

Douglas County School District



Pinon Hills Elementary School

2025-2026 School Improvement Plan

Mission Statement

The Piñon Hills Elementary School students, parents, staff, and community encourage the use of active minds and bodies in striving for excellence in academics and citizenship.

Vision

Piñon Hills Staff believes EPIC Learning provides every student a Learner Centered environment that builds self-confidence, and develops problem solving skills to help learners become successful.

Piñon Hills Staff ensure our students feel loved so they can learn to love others and themselves, and they will therefore maintain healthy relationships throughout their lives.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

Our core values and essential practices that we believe provide students an opportunity to thrive are as follow:

1. Every child matters and every moment counts to make a difference.
2. Authentic and organic relationships are critical. They will never care how much we know until they know how much we care about them. (students and families)
3. Instructional learning time that maximizes student cognition at their zone of proximal development.
4. We utilize formative assessment to make instructional adjustments during the learning. Additionally, we teach students how to self-monitor and make learning adjustments.

Areas for Growth

Due to a focus on responsive instruction, we experienced an increased in the percentage of students scoring a 3 or 4 in Reading and 4% decrease in Math on SBAC assessments from 2023-2024 to 2024-2025 in grades 3 through 5. Additionally, as evidenced by our 2024-25 School Climate Survey our students reported the following results.

431 Engagement – Relationships – Measures the links and interactions between and among students, adults and peers in the school setting; relationships foster positive social interaction and establish a nurturing environment of trust and support.

500 Safety – Physical Safety – Refers to the protection of all stakeholders – including families, caregivers, students, school staff, and the community – from fear of or actual exposure to physical violence, theft, intimidation, intruders, harsh punishment, and weapons.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language acquisition	provide language support
Foster/Homeless	Sense of belonging and Social emotional learning	provide la family environment filled with love and nurturing
Free and Reduced Lunch	none	
Migrant/Title1-C Eligible	none	

Racial/Ethnic Minorities	none	
Students with IEPs	Learning challenges	Provide support by implementing their Individualized plans and working as a team.

Problem Statements Identifying Student Success Needs

Problem Statement	Critical Root Cause
1 During 2024-2025 our students in grades kindergarten through 5th grade 43% in reading and 32% in math scored below the 61st percentile as measured by MAPS assessments.	We have experienced a significant increase in students qualifying for language services in the past 3 years. The grade level with the highest percentage of students below the 61st percentile in both reading and math is 5th grade. This group of students were kindergartners and missed out on several months of in-person learning during a critical developmental learning period.
2 Having enough time to provide individual and small group instructions while engaging other groups in high cognitive demand tasks in order to meet the individual needs of all students is problematic.	Simply not enough time and staff resources.
3 Parents are busy working to financially support their families. Additionally, families have their students involved in youth activities. Therefore, scheduling time to connect with families is a challenge.	The current economic and societal climate is tough on families.
4 Time is our greatest resource. Finding time to have in depth connections can be difficult.	Families are busy with their children participating in youth activities such as football, soccer, volleyball, theatre, dance, gymnastics etc.

 = Priority

Adult Learning Culture

Areas of Strength

Staff report that they love having the opportunity to work at PHES. They value that all staff are supportive of each other and everyone is focused on providing an overall positive experience for our students. We value that everyone adult is a learner. Staff are eager to observe their colleagues from a learning perspective. Each one of us has a growth mindset for ourselves and frankly believes that this is essential for us to have a growth mindset for our students. We believe that we all have an opportunity to learn from each other. Our staff appreciates that we facilitate opportunities for them to have release time to learn from others within our building.

Areas for Growth

Staff survey results yield high efficacy regarding culture, climate, communication and support. Staff report being highly supported by their administration and colleagues. We have established both common learning and common collaboration times for grade-levels to grow and continually improve. One of our core values regarding adult learning is staff learning from each other through observation of their colleagues. Staff regularly observe a each other within our educational setting with opportunities to debrief and ask questions.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	none	
Foster/Homeless	none	
Free and Reduced Lunch	none	
Migrant/Title1-C Eligible	none	
Racial/Ethnic Minorities	none	
Students with IEPs	none	

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement	Critical Root Cause
1 During 2024-2025 our students in grades kindergarten through 5th grade 43% in reading and 32% in math scored below the 61st percentile as measured by MAPS assessments.	We have experienced a significant increase in students qualifying for language services in the past 3 years. The grade level with the highest percentage of students below the 61st percentile in both reading and math is 5th grade. This group of students were kindergartners and missed out on several months of in-person learning during a critical developmental learning period.
2 Having enough time to provide individual and small group instructions while engaging other groups in high cognitive demand tasks in order to meet the individual needs of all students is problematic.	Simply not enough time and staff resources.
3 Parents are busy working to financially support their families. Additionally, families have their students involved in youth activities. Therefore, scheduling time to connect with families is a challenge.	The current economic and societal climate is tough on families.
4 Time is our greatest resource. Finding time to have in depth connections can be difficult.	Families are busy with their children participating in youth activities such as football, soccer, volleyball, theatre, dance, gymnastics etc.

 = Priority

Connectedness

Areas of Strength

Families report that they intentionally choose to live in the PHES zone in Douglas County because of our school. They value that their children are truly cared about and that they feel like partners with the staff. Parents and guardians appreciate open and candid communication regarding student progress toward mastery. They are thankful that we met each student academically where they are with regards to skill acquisition and content knowledge, and focus on growth from what they know and can do to meeting the standards. Finally, parents and guardians love the fact that our main focus is to provide a positive nurturing environment.

Areas for Growth

We are fortunate to have a high number of Parent and Grandparent Volunteers. Our parents are very responsive to support our school and are actively involved.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language acquisition	interpreters
Foster/Homeless	none	
Free and Reduced Lunch	none	
Migrant/Title1-C Eligible	none	
Racial/Ethnic Minorities	none	
Students with IEPs	none	

Problem Statements Identifying Connectedness Needs

Problem Statement	Critical Root Cause
1 During 2024-2025 our students in grades kindergarten through 5th grade 43% in reading and 32% in math scored below the 61st percentile as measured by MAPS assessments.	We have experienced a significant increase in students qualifying for language services in the past 3 years. The grade level with the highest percentage of students below the 61st percentile in both reading and math is 5th grade. This group of students were kindergartners and missed out on several months of in-person learning during a critical developmental learning period.
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 = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Nevada Alternate Assessment (NAA)
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs

Adult Learning Culture

- Administrator evaluation
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher evaluation
- Teacher retention
- Teacher/Student Ratio

Connectedness

- Attendance
- Behavior
- Enrollment
- Gifted and talented data
- PBIS/MTSS data

Perception/survey data

School safety data



Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

100% of PHES students will meet or exceed their individual growth goals in reading as measured by Fall 2025 to Spring 2026 MAP.

Formative Measures: Common assessments
MAPS
DRA

Improvement Strategy 1

All students will be provided responsive individualized instruction and opportunities for additional skill practice and content understanding through small groups and targeted instruction.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Tier 1 instruction Classroom teachers Daily	MTSS Classroom teachers, specialists Admin Daily	

Position Responsible: Admin, teachers, specialist

Resources Needed: Time

Evidence Level

Status Checks

In progress

November

January

March

June

Inquiry Area

2

Adult Learning Culture

SMART Goal 1

We will ensure that we utilize responsive instruction that provides individualization and target skill practice. 100% of the staff will utilize responsive instruction to address the learning needs of all students.

Formative Measures: Observation
Self-assessment

Improvement Strategy 1

Support all teachers with additional time, specific feedback and coaching. We will allocate time for teachers to observe teachers and work in PLC's. --

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Teachers self assess, Admin schedule formal and informal observations Admin Classroom teachers Daily	Schedule time for teachers to observe colleagues and reflect on best practices Admin teachers Quarterly	

Position Responsible: Admin, teachers, specialists

Resources Needed: time

Evidence Level

Status Checks

In progress

November

January

March

June

SMART Goal 2

We will ensure that 100% of our staff are valued, supported and report high efficacy at work

Formative Measures: Workplace conditions survey results
Staff School Climate survey results
Daily honest feedback and authentic conversations

Improvement Strategy 1

Directly talk face to face with staff authentically and honestly in order to foster two-way communication.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	We will have direct in person interaction that communicates care, compassion and support. All staff daily		

Position Responsible: All staff

Resources Needed: time

Evidence Level

Status Checks

No Progress

November

January

March

June

Inquiry Area

Connectedness

3

SMART Goal 1

We will ensure a positive culture and climate for all students.

Formative Measures: School climate surveys administered in the fall 2025 and the spring 2026.

Improvement Strategy 1

Utilize social emotional learning, positive behavior intervention supports, positive relationships, classroom communities and student centered environments for an improved school climate.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Teach expectations, reinforced expected outcomes, re-teach Classroom teachers, specialists, admin Daily		

Position Responsible: Admin, teachers, specialists, paraprofessionals, parents

Resources Needed: Time

Evidence Level

Status Checks

In progress

November

January

March

June