor.	Strengthen co-teaching models in Tier I to support inclusive access to core content. Provide interventions (reading/math) that are research-based and aligned to SBAC rigor. Ensure staff receive training on high-leverage practices for students with disabilities.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Based upon SBAC assessment in ELA, Math, and Science, we still have student not meeting proficiency. In Spring 2025, we had the following for proficiency: ELA 41%, Math 36%, Science 20%.

Critical Root Cause: Rigorous Tier 1 Instruction is not always consistent. Some groups of students have lower expectations. Engagement Strategies and Differentiation are inconsistent across classrooms and grade-levels.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Our PLC's focus on the four critical questions:

- What do we want all students to know and be able to do?
- How will we know if they learn it?
- How will we respond when some students do not learn?
- How will we extend the learning for students who are already proficient?

Adult Learning Culture Areas for Growth

Hidden Valley Elementary School has collaborative PLC communities that focus on a culture of learning; a collaborative culture and collective responsibility; and a results orientation. This is a research based strategy from the Learning by Doing book by DuFour.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Lower proficiency in ELA and Math SBAC compared to peers Struggle with academic vocabulary, language complexity in word problems and reading comprehension	Implement daily, structured academic language development activities Increase EL specialist support in classrooms during Teir I and intervention blocks
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Students with IEPs	Substantially lower SBAC proficiency in both ELA and Math. Gaps between IEP goals and grade-level SBAC standards. Inconsistent implementation of accommodations and modifications during Tier 1. Limited use of specially designed instruction aligned to SBAC rigor.	Strengthen co-teaching models in Tier I to support inclusive access to core content. Provide interventions (reading/math) that are research-based and aligned to SBAC rigor. Ensure staff receive training on high-leverage practices for students with disabilities.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): For the 2025 Fall IReady Diagnostic, the percent of students performing at or above grade level at the start of the academic year is 9% overall. Kindergarten- 0% 1st- 3% 2nd- 21% 3rd- 9% 4th- 17% 5th- 3%

Critical Root Cause: The level of questioning, engagement, and differentiation strategies during Tier 1 instruction. Students lack the knowledge and skills of how to prioritize learning and accept and make use of feedback to improve learning. PLC planning and collaboration is impacted with declining student enrollment that loses teacher allocations resulting in some grade levels having only one teacher allocation.

Connectedness

Connectedness Areas of Strength

- Chronic Absenteeism decreased by 6% from 17% to 11% of students chronically absent.
- Attendance support improved with phone calls home and letters
- Counselor connecting with families
- ELD facilitator connecting with EL families

Connectedness Areas for Growth

2024-2025 Attendance Data showed 11% of our students are considered chronically absent and 2% of our students are considered severely absent. 2023-2024 Attendance Data showed 17% of our students are considered chronically absent and 3% of our students are considered severely absent. Over the course of the past year, Hidden Valley reduced chronic absenteeism by 6% and severely chronically absent by 1%.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Lower proficiency in ELA and Math SBAC compared to peers Struggle with academic vocabulary, language complexity in word problems and reading comprehension	Implement daily, structured academic language development activities Increase EL specialist support in classrooms during Teir I and intervention blocks
Foster/Homeless	Lower engagement, inconsistent attendance, and incomplete mastery of academic standards	Assign a staff mentor for every foster/homeless student to monitor progress and provide consistent support. Implement trauma-informed instructional practices schoolwide.
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Students with IEPs	Substantially lower SBAC proficiency in both ELA and Math. Gaps between IEP goals and grade-level SBAC standards. Inconsistent implementation of accommodations and modifications during Tier 1. Limited use of specially designed instruction aligned to SBAC rigor.	Strengthen co-teaching models in Tier I to support inclusive access to core content. Provide interventions (reading/math) that are research-based and aligned to SBAC rigor. Ensure staff receive training on high-leverage practices for students with disabilities.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): 2024-2025 Attendance Data showed 11% of our students are considered chronically absent and 2% of our students are considered severely absent.

Critical Root Cause: *Transportation can be a barrier for our working families. PLC's have designated time for common planning and time to analyze data, little time is used to provide interventions for students chronically absent. Students chronically absent miss Tier 1 instruction and interventions resulting in additional academic gaps and variability in assessment results.

Priority Problem Statements

Problem Statement 1: Based upon SBAC assessment in ELA, Math, and Science, we still have student not meeting proficiency. In Spring 2025, we had the following for proficiency: ELA 41%, Math 36%, Science 20%.

Critical Root Cause 1: Rigorous Tier 1 Instruction is not always consistent. Some groups of students have lower expectations. Engagement Strategies and Differentiation are inconsistent across classrooms and grade-levels.

Problem Statement 1 Areas: Student Success

Problem Statement 2: For the 2025 Fall IReady Diagnostic, the percent of students performing at or above grade level at the start of the academic year is 9% overall. Kindergarten- 0% 1st- 3% 2nd- 21% 3rd- 9% 4th- 17% 5th- 3%

Critical Root Cause 2: The level of questioning, engagement, and differentiation strategies during Tier 1 instruction. Students lack the knowledge and skills of how to prioritize learning and accept and make use of feedback to improve learning. PLC planning and collaboration is impacted with declining student enrollment that loses teacher allocations resulting in some grade levels having only one teacher allocation.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: 2024-2025 Attendance Data showed 11% of our students are considered chronically absent and 2% of our students are considered severely absent.

Critical Root Cause 3: *Transportation can be a barrier for our working families. PLC's have designated time for common planning and time to analyze data, little time is used to provide interventions for students chronically absent. Students chronically absent miss Tier 1 instruction and interventions resulting in additional academic gaps and variability in assessment results.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Criterion-Referenced Test in Mathematics
- Criterion-Referenced Test in Science
- Curriculum Based Measures
- Early reading assessment results
- End-of-Unit Assessments
- Grades
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs

Adult Learning Culture

- Administrator evaluation
- Budgets/entitlements and expenditures data
- Lesson Plans
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- School leadership data
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher evaluation
- Teacher retention
- Teacher/Student Ratio
- Walk-through data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Demographic data
- Gifted and talented data
- Home Visits

- PBIS/MTSS data
- School safety data
- Volunteer opportunities, attendance, and participation

Inquiry Areas

Revised/Approved: October 23, 2025

Inquiry Area 1: Student Success

SMART Goal 1: By June 2026, Hidden Valley ES will increase overall student performance in ELA by 10 percentage points and Math by 10 percentage points by the administration of the 2025-2026 SBAC test. ELA to increase to 51% and Math will increase to 46%.

100% of students in grades K-5 will meet their typical growth target in reading on the third iReady Diagnostic. 50% of students who are two or more grade levels below on the first reading iReady Diagnostic will meet their stretch growth target on the third diagnostic.

100% of students in grades K-5 will meet their typical growth target in math on the third iReady Diagnostic. 50% of students who are two or more grade levels below on the first math iReady Diagnostic will meet their stretch growth target on the third diagnostic.

Aligns with District Goal

Formative Measures: 2025-2026 SBAC Assessment
iReady Data

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: i-Ready				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Conduct weekly reviews of student usage and lesson passage with the goal of students passing 2 or more reading and 2 or more math lessons each week. Provide Staff professional learning focused on best practices for incorporating iReady Personalized Path lesson completion into daily class schedule. Create an incentive program/system to support students in meeting weekly lesson passage goals.	Amy Hicks	End of 25-26SY			
Position Responsible: Amy Hicks						
Evidence Level						
Level 3: Promising: i-Ready						
Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: Based upon SBAC assessment in ELA, Math, and Science, we still have student not meeting proficiency. In Spring 2025, we had the following for proficiency: ELA 41%, Math 36%, Science 20%. **Critical Root Cause:** Rigorous Tier 1 Instruction is not always consistent. Some groups of students have lower expectations. Engagement Strategies and Differentiation are inconsistent across classrooms and grade-levels.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Adult Learning Culture By the Spring IReady Diagnostic, students in K-5 will increase the percentage of students at grade level midline to 50% in each grade level.

Classroom walk-throughs will indicate 100% of teachers are implementing the four components of Teacher Clarity (clarity of organization, clarity of explanation, clarity of examples and guided practice, clarity of assessment of student learning) 75% of the time based upon walkthrough data.

Aligns with District Goal

Formative Measures: Walkthrough data, PLC agendas, formative assessment data, lesson plans

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLC				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Implement structured weekly PLC meetings with explicit agendas to discuss instructional practices, student data, and components of The Teacher Clarity Playbook. Within PLC meetings, teachers will collaborate to define clear learning intentions and success criteria for daily lessons across all subject areas, aligned with curriculum standards and student needs. Analyze and dissect grade level subject standards to determine appropriate rigor of instruction.	Amy Hicks	End of 25-26SY			
Position Responsible: Amy Hicks						
Evidence Level Level 2: Moderate: PLC's						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: For the 2025 Fall IReady Diagnostic, the percent of students performing at or above grade level at the start of the academic year is 9% overall. Kindergarten- 0% 1st- 3% 2nd- 21% 3rd- 9% 4th- 17% 5th- 3% Critical Root Cause: The level of questioning, engagement, and differentiation strategies during Tier 1 instruction. Students lack the knowledge and skills of how to prioritize learning and accept and make use of feedback to improve learning. PLC planning and collaboration is impacted with declining student enrollment that loses teacher allocations resulting in some grade levels having only one teacher allocation.

Inquiry Area 3: Connectedness

SMART Goal 1: Connectedness By June 2026, chronic absenteeism rate will reduce by 2% to 9%.

Aligns with District Goal

Formative Measures: BIG - Chronic Absenteeism

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Home Visits/Family Engagement				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Develop a comprehensive outreach campaign to inform families about the importance of regular attendance and the potential consequences of chronic absenteeism. Utilize various communication channels such as email, newsletters, phone calls and social media platforms to reach out to parents. Conduct home visits for students who are at risk of chronic absenteeism. Offer opportunities for parents/guardians to become involved in the community through volunteering.	Amy Hicks	End of 25-26SY	No review	No review	No review
Position Responsible: Amy Hicks						
Evidence Level Level 1: Strong: Home Visits and Family Engagement						
Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: 2024-2025 Attendance Data showed 11% of our students are considered chronically absent and 2% of our students are considered severely absent. Critical Root Cause: *Transportation can be a barrier for our working families. PLC's have designated time for common planning and time to analyze data, little time is used to provide interventions for students chronically absent. Students chronically absent miss Tier 1 instruction and interventions resulting in additional academic gaps and variability in assessment results.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

For Title I Elements, please see Addendum.

Community Outreach Activities

Activity	Date	Lesson Learned
Meet and Greet	Aug. 7	
Back to School Night	Aug. 28	