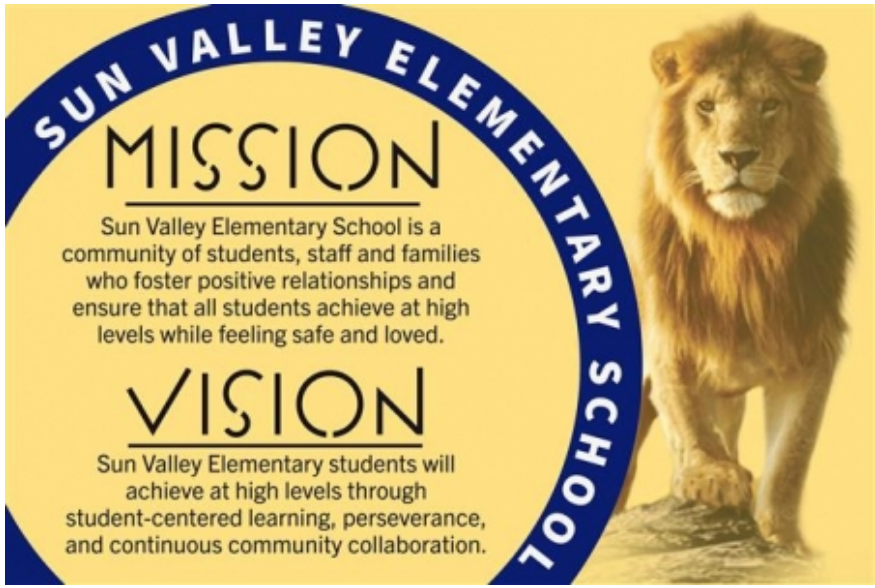
Washoe County School District

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:
https://nevadareportcard.nv.gov/DI/nv/washoe/sun_valley_elementary_school/2025

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

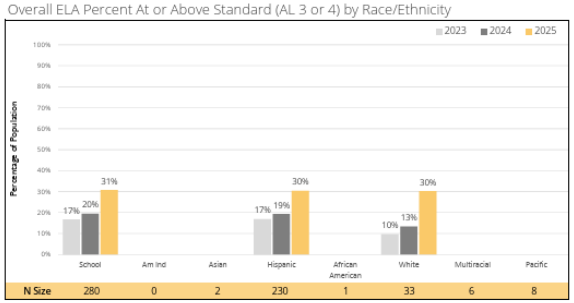
During the 24-25 school year, our students showed growth in MAP, SBAC, WIDA and iReady.

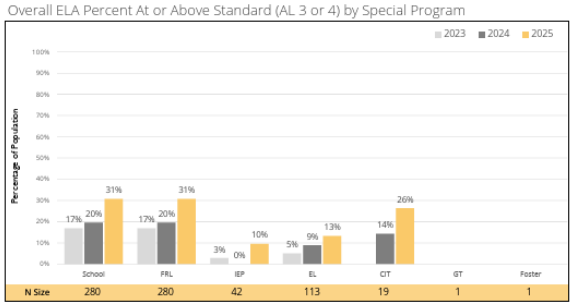
SBAC Proficiency

Overall, our students' proficiency in ELA increased from 20% to 31%, the highest increase Sun Valley ES has seen in over 10 years.

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

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



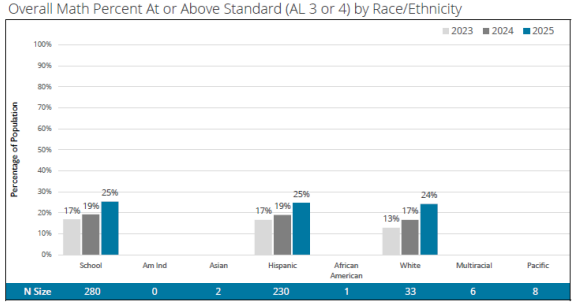


In math, our students made 6% growth overall. While this is less growth than what was seen in ELA, this is also the largest increase in math that we have seen at Sun Valley in over 13 years.

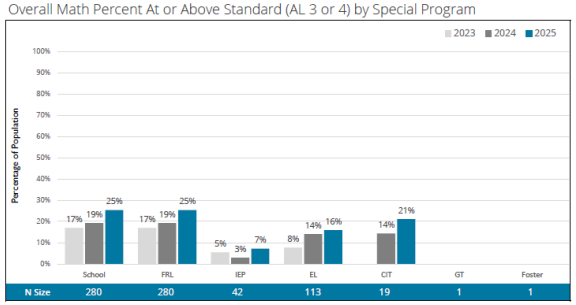
3rd grade increased 5%, 4th grade increased 4%, 5th grade increased 7% overall.

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

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



SBAC Growth

Measure	24-25 Result	23-24 Result
ELA MGP	54th percentile	43rd percentile
ELA AGP	43rd percentile	20th percentile
Math MGP	40th percentile	46th percentile
Math AGP	27th percentile	16th percentile

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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

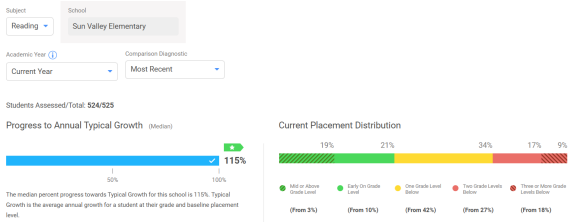
2nd - 33% of students met their Stretch Growth goals

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.



iReady 25-26 BOY Diagnostic Results

Following the BOY diagnostic, 12% of our 1st-5th graders were early-on or above grade level. If those students achieve typical growth for the year, 24% are projected to reach proficiency (Level 3 + 4). That number increases to 38% proficient if all students achieve their stretch growth.

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%).

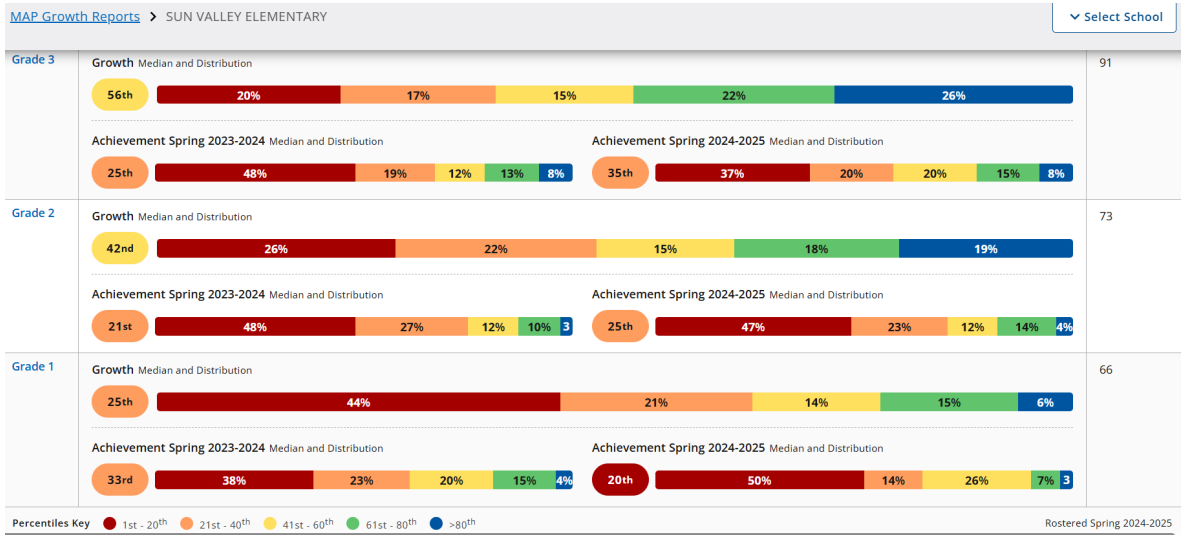
Grade	Needs Analysis: % Students Below Grade Level							Students Assessed/Total
	PA	PH	HFW	VOC	Comp: Overall			
					COMP	LIT	INFO	
Grade K	24%	20%	40%	45%	32%	31%	35%	84/84
Grade 1	61%	59%	54%	70%	68%	69%	73%	74/74
Grade 2	20%	58%	37%	63%	71%	68%	73%	79/80
Grade 3	0%	40%	8%	54%	53%	56%	58%	98/98
Grade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

25-26 iReady BOY Diagnostic Needs Analysis by Domain

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:

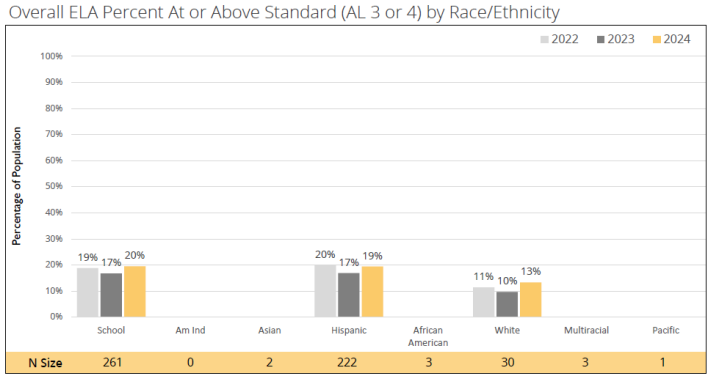
During the 23-24 school year, 52% of students achieved “typical growth” in reading and 47% of students achieved “typical growth” in math. We did not meet our previous SPP goal in this area to ensure that 75% of our students made 1 year of typical growth in the areas of ELA and Math.

	Annual *Typical* Growth - % Met		**Annual *Stretch* 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

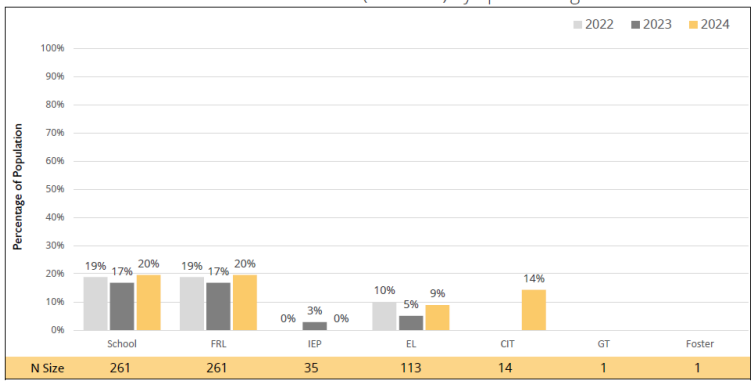
23-24 MAP Data:

Level	**Spring Growth**	**Winter Achievement**	**Spring Achievement**
Schoolwide	54th percentile	21st percentile	28th percentile
Kindergarten	65th percentile	30th percentile	34th percentile
1st Grade	54th percentile	18th percentile	25th percentile
2nd Grade	47th percentile	15th percentile	19th percentile
3rd Grade	59th percentile	23rd percentile	38th percentile

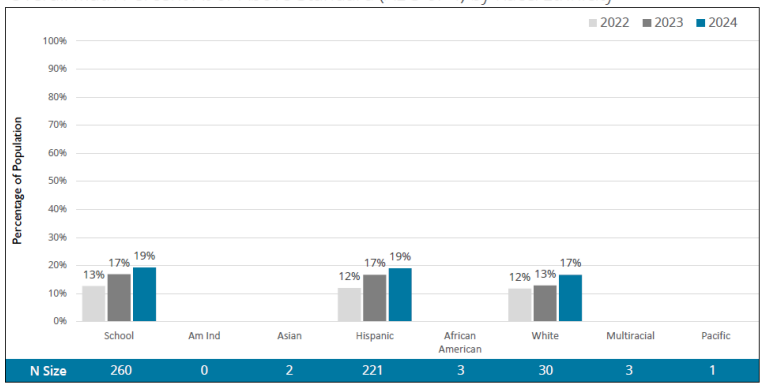
23-24 SBAC Proficiency Data



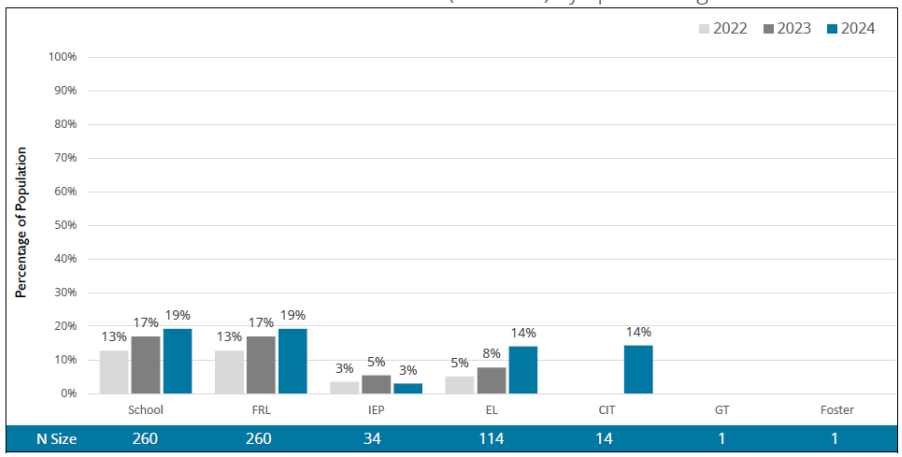
Overall ELA Percent At or Above Standard (AL 3 or 4) by Special Program



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

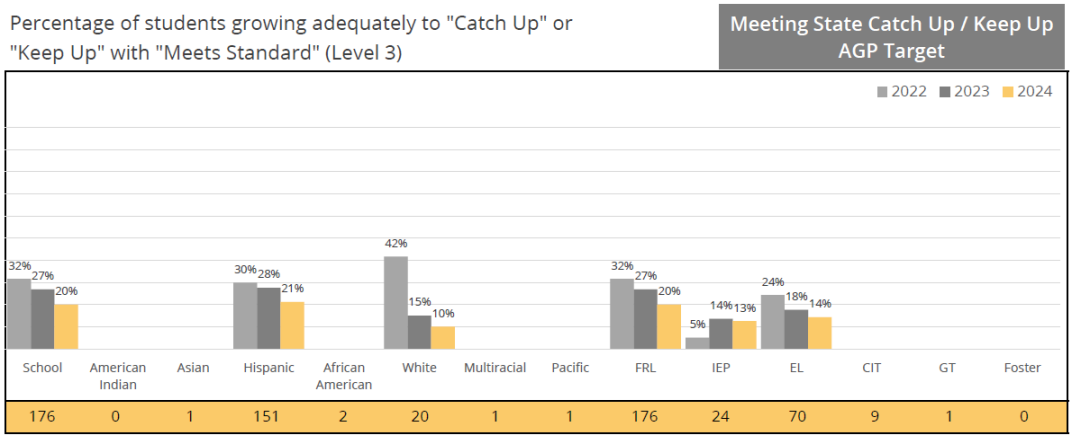


23-24 ACCESS/WIDA Data:

- 30 exits (17% of our tested students)
- 5th 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 1st grader grew in reading and almost all 2nd 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	• High proportion of EL students (50% of school population) with varying levels of English proficiency limits access to grade-level content without intentional scaffolds.
	• WIDA trends show strong growth in writing and early literacy but declines in reading, listening, and speaking for many grade levels, indicating uneven access to language-rich instruction across the day.
	• EL exit rates are improving, but many students close to reclassification require more targeted language support.
	• Inconsistent Tier 1 language supports and differentiated instruction contribute to slower academic “catch-up” for students below grade level, directly impacting Stretch Growth.
	• Limited time for push-in/pull-out EL services due to scheduling demands and increasing EL enrollment
		• **People:**
		  ◦ Maintain and strategically schedule EL teachers for consistent push-in language support during core literacy and math blocks.
		  ◦ Use interventionists to support EL students who are both language-emerging and below-grade-level in reading.
		• **Time:**
		  ◦ Implement protected daily language production routines (10–12 min) across all classrooms anchored in Teacher Clarity (Learning Intentions + Language Intentions + Success Criteria).
		  ◦ Include EL data review as a standing agenda item during PLC/MTSS cycles.
		• **Money/Materials:**
		  ◦ Provide additional GLAD materials, sentence frames, anchor charts, and academic discourse supports for every grade level.
		  ◦ Allocate Title III funds for targeted bilingual family workshops and extended learning opportunities.
		• **Instructional Supports:**
		  ◦ Strengthen Tier 1 access through explicit vocabulary instruction, structured academic talk opportunities, and visual supports across content areas.
		  ◦ Implement targeted small-group instruction using WIDA Can-Do Descriptors and iReady domain data.

		◦ Continue emphasis on speaking/ listening—areas that aligned with strongest SBAC gains.
Foster/Homeless	• Students experiencing housing instability often miss school due to transportation gaps, frequent moves, or unmet basic needs—directly impacting Stretch Growth expectations. • Inconsistent attendance disrupts continuity of iReady lessons, small-group instruction, and MTSS interventions. • Limited access to technology, quiet learning spaces, or consistent family communication channels reduces engagement with at-home learning supports. • Social-emotional stressors may reduce academic readiness and participation.	• **People:** ◦ Increase communication and coordination between office staff, CIT liaison, school social worker, and teachers to ensure students receive rapid MTSS Tier 2 attendance interventions. ◦ Prioritize CIT students for check-ins with counselors/social workers to support emotional regulation and engagement. • **Time:** ◦ Provide flexible intervention schedules (e.g., during specials or morning work) for CIT students who may regularly miss traditional small-group times. ◦ Offer makeup opportunities for missed iReady minutes and teacher-led small-group instruction. • **Instructional Supports:** ◦ Assign “academic anchors” (one adult per student) to monitor academic progress and attendance weekly. ◦ Offer modified learning plans with priority standards and personalized goal-setting to accelerate catch-up growth.
Free and Reduced Lunch	NA	
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution

Racial/Ethnic Minorities	• Many students navigate both linguistic and cultural barriers, affecting comfort with academic talk, confidence, and risk-taking in the classroom—critical for Stretch Growth.
	• Historically lower proficiency and growth outcomes have contributed to multi-year academic gaps requiring accelerated, not typical, growth.
	• Family engagement barriers (language, work schedules, unfamiliarity with state/district assessments) limit shared understanding of growth goals.
	• Climate survey declines in SEL domains (relationship skills, self-management, engagement, safety, respect) disproportionately impact students who already feel marginalized.
		• **People:**
		  ◦ Provide PD for teachers on culturally responsive instruction, asset-based approaches, and building relational trust.
		  ◦ Use bilingual support staff to strengthen family-school communication and attendance outreach.
		• **Time:**
		  ◦ Ensure PLCs regularly analyze subgroup iReady and SBAC growth trends and co-develop differentiated tasks aligned to Language Intentions and Success Criteria.
		  ◦ Integrate structured SEL lessons to rebuild school belonging and emotional regulation—key levers for attendance and engagement.
		• **Money/Materials:**
		  ◦ Use Title I and Title III funds to support bilingual family nights, academic workshops, and materials for at-home learning.
		  ◦ Expand culturally relevant classroom libraries and literacy resources.
		• **Instructional Supports:**
		  ◦ Strengthen Tier 1 instruction through Teacher Clarity (clear expectations, exemplars, visible learning progressions) so all students see pathways to success.
		  ◦ Prioritize academic talk, partner work, GLAD strategies, and scaffolded reading tasks to increase language production and comprehension.

		◦ Use consistent progress monitoring to identify racial subgroup students who need accelerated growth support.

Student Group	Challenge	Solution

Students with IEPs	• Students with disabilities often receive fragmented instructional time due to pull-outs, therapies, or behavior interventions, reducing their full access to consistent Tier 1 instruction.
	• iReady and SBAC data indicate that students below grade level are not making adequate growth to close gaps, suggesting instructional misalignment between general education and specialized instruction.
	• Communication between gen-ed teachers and special education staff can be inconsistent, affecting alignment of goals, accommodations, and progress tracking.
	• Some students with significant needs (e.g., autism programs) require intensive support to access grade-level content and language-rich instruction.
		• **People:**
		  ◦ Increase structured collaboration time between general education teachers and special education staff to co-plan around IEP goals, Language Intentions, and MTSS data.
		  ◦ Utilize paraprofessionals strategically to support access to Tier 1 instruction rather than only behavior or task support.
		• **Time:**
		  ◦ Create protected weekly co-planning windows for SpEd teachers to align Tier 1 lesson scaffolds and small-group interventions.
		  ◦ Provide additional progress monitoring time to ensure interventions adjust based on student response.
		• **Money/Materials:**
		  ◦ Allocate funds for high-quality scaffolding tools (visuals, manipulatives, adaptive texts, assistive tech) to increase access to grade-level content.
		  ◦ Use software or apps that support AAC, text-to-speech, or other access needs.
		• **Instructional Supports:**
		  ◦ Implement explicit instruction practices (modeling, guided practice, corrective feedback) alongside Teacher Clarity elements to ensure understanding of expectations.
		  ◦ Ensure IEP accommodations (small

		group, extra time, repeated directions, visual supports) are consistently implemented across settings. ◦ Provide targeted small-group instruction addressing priority standards and skill gaps aligned to iReady domain data.

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 sincec 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.

...
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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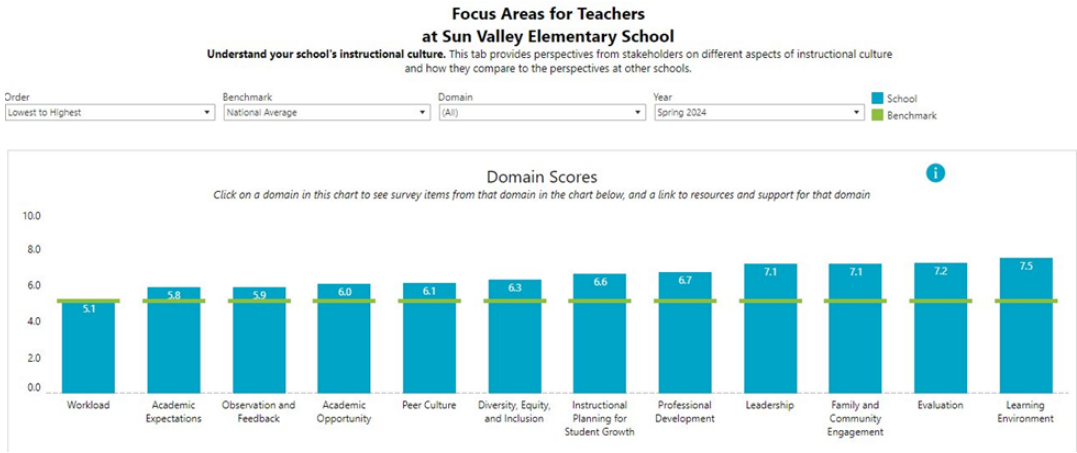
2023-2024

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
		• **People:** ◦ Provide PD and coaching from EL teachers focused on integrating **Learning**

English Learners	• Inconsistent implementation of Teacher Clarity (especially the “Why” and aligned Success Criteria) reduces ELs’ access to grade-level content and language expectations. • Teachers require more structured PD on integrating language objectives with content objectives—critical for Sun Valley’s large EL population. • Varied familiarity with GLAD, scaffolds, and academic talk routines creates unequal classroom experiences across grade levels. • High EL enrollment has increased the need for co-planning time between gen-ed teachers and EL teachers, which is currently limited.	**Intentions + Language Intentions** into daily instruction. ◦ Increase structured collaboration time between grade-level teachers and EL staff to unpack standards through a language lens. • **Time:** ◦ Incorporate EL-focused clarity checks into PLC agendas (e.g., “Does our Success Criteria include language expectations?”). ◦ Protect time during PD days for hands-on practice writing aligned Learning Intentions and Success Criteria with language scaffolds. • **Money/Materials:** ◦ Allocate funds for professional learning on GLAD, academic discourse tools, and clarity-aligned supports. ◦ Provide model exemplars of clarity-aligned lessons specifically designed for EL learners. • **Instructional Culture Supports:** ◦ Use walkthrough data to identify where EL students lack clarity access and target coaching cycles accordingly. ◦ Implement consistent language-production routines tied to Success Criteria to increase equitable classroom participation.

Student Group	Challenge	Solution

Foster/Homeless	• Students experiencing instability rely heavily on predictable, clearly communicated routines and expectations—yet Teacher Clarity implementation varies by classroom.
	• Missed learning time increases the importance of transparent Learning Intentions and Success Criteria so students can re-enter learning more easily.
	• Teachers may not consistently adjust clarity practices to meet the needs of students with inconsistent attendance.
		• **People:**
		  ◦ Teachers, counselors, and the CIT liaison collaborate to ensure CIT students receive clarity-aligned “catch-up” check-ins (What was missed? What is today’s purpose? What does success look like?).
		  ◦ Provide teacher coaching on trauma-informed clarity practices (visuals, predictable routines, chunked Success Criteria).
		• **Time:**
		  ◦ Build “re-entry protocols” into PLC discussions to ensure CIT students can quickly reconnect to classroom learning after absences.
		  ◦ Integrate check-in/check-out routines to reinforce Lesson Intentions daily.
		• **Money/Materials:**
		  ◦ Purchase visual schedules, simplified exemplars, and clarity-aligned graphic organizers to support accessible re-entry into instruction.
		• **Instructional Culture Supports:**
		  ◦ Train staff on using Teacher Clarity to lower cognitive load for students under stress.
		  ◦ Ensure clarity walk-through tools include indicators for accessibility and predictability for high-mobility learners.

Free and Reduced Lunch	N/A	

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution

Racial/Ethnic Minorities	• As the vast majority of students are Hispanic, inconsistency in Teacher Clarity disproportionately affects this group's access to rigorous instruction.
	• Variability in backward planning across grade levels contributes to inconsistent experiences of rigor, scaffolding, and relevance.
	• Decreased climate survey responses in SEL domains (student behaviors, relationships, self-regulation) suggest that students need more transparent expectations connected to the "Why" of learning.
	• Family engagement declined, meaning families may not fully understand instructional goals or how to support at home.
		• **People:**
		  ◦ Engage bilingual staff to help communicate instructional expectations and learning goals to families.
		  ◦ Increase coaching cycles for grade levels where clarity or alignment gaps disproportionately impact Hispanic students.
		• **Time:**
		  ◦ Dedicate PLC cycles to unpacking essential standards and designing aligned Learning Intentions and culturally relevant "Why" statements.
		  ◦ Use collaborative time to calibrate Success Criteria and exemplars to ensure consistent rigor and clarity across classrooms.
		• **Money/Materials:**
		  ◦ Use funds to provide bilingual family workshops on "How to read Success Criteria," "How to support your child's learning goals," etc.
		  ◦ Fund clarity-aligned anchor charts, visual exemplars, and culturally responsive materials.
		• **Instructional Culture Supports:**
		  ◦ Incorporate culturally relevant examples when communicating "Why" statements to increase engagement and belonging.
		  ◦ Use walk-through data to identify variances in clarity that may disproportionately affect Hispanic learners and adjust PD accordingly.

Students with IEPs	• Inconsistent communication of Learning Intentions and Success Criteria makes it harder for students with disabilities to understand lesson purpose and expectations.
	• Special education teachers and gen-ed teachers may not have shared planning time to align clarity practices with IEP goals, accommodations, and supports.
	• Some Success Criteria are not accessible for students requiring modified tasks, AAC supports, or scaffolded exemplars.
	• Behavior and SEL-related declines on the climate survey highlight the need for clear expectations and routines—critical for many students with disabilities.
		• **People:**
		  ◦ Provide structured co-planning blocks between SpEd and gen-ed teachers to align clarity practices to IEP goals.
		  ◦ Support paraprofessionals with PD on using Success Criteria and exemplars to reinforce learning and regulation.
		• **Time:**
		  ◦ Allocate time during PLCs to differentiate Success Criteria for students requiring scaffolds or modified tasks.
		  ◦ Use staff meetings or PD sessions to explicitly model clarity strategies for special populations.
		• **Instructional Culture Supports:**
		  ◦ Ensure walk-through tools evaluate whether Learning Intentions and Success Criteria are accessible and appropriately differentiated.
		  ◦ Offer PD on explicit instruction routines, modeling, and guided practice—high-leverage practices that align directly with Teacher Clarity.

Problem Statements Identifying Adult Learning Culture Needs

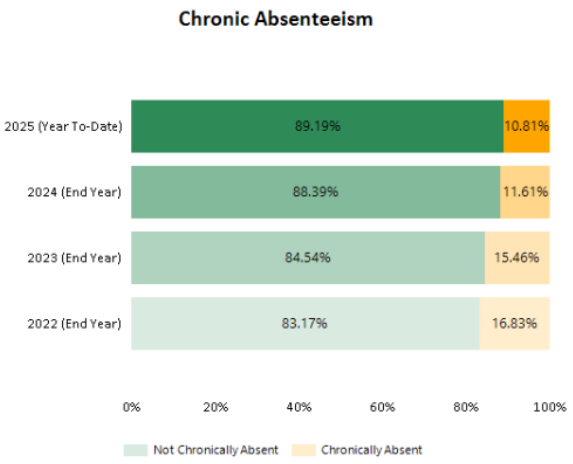
Problem Statement 1 (Prioritized): Lack of alignment with standards, inconsistent communication of lesson objectives to students, and lack of backward lesson planning.
Critical Root Cause: Insufficient PD around backward lesson planning and unpacking standards, unfamiliarity with Teacher Clarity and 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

SUN VALLEY ELEMENTARY
"2024-25 Student Climate Survey (Fall 2024), Student Climate Survey"

Summary

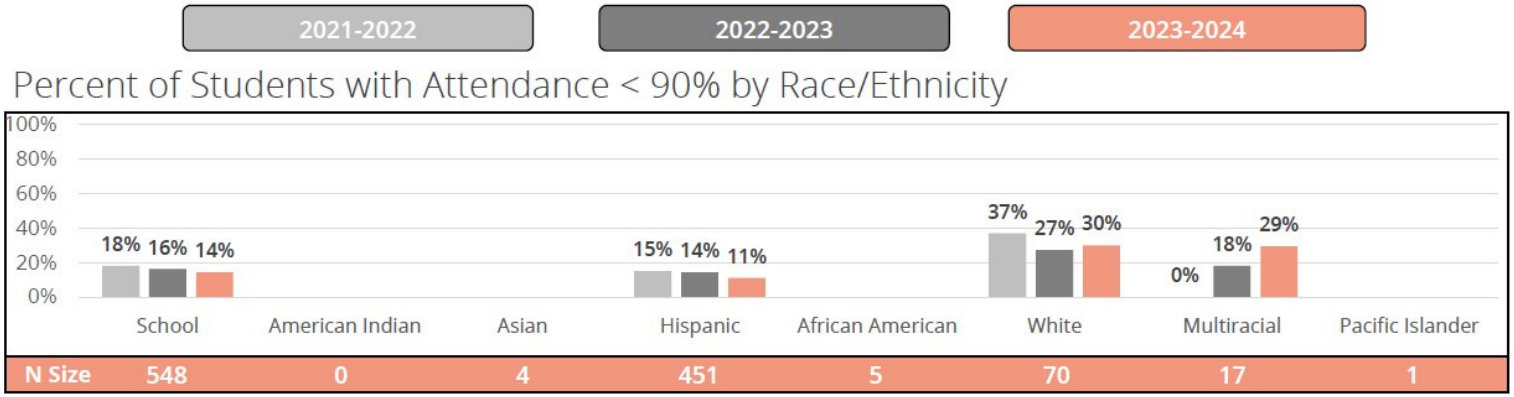
Topic Description	Results	Comparison	
Adult Respect	68% ▲2 since last survey	79%	Elementary Schools
		69%	Washoe County School District
Adult Support	72% 0 since last survey	78%	Elementary Schools
		69%	Washoe County School District
Bullying	38% ▼4 since last survey	60%	Elementary Schools
		46%	Washoe County School District
Participation	70%	74%	Elementary Schools
		78%	Washoe County School District
SEL Skills: Relationship Skills	67% ▼13 since last survey	78%	Elementary Schools
		70%	Washoe County School District
SEL Skills: Responsible Decision-Making	55% 0 since last survey	63%	Elementary Schools
		75%	Washoe County School District
SEL Skills: Self-Awareness of Emotions	64% ▲2 since last survey	67%	Elementary Schools
		72%	Washoe County School District
SEL Skills: Self-Awareness of Self Concept	74% 0 since last survey	76%	Elementary Schools
		73%	Washoe County School District
SEL Skills: Self-Management of Emotion	41% ▼13 since last survey	46%	Elementary Schools
		55%	Washoe County School District
SEL Skills: Self-Management of Goals	53% ▲2 since last survey	56%	Elementary Schools
		60%	Washoe County School District
SEL Skills: Self-Management of Schoolwork	50% ▼5 since last survey	59%	Elementary Schools
		55%	Washoe County School District
SEL Skills: Social Awareness	70% 0 since last survey	72%	Elementary Schools
		76%	Washoe County School District
Safety	70% ▼4 since last survey	80%	Elementary Schools
		76%	Washoe County School District
Strategic plan	77% ▼4 since last survey	84%	Elementary Schools
		82%	Washoe County School District
Student Engagement	54% ▼4 since last survey	67%	Elementary Schools
		56%	Washoe County School District

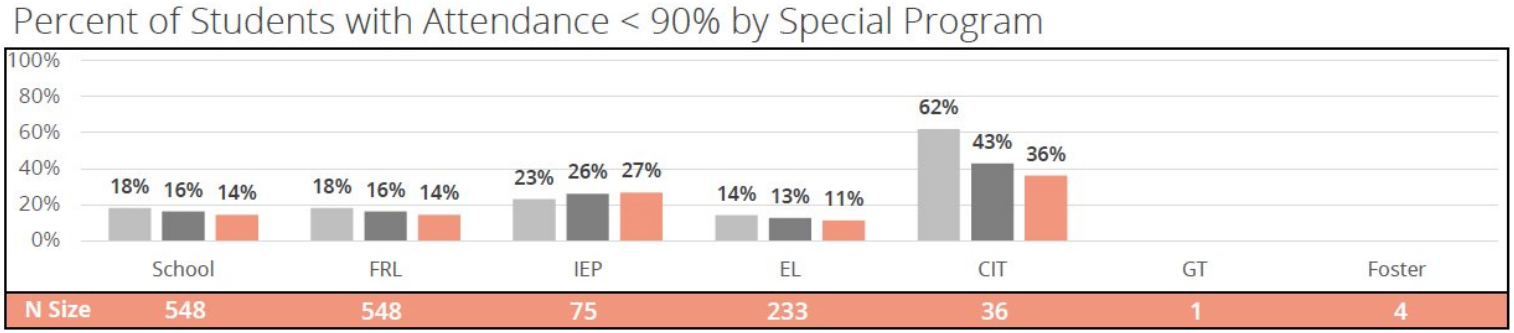
SUN VALLEY ELEMENTARY
"2024-25 Student Climate Survey (Fall 2024), Student Climate Survey"

Student Respect	51% ▼8 since last survey	67%	Elementary Schools
		60%	Washoe County School District
Student Voice	67%	69%	Elementary Schools
		63%	Washoe County School District
Victimization	55% ▲10 since last survey	56%	Elementary Schools
		63%	Washoe County School District

82 responses

23-24 Chronic Absenteeism Data:





23-24 WCSD Student Climate Survey:

Topic	Percent Favorable	Compared to: Elementary Schools	Change since 2022-23
Strategic plan	81%	-4	
Safety	74%	-5	▼ 5
Adult Support	72%	-8	▼ 4
Adult Respect	66%	-12	▼ 4
Social Emotional Learning	62%	-3	
Student Respect	59%	-7	▼ 10
Student Engagement	58%	-10	▼ 2
Victimization	45%	-1	
Bullying	42%	-15	▼ 13

QUESTION

If I am absent, there is a teacher or some other adult at school that will notice my absence.

74 % responded favorably

▼ **21** from 2022-23

QUESTION

My teachers connect what I am doing in school to life outside of the classroom.

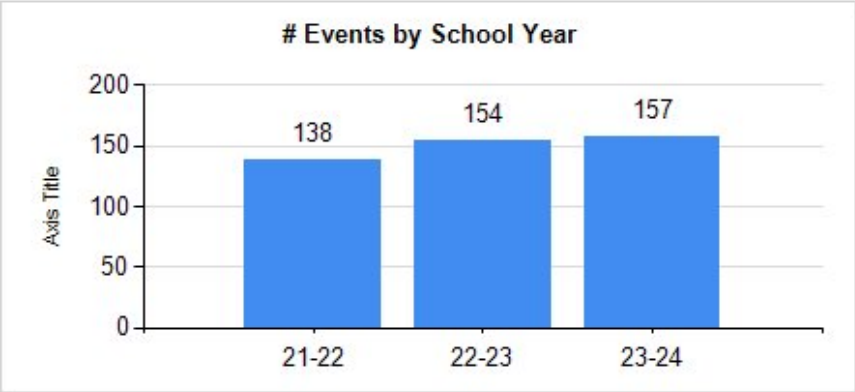
56 % responded favorably

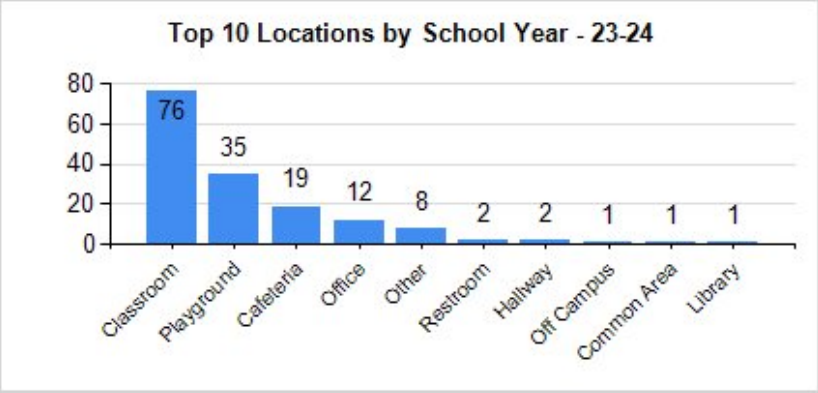
0 from 2022-23

23-24 Sun Valley ES Behavior Data:

Major Events - MULTIPLE SCHOOLS

View Events by Distribution





Connectedness Equity Resource Supports

Student Group	Challenge	Solution

	• Many EL families report confusion about attendance rules, coding changes, and what counts as an excused vs. unexcused absence.
	• Language barriers prevent some families from receiving or fully understanding attendance communications and intervention letters.
		• **People:**
		  ◦ Utilize bilingual staff and EL teachers for proactive attendance outreach, home visits, and translated communication.
		  ◦ Incorporate EL teachers into MTSS attendance meetings to interpret concerns through a cultural and linguistic lens.
		• **Time:**
		  ◦ Dedicate time during family nights/EL nights to explain attendance expectations, coding rules, and chronic absenteeism in families' home languages.
		  ◦ Use 5–10 minutes daily for structured community-building routines that support language production and belonging.

English Learners	• Lower student favorability in SEL domains such as relationship skills and engagement may disproportionately affect ELs who already face linguistic or cultural hurdles to belonging.
	• Inconsistent Tier 1 support for language-rich SEL and community-building routines may inhibit connectedness.
		• **Money/Materials:**
		  ◦ Use funds to create bilingual attendance toolkits, digital reminders, and short videos explaining attendance policies.
		  ◦ Provide engagement materials (journals, SEL visuals, classroom library books in Spanish) to reinforce belonging and comfort.
		• **Connectedness Culture Supports:**
		  ◦ Embed culturally responsive SEL practices, partner talk routines, and welcoming rituals in all classrooms to strengthen peer relationships.
		  ◦ Provide PD on culturally relevant communication and reducing barriers that discourage EL families from sending children consistently.

Student Group	Challenge	Solution

Foster/Homeless	• Students experiencing housing instability often face transportation obstacles, unpredictable schedules, and unmet basic needs—major contributors to chronic absenteeism.
	• These students may feel less connected to peers and adults due to mobility, trauma, or inconsistent attendance, exacerbating already low SEL climate responses.
	• Families may not receive regular attendance notifications due to frequent address or contact changes.
		• **People:**
		  ◦ Strengthen coordinated support between CIT liaison, school social worker, office staff, and teachers to track and respond to absences quickly.
		  ◦ Provide a consistent "anchor adult" for weekly check-ins (relationship-building, goal-setting, morning welcome).
		• **Time:**
		  ◦ Allow flexible intervention schedules or partial-day supports so students can reintegrate smoothly if they arrive late or miss partial days.
		  ◦ Implement an early-warning attendance system with immediate same-day follow-up.
		• **Connectedness Culture Supports:**
		  ◦ Train staff in trauma-informed relationship-building and restorative practices that prioritize psychological safety and belonging.
		  ◦ Offer alternative engagement opportunities (small lunch groups, check-in groups, mentoring) to build school attachment.

Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution

Racial/Ethnic Minorities	• As 80% of Sun Valley students identify as Hispanic, family confusion about attendance policies disproportionately affects the whole community.
	• Decreases in SEL climate domains—bullying, self-management, engagement, safety, respect—directly undermine students' sense of belonging and willingness to attend.
	• Some families may face work schedule conflicts, transportation limitations, or cultural perceptions about illness-related absences.
	• Communication systems may not consistently reflect community language and cultural needs.
		• **People:**
		  ◦ Use bilingual family liaisons, front office staff, and counselors to conduct culturally informed attendance outreach.
		  ◦ Engage community partners and parent leaders in attendance campaigns that reflect cultural context and community voice.
		• **Time:**
		  ◦ Build SEL routines and class circles into the daily schedule to rebuild a sense of safety, respect, and relationship skills.
		  ◦ Add attendance education to family engagement events (bilingual workshops, back-to-school night, family conferences).
		• **Money/Materials:**
		  ◦ Use funds for bilingual attendance flyers, videos, workshops, "attendance academies," and incentives aligned to student voice.
		  ◦ Invest in culturally responsive literature and materials that affirm students' identities, increasing engagement and connectedness.
		• **Connectedness Culture Supports:**
		  ◦ Implement student-led initiatives (peer ambassadors, Spanish-speaking greeters, cross-age mentors) to strengthen belonging.
		  ◦ Use restorative circles and culturally responsive SEL practices to address bullying and rebuild trust.

Student Group	Challenge	Solution

Students with IEPs	• Students with disabilities may miss school due to medical needs, behavior challenges, or overstimulation, contributing to higher absenteeism risk.
	• Negative climate indicators (safety, bullying, respect) can disproportionately impact students receiving special education services.
	• Some families of students with IEPs experience frustration navigating attendance expectations, early dismissals, transportation, or services—leading to avoidable absences.
	• Inconsistent implementation of SEL routines, predictable structures, or individualized supports can reduce connectedness.
		• **People:**
		  ◦ Increase collaboration between case managers, counselors, and families to monitor attendance and address individualized barriers.
		  ◦ Train paraprofessionals and teachers on proactive behavior supports that reduce school avoidance.
		• **Time:**
		  ◦ Create consistent routines and visual schedules to help students feel safe and prepared for the school day.
		  ◦ Allow for structured morning check-ins for students who struggle with transitions.
		• **Money/Materials:**
		  ◦ Provide sensory tools, fidgets, break spaces, communication supports, and SEL materials that reduce stress and increase readiness to attend.
		  ◦ Fund parent education sessions on attendance, IEP services, and navigating support systems.
		• **Connectedness Culture Supports:**
		  ◦ Implement restorative practices and anti-bullying protocols that explicitly include students with disabilities.
		  ◦ Use classroom community routines (morning meetings, closing circles) that emphasize peer acceptance and inclusion.
		  ◦ Ensure IEP goals related to behavior, communication, or emotional regulation are integrated into daily SEL routines.

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 sincec 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 sincec 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.

Aligns with District Goal

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

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: MTSS	**Status Check**		
	Nov	**Feb**	**May**
	No review	No review	No review

Action #	Actions for Implementation	Person(s) Responsible	Timeline
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. Continuing systems for accountable and student talk. Increasing instruction with GLAD strategies.	Principal, Assistant Principal, Interventionist(s), EL Team, Teachers	SY 2025-26

Position Responsible: Principal, Assistant Principal, Interventionist(s), EL Team, Teachers

Evidence Level
Level 2: Moderate: MTSS

Problem Statements/Critical Root Cause: 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.

Aligns with District Goal

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

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	SY 2025-26	No review	No review	No review

Position Responsible: Principal, AP, Teachers

Evidence Level
Level 2: Moderate: PLC

Problem Statements/Critical Root Cause: Adult Learning Culture 1

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: 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.

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.

Aligns with District Goal

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

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Parent Teacher Home Visit Program	**Status Check**		
	Nov	**Feb**	**May**
	No review	No review	No review

Action #	Actions for Implementation	Person(s) Responsible	Timeline
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	SY 2025-26

Position Responsible: Principal, AP, Home Visit Committee Members

Evidence Level
Level 1: Strong: Parent/Teacher Home Visits

Problem Statements/Critical Root Cause: 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 sincec 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 sincec 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
Coffee & Conversations: Our monthly community meeting with families to discuss school community events such as updates to performance plan, test scores, traffic concerns, etc.	Monthly	These meetings are good source of input from our families. We have a dedicated group of families who attend every month. It would be nice to attract more families to these meetings for a broader community perspective, but those families who do attend tend to be fairly connected to the pulse of the community. These events tend to draw more families when there is something significant to discuss (such as a community organization attending to discuss a new project).
Back To School Event	8/5/2025	This is always a well-attended event. Students learn who their teachers are, and community partners donate school items such as uniform shirts, backpacks, shoes, etc. Additionally, our partners cook food and dessert for our families. This is such as well-attended event that we've had to continuously revise the flow of the event to help move people through efficiently because it is usually very hot on event day.
Family Game Night	11/4/25	Family Game Night is also well attended. There is no more purpose than to open up the school where families can spend quality time with one another and school staff. We have found this event to be a good opportunity to build/ reinforce relationships with parents. Occasionally, it affords opportunities for families to bring up concerns they might not have shared otherwise.
Awards Assembly	1/26/26	Past awards assemblies have highlighted the need for better alignment/clarification of what student success looks like. In the past, it has been noted that many students might receive academic awards who also did not score well on standardized tests. The mixed messaging this dichotomy creates has led to revised criteria for who should receive awards/recognition and for what - leading to better equity between and across grade levels.