Washoe County School District

Hidden Valley Elementary School

Classification: 2 Star School

Title I, ≥ 10% of enrolled students are English Learners

2026-2027 School Improvement Plan

District Approval Date:
October 12, 2026

Generated by Plan4Learning.com
October 12, 2026 at 09:32 AM

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Comprehensive Needs Assessment

Student Success

Areas of Strength

SBAC:

ELA - Increased Overall ELA Percent At or Above Standard by 1% from 41% to 42%.

ELA - Increased proficiency for our Hispanic subcategory by 5% from 26% to 31%.

ELA - Increased proficiency for our White subcategory by 2% from 48% to 50%.

Math - Increase Overall Math Percent At or Above Standard by 1% from 36% to 37%.

Math - Increased proficiency for our Hispanic subcategory by 3% from 28% to 31%.

Science - Stayed consistent with Overall Science Percent At or Above Standard at 20%.

ACCESS:

4 students exited.

6 students projected to exit next year.

iReady:

iReady EOY Data:

- Reading: Schoolwide increase in the number of students on or above grade level from 52 students to 120 (increase of 34% from 27% to 61%).
    - Reading: Schoolwide 62% of students met their Typical Growth.
    - Math: Schoolwide increase in the number of students on or above grade level from 24 students to 102 (increase of 40% from 12% to 52%).
    - Math: Schoolwide 56% of students met their Typical Growth.

Kindergarten:

- Reading: Increased percent of students at or above grade level from 20% to 86%.
- Reading: Decreased percent of students 1 grade level below from 80% to 13%.
- Reading: 63% of students met their Typical Growth.
- Math: Increased percent of students at or above grade level from 17% to 54%.
- Math: Decreased percent of students 1 grade level below from 83% to 47%.
- Math: 57% of students met their Typical Growth.

1st grade:

- Reading: Increased percent of students at or above grade level from 16% to 58%.
- Reading: Decreased percent of students 1 grade level below from 71% to 42%.
- Reading: 58% of students met their Typical Growth.
- Math: Increased percent of students at or above grade level from 6% to 48%.
- Math: Decreased percent of students 1 grade level below from 81% to 45%.
- Math: Decreased percent of students 2 grade levels below from 13% to 6%.
- Math: 42% of students met their Typical Growth.

2nd grade:

- Reading: Increased percent of students at or above grade level from 44% to 71%.
- Reading: Decreased percent of students 1 grade level below from 37% to 17%.
- Reading: Decreased percent of students 2 grade levels below from 20% to 12%.

- Reading: 66% of students met their Typical Growth.
- Math: Increased percent of students at or above grade level from 12% to 58%.
- Math: Decreased percent of students 1 grade level below from 63% to 34%.
- Math: Decreased percent of students 2 grade levels below from 24% to 7%.
- Math: 66% of students met their Typical Growth.

3rd grade:

- Reading: Increased percent of students at or above grade level from 36% to 63%.
- Reading: Decreased percent of students 1 grade level below from 24% to 6%.
- Reading: Decreased percent of students 2-3 grade levels below from 39% to 30%.
- Reading: 70% of students met their Typical Growth.
- Math: Increased percent of students at or above grade level from 6% to 54%.
- Math: Decreased percent of students 1 grade level below from 45% to 33%.
- Math: Decreased percent of students 2-3 grade levels below from 48% to 12%.
- Math: 61% of students met their Typical Growth.

4th grade:

- Reading: Increased percent of students at or above grade level from 25% to 42%.
- Reading: No change in percent of students 1 grade level below 26%.
- Reading: Decrease in percent of students 2-3 grade levels below from 48% to 32%.
- Reading: 61% of students met their Typical Growth.
- Math: Increased percent of students at or above grade level from 20% to 50%.
- Math: No change in percent of students 1 grade level below 23%.
- Math: Decrease in percent of students 2-3 grade levels below from 56% to 27%.
- Math: 63% of students met their Typical Growth.

5th grade:

- Reading: Increased percent of students at or above grade level from 18% to 39%.
- Reading: Decreased percent of students 1 grade level below from 30% to 27%.
- Reading: Decreased percent of students 2-3 grade levels below from 51% to 33%.
- Reading: 55% of students met their Typical Growth.
- Math: Increased percent of students at or above grade level from 18% to 42%.
- Math: Decreased percent of students 1 grade level below from 45% to 33%.
- Math: Decreased percent of students 2-3 grade levels below from 36% to 24%.
- Math: 42% of students met their Typical Growth.

Areas for Growth

Based on the 2025-26 iReady Diagnostic, Schoolwide Typical Growth in Reading was 62% and Math was 57%.

SBAC ELA

School:

ELA - Increased Overall ELA Percent At or Above Standard by 1% from 41% to 42%.

ELA - Increased proficiency for our Hispanic subcategory by 5% from 26% to 31%.

ELA - Increased proficiency for our White subcategory by 2% from 48% to 50%.

3rd Grade:

Percent at or Above Standard increased by 11% from 31% to 42%.

Hispanic population increased by 11% from 20% to 31%.

White population increased by 35% from 21% to 56%.

4th Grade:

Percent At or Above Standard decreased by 8% from 43% to 35%.

Hispanic population decreased by 8% from 33% to 25%.

White population decreased by 14% from 47% to 33%.

5th Grade:

Percent At or Above Standard increased by 3% from 47% to 50%.

Hispanic population increased by 14% from 26% to 40%.

White population decreased by 10% from 68% to 58%.

SBAC MATH

School:

Math - Increase Overall Math Percent At or Above Standard by 1% from 36% to 37%.

Math - Increased proficiency for our Hispanic subcategory by 3% from 28% to 31%.

3rd Grade:

Percent At or Above Standard increased by 3% from 42% to 45%.

Hispanic population increased by 5% from 33% to 38%.

White population increased by 13% from 43% to 56%.

4th Grade:

Percent At or Above Standard increased by 2% from 40% to 42%.

Hispanic population decreased by 17% from 42% to 25%.

White population increased by 2% from 40% to 42%.

5th Grade:

Percent At or Above Standard decrease by 6% from 29% to 23%.

Hispanic population increased by 14% from 16% to 30%.

White population decreased by 22% from 47% to 25%.

Science:

Stayed consistent with Overall Science Percent At or Above Standard at 20%.

ACCESS

School:

4 students exited.

6 students projected to exit next year.

iReady EOY Data:

- Reading: Schoolwide increase in the number of students on or above grade level from 52 students to 120 (increase of 34% from 27% to 61%).
    - Reading: Schoolwide 62% of students met their Typical Growth.
    - Math: Schoolwide increase in the number of students on or above grade level from 24 students to 102 (increase of 40% from 12% to 52%).
    - Math: Schoolwide 56% of students met their Typical Growth.

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- Math: Increased percent of students at or above grade level from 6% to 48%.
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- Math: No change in percent of students 1 grade level below 23%.
- Math: Decrease in percent of students 2-3 grade levels below from 56% to 27%.
- Math: 63% of students met their Typical Growth.

5th grade:

- Reading: Increased percent of students at or above grade level from 18% to 39%.
- Reading: Decreased percent of students 1 grade level below from 30% to 27%.

- Reading: Decreased percent of students 2-3 grade levels below from 51% to 33%.
- Reading: 55% of students met their Typical Growth.
- Math: Increased percent of students at or above grade level from 18% to 42%.
- Math: Decreased percent of students 1 grade level below from 45% to 33%.
- Math: Decreased percent of students 2-3 grade levels below from 36% to 24%.
- Math: 42% of students met their Typical Growth.

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.
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	Critical Root Cause
1 ★	Based on the 2025-26 iReady Diagnostic, Schoolwide Typical Growth in Reading was 62% and Math was 57%.	1. Inconsistent Use of i-Ready Instructional Tools Many students may not have consistently completed the recommended 30-49 minutes/week or reached the 70% pass rate on i-Ready lessons. Lack of accountability systems or monitoring may have led to underuse or ineffective use of the platform. 2. Insufficient Targeted Intervention Students who needed small-group or one-on-one support may not have received it regularly or in a timely manner. Interventions may not have been aligned with i-Ready diagnostic data or specific skill deficits. 3. Limited Data-Driven Instruction Teachers may not have consistently analyzed or responded to i-Ready data to adjust instruction. Instruction may have remained whole-group focused, missing opportunities to address individual learning gaps. 4. Low Student Engagement or Motivation Some students may not have been invested in the i-Ready lessons or assessments. They may have rushed through diagnostics or disengaged from online learning, leading to unreliable data or lack of skill mastery. 5. Learning Gaps from Prior Years Students may have entered the year with significant gaps due to pandemic-related disruptions or prior academic struggles, requiring more than one year's growth to catch up. 6. Attendance and Time-on-Task Issues Students with chronic absenteeism or poor attendance likely missed core instruction and intervention time. Even present students may have had low time-on-task during both in-class and online learning. 7. Professional Development Gaps Some teachers may not have been fully trained in using i-Ready reports or integrating lessons into daily instruction. Lack of collaboration or PLC time may have hindered the use of data to inform practice.
2 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Adult Learning Culture

Areas of Strength

- Admin. meets with all teachers at the beginning of the year for their goal setting meeting and provides them with their teacher rubric.
- Admin. walks through classrooms twice a day.
- Admin conducts informal walk throughs on standards 1, 2, and 3.
- Admin conducts yearly formal observations.
- Admin is in PLCs.
- All grade levels lesson plan.
- All grade levels following ELA, Math, and Science IPG.
- Students' progress monitored on a consistent basis.
- GLAD refreshers followed by evidence of implementation of learning.
- Most staff trained on Building Thinking Classrooms in Mathematics and implementing.

Areas for Growth

Teacher clarity is extremely important to the academic success and growth of all of the students at Hidden Valley. Hidden Valley's goal is to have 75% of all classroom teachers consistently implementing the four components of Teacher Clarity which are clarity of organization, clarity of explanation, clarity of examples and guided practice, and clarity of assessment and student learning. Some teachers lack clarity in one or more of the following areas: clarity of organization, clarity of explanation, clarity of examples and guided practice, and clarity of assessment of student learning.

Hidden Valley will be focusing on certain elements of the Staff Climate Survey this year specifically collaboration, fairness and respect, social and emotional learning, and work stress.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Limited English proficiency	Learning goals and success criteria enhanced with picture support. Scaffolds. Sentence Frames. Learning goals and success criteria are cocreated with students.
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. Revisit goals and success criteria throughout the day.

Student Group	Challenge	Solution
Free and Reduced Lunch	Ensuring equitable access to high-quality instruction by increasing teacher clarity and consistency.	Provide monthly professional learning focused on developing standards-aligned learning goals and student-friendly success criteria. Dedicate PLC time to creating, refining, and calibrating learning goals and success criteria for upcoming units.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Ensuring equitable access to high-quality instruction by increasing teacher clarity and consistency.	Develop and implement a schoolwide framework requiring learning goals and success criteria in every classroom. Use common language, templates, walkthrough look-fors, and student reflection routines to ensure consistency.
Students with IEPs	Learning targets and success criteria are may not aligned to goals and objectives.	Consistent differentiation throughout each grade level. Visuals are used in conjunction with learning goals and success criteria. Teachers are aware of students' IEP Goals, Objectives, and Accommodations.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Teachers are not consistently writing Learning Goals and Success Criteria.	1. Lack of Clarity or Understanding Some teachers may not fully understand the difference between learning goals, objectives, and success criteria. Teachers might struggle with how to write clear, student-friendly goals that are aligned to standards. 2. Insufficient Professional Development There may have been limited or inconsistent training on how to develop and integrate learning goals and success criteria into daily instruction. Teachers may not have had opportunities to see strong models or engage in guided practice. 3. Competing Demands and Time Constraints Teachers often feel overwhelmed by lesson planning, grading, meetings, and classroom management, leaving little time for intentional goal writing. Writing high-quality learning goals and success criteria may be viewed as "another task" rather than a core instructional practice. 4. Lack of Accountability or Follow-Up Administrators or instructional coaches may not be consistently monitoring or providing feedback on the use of learning goals and success criteria. Without clear expectations or consequences, follow-through may vary. 5. Perception That It's Not Impactful Some teachers may not see the value in posting or discussing goals/success criteria, especially if students aren't referencing them actively. If students do not engage with them meaningfully, teachers may drop the practice over time. 6. Inconsistent School-Wide Expectations If the use of learning goals and success criteria isn't embedded in the school's instructional framework or walkthroughs, practices will vary by classroom. A lack of shared language and expectations across grade levels or teams can lead to inconsistency. 7. Limited Collaboration Time Teachers may not have structured PLC time to develop and refine goals and success criteria together, which can lead to uneven implementation.

★ = Priority

Connectedness

Areas of Strength

- Attendance support improved with phone calls home and letters
- School wide daily incentives - spinning wheels and collecting paw prints.
- Counselor connecting with families
- ELD facilitator connecting with EL families

Areas for Growth

2025-2026 attendance data showed 14% of our students are considered chronically absent which was an increase from 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 severely chronically absent by 1%.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	• language barriers make it difficult for families to understand attendance policies or the impact of missed instruction • cultural norms or immigration-related concerns may lead to extended travel or inconsistent attendance	• use multilingual communication tools (phone calls, Dojo, emails) to share attendance expectations and school events with families • build relationships using bilingual staff or community liaisons to connect with families and address attendance barriers
Foster/Homeless	• Students may lack basic needs which directly impacts school attendance • Students may experience trauma, depression, or anxiety contributing to disengagement or avoidance behaviors	• Establish check in routines and adult mentors to create consistent connections and a sense of belonging • Offer flexible scheduling, homework supports, and counseling services to reduce the impact of absenteeism on academic progress

Student Group	Challenge	Solution
Free and Reduced Lunch	• Families may prioritize work or caregiving duties over school attendance, especially in single-parent or multi-job households. • Students may feel disengaged or under-supported academically which reduces motivation to attend	• Work with Boys and Girls Club to get scholarships to ensure children have a safe place before and after school • Create attendance incentive systems that are equitable, not putative, and recognize incremental improvement.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Language barriers, cultural differences, and inconsistent outreach	Provide attendance communications, intervention plans, and school resources in families' home languages. Create an attendance team that regularly reviews attendance data, identifies barriers, and provides individualized supports such as transportation assistance, connections to community resources, mentoring programs, and attendance check-ins.
Students with IEPs	• Some students may avoid school due to academic frustration, sensory overload, or social challenges	• Strengthen co-teaching models in Tier I to support inclusive access to core content. • Ensure families understand how missed services impact progress and proactively schedule make-up time for SDI. • Ensure staff receive training on high-leverage practices for students with disabilities.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	2025-2026 Attendance Data showed 14% of our students are considered chronically absent and 1% of our students are considered severely absent.	1. Language Barriers with Families Communication about attendance policies, the importance of daily attendance, or intervention efforts may not be effectively delivered in the family's home language. Families may not understand how absences accumulate or the definition of "chronic absenteeism." 2. Lack of Trust or Engagement with School System Some families may feel disconnected from the school due to past experiences, cultural differences, or lack of inclusive engagement. Fear related to immigration status or institutional mistrust can prevent open communication. 3. Socioeconomic Challenges Hispanic families are disproportionately impacted by poverty, housing instability, food insecurity, and lack of access to transportation--all of which contribute to inconsistent attendance. Older students may need to work to support their families or take care of siblings. 4. Health and Access to Services Limited access to healthcare may result in untreated illnesses or mental health issues that keep students home. Families may also lack transportation to clinics or insurance to cover preventive care. 5. Cultural and Family Obligations Extended family responsibilities, religious or cultural observances, and family travel to visit relatives (sometimes abroad) can lead to longer absences. Families may prioritize these events without realizing the long-term impact on attendance records. 6. School Climate and Cultural Responsiveness If students do not feel represented, safe, or valued in the classroom, they may disengage or be reluctant to attend. A lack of culturally relevant curriculum or support staff can negatively affect students' connection to school. 7. Inconsistent Follow-Up and Support Systems Schools may lack bilingual attendance outreach, home visits, or culturally competent support services. Interventions may not be personalized or communicated in ways that resonate with families' values or needs. 8. Transportation Barriers Families in certain neighborhoods may lack reliable access to transportation or live outside the school bus radius.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Based on the 2025-26 iReady Diagnostic, Schoolwide Typical Growth in Reading was 62% and Math was 57%.	1. Inconsistent Use of i-Ready Instructional Tools Many students may not have consistently completed the recommended 30-49 minutes/week or reached the 70% pass rate on i-Ready lessons. Lack of accountability systems or monitoring may have led to underuse or ineffective use of the platform. 2. Insufficient Targeted Intervention Students who needed small-group or one-on-one support may not have received it regularly or in a timely manner. Interventions may not have been aligned with i-Ready diagnostic data or specific skill deficits. 3. Limited Data-Driven Instruction Teachers may not have consistently analyzed or responded to i-Ready data to adjust instruction. Instruction may have remained whole-group focused, missing opportunities to address individual learning gaps. 4. Low Student Engagement or Motivation Some students may not have been invested in the i-Ready lessons or assessments. They may have rushed through diagnostics or disengaged from online learning, leading to unreliable data or lack of skill mastery. 5. Learning Gaps from Prior Years Students may have entered the year with significant gaps due to pandemic-related disruptions or prior academic struggles, requiring more than one year's growth to catch up. 6. Attendance and Time-on-Task Issues Students with chronic absenteeism or poor attendance likely missed core instruction and intervention time. Even present students may have had low time-on-task during both in-class and online learning. 7. Professional Development Gaps Some teachers may not have been fully trained in using i-Ready reports or integrating lessons into daily instruction. Lack of collaboration or PLC time may have hindered the use of data to inform practice.

2 ★

Teachers are not consistently writing Learning Goals and Success Criteria.

1. Lack of Clarity or Understanding Some teachers may not fully understand the difference between learning goals, objectives, and success criteria. Teachers might struggle with how to write clear, student-friendly goals that are aligned to standards. 2. Insufficient Professional Development There may have been limited or inconsistent training on how to develop and integrate learning goals and success criteria into daily instruction. Teachers may not have had opportunities to see strong models or engage in guided practice. 3. Competing Demands and Time Constraints Teachers often feel overwhelmed by lesson planning, grading, meetings, and classroom management, leaving little time for intentional goal writing. Writing high-quality learning goals and success criteria may be viewed as "another task" rather than a core instructional practice. 4. Lack of Accountability or Follow-Up Administrators or instructional coaches may not be consistently monitoring or providing feedback on the use of learning goals and success criteria. Without clear expectations or consequences, follow-through may vary. 5. Perception That It's Not Impactful Some teachers may not see the value in posting or discussing goals/success criteria, especially if students aren't referencing them actively. If students do not engage with them meaningfully, teachers may drop the practice over time. 6. Inconsistent School-Wide Expectations If the use of learning goals and success criteria isn't embedded in the school's instructional framework or walkthroughs, practices will vary by classroom. A lack of shared language and expectations across grade levels or teams can lead to inconsistency. 7. Limited Collaboration Time Teachers may not have structured PLC time to develop and refine goals and success criteria together, which can lead to uneven implementation.

3 ★

2025-2026 Attendance Data showed 14% of our students are considered chronically absent and 1% of our students are considered severely absent.

1. Language Barriers with Families Communication about attendance policies, the importance of daily attendance, or intervention efforts may not be effectively delivered in the family's home language. Families may not understand how absences accumulate or the definition of "chronic absenteeism." 2. Lack of Trust or Engagement with School System Some families may feel disconnected from the school due to past experiences, cultural differences, or lack of inclusive engagement. Fear related to immigration status or institutional mistrust can prevent open communication. 3. Socioeconomic Challenges Hispanic families are disproportionately impacted by poverty, housing instability, food insecurity, and lack of access to transportation--all of which contribute to inconsistent attendance. Older students may need to work to support their families or take care of siblings. 4. Health and Access to Services Limited access to healthcare may result in untreated illnesses or mental health issues that keep students home. Families may also lack transportation to clinics or insurance to cover preventive care. 5. Cultural and Family Obligations Extended family responsibilities, religious or cultural observances, and family travel to visit relatives (sometimes abroad) can lead to longer absences. Families may prioritize these events without realizing the long-term impact on attendance records. 6. School Climate and Cultural Responsiveness If students do not feel represented, safe, or valued in the classroom, they may disengage or be reluctant to attend. A lack of culturally relevant curriculum or support staff can negatively affect students' connection to school. 7. Inconsistent Follow-Up and Support Systems Schools may lack bilingual attendance outreach, home visits, or culturally competent support services. Interventions may not be personalized or communicated in ways that resonate with families' values or needs. 8. Transportation Barriers Families in certain neighborhoods may lack reliable access to transportation or live outside the school bus radius.

4 ★

State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.

The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Criterion-Referenced Test in Mathematics**
- [x] **Criterion-Referenced Test in Science**
- [x] **Curriculum Based Measures**
- [x] **Early reading assessment results**
- [x] **End-of-Unit Assessments**
- [x] **Grades**
- [x] **I-Ready**
- [x] **MAP Growth Assessment**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **MyPath**
- [x] **Nevada State Performance Framework (NSPF)**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **WIDA ACCESS for ELLs**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Lesson Plans**
- [x] **Master schedule**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Professional Development Agendas**
- [x] **Professional development needs assessment data**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **School department and/or faculty meeting discussions and data**

- [x] **School leadership data**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Teacher evaluation**
- [x] **Teacher retention**
- [x] **Teacher/Student Ratio**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Community surveys and/or other feedback**
- [x] **Demographic data**
- [x] **Gifted and talented data**
- [x] **Home Visits**
- [x] **PBIS/MTSS data**
- [x] **School safety data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal: By the end of the school year 2026-27, 80% of 3rd - 5th grade EL students at Hidden Valley Elementary will increase their language proficiency by one achievement level as measured by the state's yearly ELPA, ACCESS.

Formative Measures: i-Ready Diagnostics, Tools for Instruction, Personalized Learning, Literacy Tasks Benchmark weekly quizzes

Improvement Strategy 1

GLAD/ELLevation: 5th grade EL students at Hidden Valley Elementary will increase their language proficiency by one achievement level as measured by the state's yearly ELPA, ACCESS.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	* WIDA Overview PL on Language Acquisition * ELLevations: o Training on ELLevation Platform from Dept. of ELD o Addition of language strategies from ELLevation document on PLC note taker * GLAD: o GLAD refresher for previously trained staff and GLAD Research and Theory with 5-day for new staff o GLAD strategies documented on PLC note taker * Learning Walks around ELLevation Strategies or GLAD: o Coaching support around strategies * ELF with a focus around building staff capacity: o Strategic placement of ELs in small population EL schools in one classroom at each grade level, if possible, to maximize time spent in classrooms o Infusion of ELF into PLCs * o Co-teaching cycles with ELF implemented based on student/staff needs o Reflection on impact of ELF Model using ELD SF Tool to discuss with leadership team. * Deep data dive to identify skills focus for each student: o Strategic placement of ELs on trajectory to exit with teachers who are highly trained in the skill/domain that matches needed language skill for exiting. o Goal session with each student * o Language focus on artifacts when in PLC to check on targeted student progress * Training on PLC Planning Tool for ELs by Department of ELD: o Implementation of tool during PLCs adding academic language questions to already established planner/note taker o Language as well as content analysis during collaborative team meetings o Learning Walks with Department of ELD	Principal, Assistant Principal, ELF, EL Assistant, ELD Dept., Teachers, Staff	SY 2026-27	

Position Responsible: Principal, Assistant Principal, ELF, EL Assistant, ELD Dept., Teachers, Staff

Resources Needed: None

Evidence Level

Level 2: Moderate:
GLAD/ELLevation

Problem Statements: Student Success 2

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
2	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

SMART Goal 2

Based on the end of the year iReady Diagnostic Data, by the end of the 2026-27 school year, 80% of students will meet or exceed their typical growth target in i-Ready Reading and Math as measured by the end-of-year Diagnostic assessment.

Progress will be tracked through MyPath data, i-Ready Diagnostic reports, and monthly progress monitoring data.

Formative Measures: Data-Driven Small Groups: Use i-Ready data to group students by skill needs and provide targeted instruction during intervention or enrichment blocks.

Goal Setting with Students: Confer with students quarterly to review their growth targets, progress and how it relates to the SBAC Assessment, and set actionable goals.

Consistent Use of i-Ready Lessons: Ensure students complete 30-49 minutes/week of i-Ready online instruction in both Reading and Math, with a minimum 70% pass rate.

Progress Monitoring: Review lesson pass rates and time-on-task weekly to adjust instructional support and provide timely interventions.

Teacher Professional Development: Offer regular training on interpreting i-Ready reports and integrating instructional resources into daily lessons.

Parent Communication: Share student progress and tips for home support during conferences and in regular newsletters.

Improvement Strategy 1

PLCs and iReady

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Effective implementation of iReady MyPath. Analysis of MyPath data including minutes and percentage of lessons passed during PLCs. Development of next steps based on MyPath data in PLC setting by Admin Team and Grade Level Teams. Analysis of Diagnostic Data by Admin. Team. Analysis of Diagnostic Data in PLC setting by Admin. Team and Grade Level Teams.	Principal and Assistant Principal	End of 26-27SY	

Position Responsible: Principal and Assistant Principal

Resources Needed: None

Evidence Level

Level 2: Moderate:
PLC's

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1

Status Checks

November	February	May

Improvement Strategy 2

iReady: Math and ELA Interventions

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Based off student data from MyPath and Diagnostic, teachers will align their intervention time to meet the needs of their students utilizing the iReady components for Reading and Math in combination with other research based materials such as LETRS, UFLI, SOR, Reveal Math, and Benchmark.	Classroom Teachers, Educational Support Personnel (ESPs), Principal, and Assistant Principal	26-27 SY	

Position Responsible: Classroom Teachers, Educational Support Personnel (ESPs), Principal, and Assistant Principal

Resources Needed: None

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1

Status Checks

November	February	May

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Based on the 2025-26 iReady Diagnostic, Schoolwide Typical Growth in Reading was 62% and Math was 57%.	1. Inconsistent Use of i-Ready Instructional Tools Many students may not have consistently completed the recommended 30-49 minutes/week or reached the 70% pass rate on i-Ready lessons. Lack of accountability systems or monitoring may have led to underuse or ineffective use of the platform. 2. Insufficient Targeted Intervention Students who needed small-group or one-on-one support may not have received it regularly or in a timely manner. Interventions may not have been aligned with i-Ready diagnostic data or specific skill deficits. 3. Limited Data-Driven Instruction Teachers may not have consistently analyzed or responded to i-Ready data to adjust instruction. Instruction may have remained whole-group focused, missing opportunities to address individual learning gaps. 4. Low Student Engagement or Motivation Some students may not have been invested in the i-Ready lessons or assessments. They may have rushed through

diagnostics or disengaged from online learning, leading to unreliable data or lack of skill mastery.

5. Learning Gaps from Prior Years
Students may have entered the year with significant gaps due to pandemic-related disruptions or prior academic struggles, requiring more than one year's growth to catch up.

6. Attendance and Time-on-Task Issues
Students with chronic absenteeism or poor attendance likely missed core instruction and intervention time.

Even present students may have had low time-on-task during both in-class and online learning.

7. Professional Development Gaps
Some teachers may not have been fully trained in using i-Ready reports or integrating lessons into daily instruction.

Lack of collaboration or PLC time may have hindered the use of data to inform practice.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

Based on classroom walkthrough data, 100% of classroom teachers will implement learning goals and success criteria 85% of the time for Math, ELA, and Science.

Learning goals will be posted and accessible for all students during learning. Students and teachers will be able to explain the learning goals and specific academic vocabulary. Students will be able to verbalize what they are learning (learning goals) and how they will know they have mastered the goal (success criteria).

Formative Measures: Informal Walkthrough Data and Formal Observations.

Improvement Strategy 1

PLCs and Planning

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will develop learning goals and success criteria collaboratively during PLCs or planning time for math, ELA, and science.	Classroom Teachers, Principal, and Assistant Principal	SY 2026-27	
2	Principal and Assistant Principal model effective implementation of learning goals and success criteria for Math, ELA, and Science through daily walkthroughs, presence in PLCs, and Professional Development.	Principal and Assistant Principal	SY 2026-27	

Position Responsible: Principal and Assistant Principal

Resources Needed: None

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Adult Learning Culture 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Teachers are not consistently writing Learning Goals and Success Criteria.	1. Lack of Clarity or Understanding Some teachers may not fully understand the difference between learning goals, objectives, and success criteria. Teachers might struggle with how to write clear, student-friendly goals that are aligned to standards. 2. Insufficient Professional Development There may have been limited or inconsistent training on how to develop and integrate learning goals and success criteria into daily instruction. Teachers may not have had opportunities to see strong models or engage in guided practice. 3. Competing Demands and Time Constraints Teachers often feel overwhelmed by lesson planning, grading, meetings, and classroom management, leaving little time for intentional goal writing. Writing high-quality learning goals and success criteria may be viewed as "another task" rather than a core instructional practice. 4. Lack of Accountability or Follow-Up Administrators or instructional coaches may not be consistently monitoring or providing feedback on the use of learning goals and success criteria. Without clear expectations or consequences, follow-through may vary. 5. Perception That It's Not Impactful Some teachers may not see the value in posting or discussing goals/success criteria, especially if students aren't referencing them actively.

If students do not engage with them meaningfully, teachers may drop the practice over time.

6. Inconsistent School-Wide Expectations
If the use of learning goals and success criteria isn't embedded in the school's instructional framework or walkthroughs, practices will vary by classroom.

A lack of shared language and expectations across grade levels or teams can lead to inconsistency.

7. Limited Collaboration Time
Teachers may not have structured PLC time to develop and refine goals and success criteria together, which can lead to uneven implementation.

Inquiry Area 3 Connectedness

SMART Goal 1

Connectedness By June 2027, chronic absenteeism rate will reduce by 4% to 10%.

Formative Measures: Chronic Absenteeism Data in BIG
Weekly attendance in IC
Monthly attendance in IC
Quarterly attendance in IC

Improvement Strategy 1

Home Visits/Family Engagement

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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.	Classroom Teachers, Counselor, Clinic Aide, Principal, and Assistant Principal	SY 2026-27	
2	Hidden Valley's Counselor will facilitate wraparound services that are available int he community to families in need.	Counselor	SY 2026-27	

Position Responsible: Classroom Teachers, Counselor, Clinic Aide, Principal, and Assistant Principal

Resources Needed: None

Evidence Level

Level 1: Strong:
Home Visits and Family Engagement

Problem Statements: Connectedness 1

Status Checks

November	February	May

Improvement Strategy 2

PBIS: Incentivizing Attendance

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Hidden Valley will continue implementing a comprehensive attendance tracking system and conduct regular parent and student outreach campaigns.	Principal, Assistant Principal, Counselor, Classroom Teachers, and Clinic Aide	SY 2026-27	
2	Principal, Assistant Principal, and Counselor meet weekly to review the attendance data from BIG and develop action plans for next steps.	Principal, Assistant Principal, and Counselor	SY 2026-27	
3	Dodson will track attendance data by classroom or grade span through publicly displaying the data and incentivizing improvements in attendance and highest levels of attendance.	Principal, Assistant Principal, Counselor, Classroom Teachers, and Clinic Aide	SY 2026-27	

Position Responsible: Principal, Assistant Principal, Counselor, Classroom Teachers, and Clinic Aide

Resources Needed: Funding for incentives

Evidence Level

Level 1: Strong:
PBIS

Problem Statements: Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	2025-2026 Attendance Data showed 14% of our students are considered chronically absent and 1% of our students are considered severely absent.	1. Language Barriers with Families Communication about attendance policies, the importance of daily attendance, or intervention efforts may not be effectively delivered in the family's home language. Families may not understand how absences accumulate or the definition of "chronic absenteeism." 2. Lack of Trust or Engagement with School System Some families may feel disconnected from the school due to past experiences, cultural differences, or lack of inclusive engagement. Fear related to immigration status or institutional mistrust can prevent open communication. 3. Socioeconomic Challenges Hispanic families are disproportionately impacted by poverty, housing instability, food insecurity, and lack of access to transportation--all of which contribute to inconsistent attendance. Older students may need to work to support their families or take care of siblings. 4. Health and Access to Services Limited access to healthcare may result in untreated illnesses or mental health issues that keep students home. Families may also lack transportation to clinics or insurance to cover preventive care. 5. Cultural and Family Obligations Extended family responsibilities, religious or cultural observances, and family travel to visit relatives (sometimes abroad) can lead to longer absences. Families may prioritize these events without realizing the long-term impact on attendance records. 6. School Climate and Cultural Responsiveness If students do not feel represented, safe,

or valued in the classroom, they may disengage or be reluctant to attend.

A lack of culturally relevant curriculum or support staff can negatively affect students' connection to school.

7. Inconsistent Follow-Up and Support Systems
Schools may lack bilingual attendance outreach, home visits, or culturally competent support services.

Interventions may not be personalized or communicated in ways that resonate with families' values or needs.

8. Transportation Barriers
Families in certain neighborhoods may lack reliable access to transportation or live outside the school bus radius.

Schoolwide and Targeted Assistance Title I Element Summary

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
Back to School Ice Cream Social	8/7/26	
Humane Society Pet Drive	4/19/27-4/30/27	