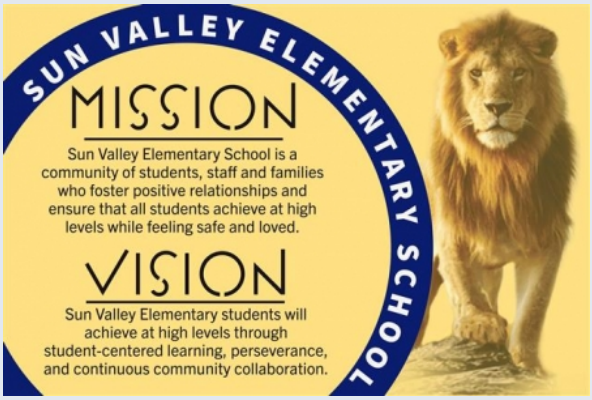
Washoe County School District



Sun Valley Elementary School

Classification: 2 Star School

Title I, ATSI

2026-2027 School Improvement Plan

District Approval Date:
August 24, 2026

Generated by Plan4Learning.com
August 26, 2026 at 01:36 PM

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.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

25-26 School Year Areas of Strength:

iReady Reading EOY Results							iReady Math EOY Results				
Grade	Typical Growth (Median)	% Typical Met	Stretch Growth (Median)	% Stretch Met	% Improved Placement	Natl Percentile Rank (Grd AVG)	Typical Growth (Median)	% Typical Met	Stretch Growth (Median)	% Stretch Met	% Improved Placement
Kinder	111	63	82	28	83	44	138	77	113	63	69
First	86	40	61	22	48	34	90	44	70	24	53
Second	90	43	52	20	49	27	85	43	56	20	54
Third	156	71	85	39	70	40	117	59	72	25	66
Fourth	103	62	57	18	47	35	104	53	63	14	73
Fifth	128	62	57	18	48	37	82	37	47	10	54

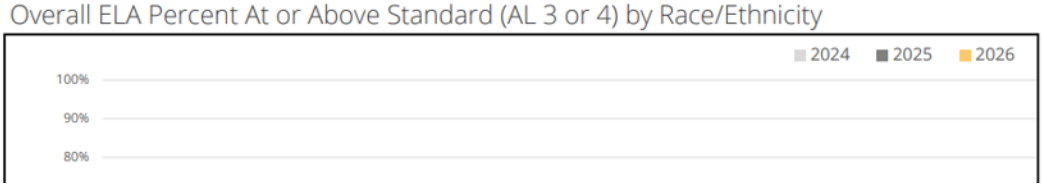
- 83% of our Kindergarten students showed improved placement on their iReady Diagnostic from MOY to EOY in Reading.
- 63% of our Kindergarten students met their stretch growth goals on their iReady EOY Diagnostic in Math. This grade level met our SY26 SIP goal (45% or more students meet stretch growth goals on EOY diagnostic).

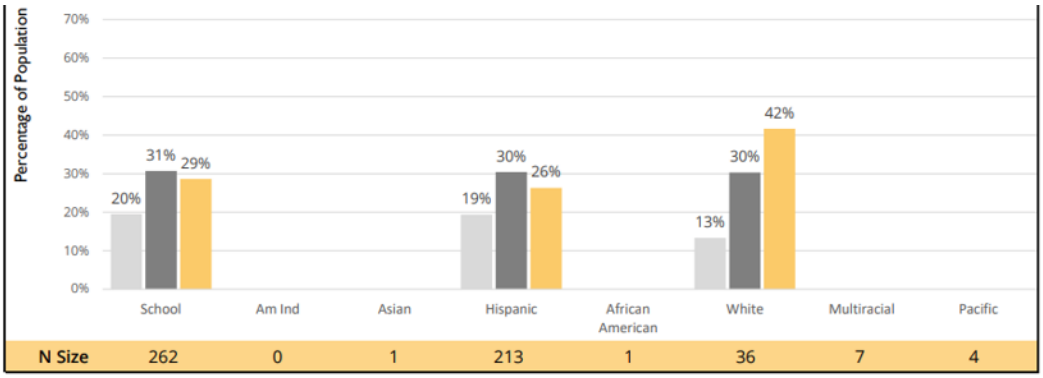
25-26 ACCESS Testing

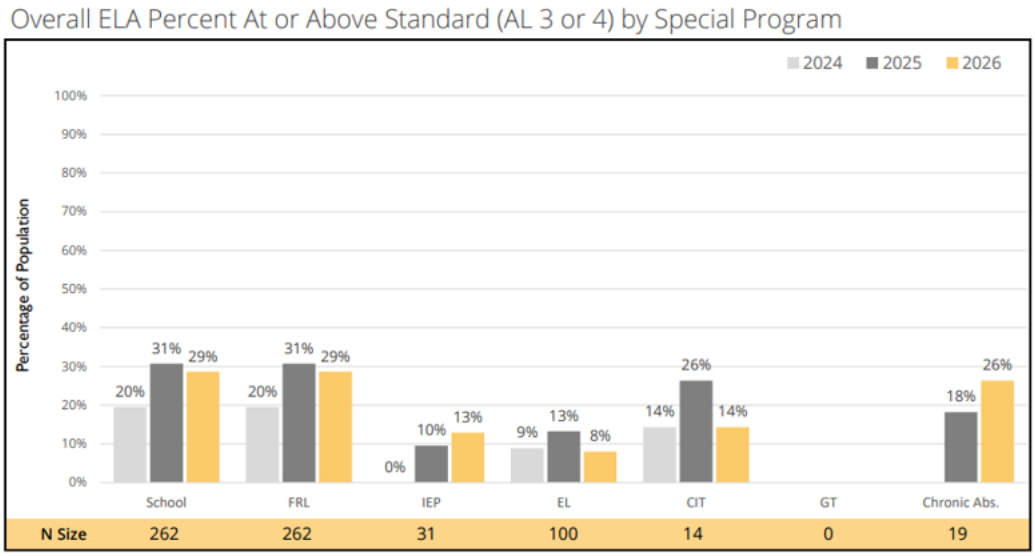
ACCESS Results by Domain (Average)					
Grade	Listening	Reading	Speaking	Writing	Overall
K	2.97	1.24	2.81	1.55	1.63
1	4.4	2.99	2.47	2.04	2.45
2	3.47	3.89	2.67	3.01	3.26
3	3.81	3.71	2.75	3.36	3.43
4	5.9	4.14	3.79	3.99	4.21
5	5.24	3.42	3.54	3.48	3.71
*26 students exited (>=4.5)					
**1 additional student scored 4s on the SBAC in both math and ELA					

- 27 students exited EL services last year
- 4th grade had an overall average of 4.21 on the ACCESS assessment.
- 4th and 5th grades had averages over 5.0 in the Listening domain (5.9 and 5.24, respectively)

26-27 SBAC - ELA

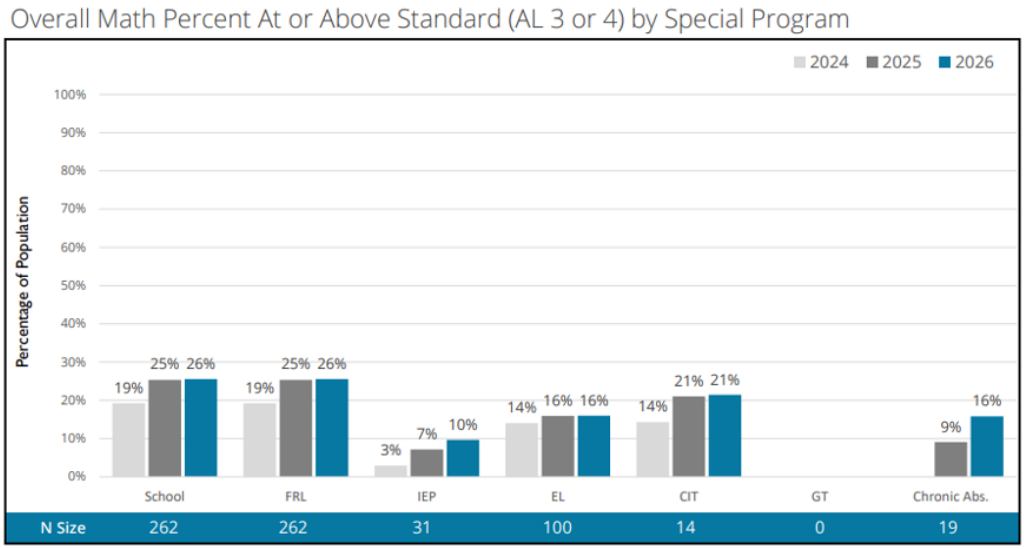


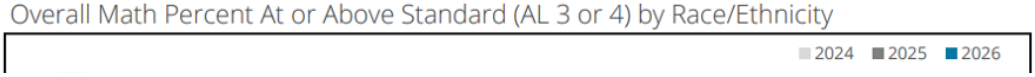


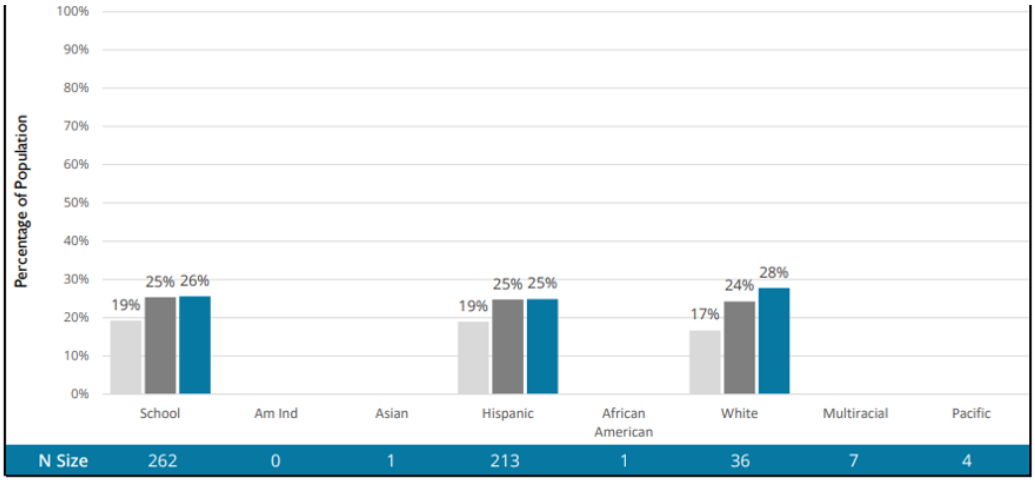


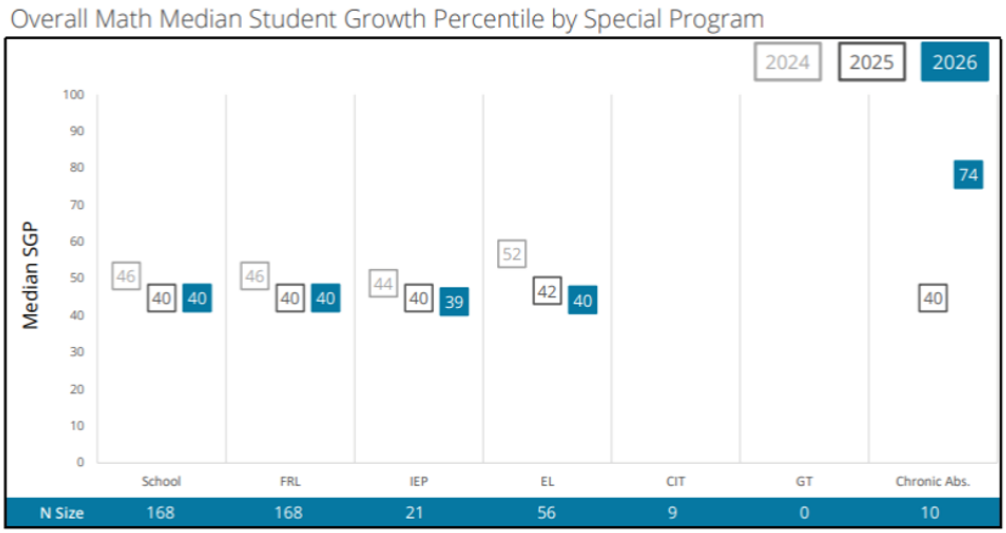
- While overall proficiency in ELA dipped 2 percent, the trendline over the past 3 years is positive.
- Our students with IEPs passed the SBAC in ELA at a greater rate this year than last year (13% v. 10% from the prior year).
- Students with chronic absenteeism passed the SBAC in ELA at a greater rate this year than last year (26% v. 18% from the prior year).

25-26 SBAC - Math









- 26% of students passed the SBAC in math as opposed to 25% last year
- Proficiency rates for students on IEPs and those who were chronically absent were improved from the years prior.
- Student growth percentile rates were higher in SY26 for students who were chronically absent students.

24-25

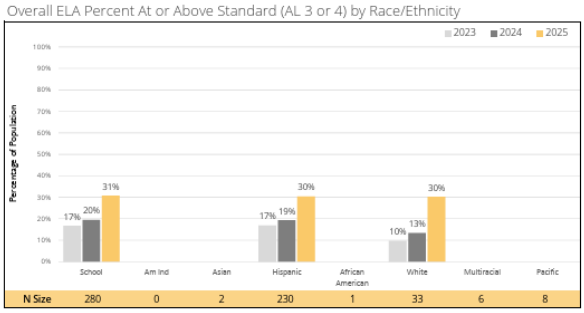
During the 24-25 school year, our students showed growth in MAP, SBAC, WIDA and iReady.

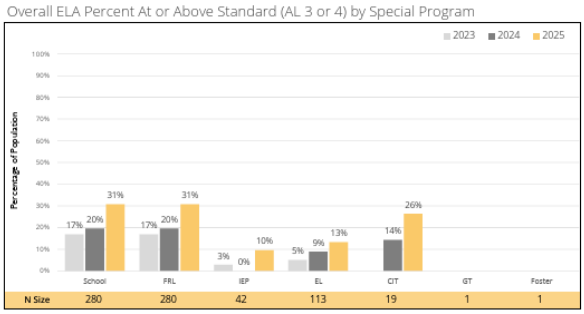
SBAC Proficiency

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.

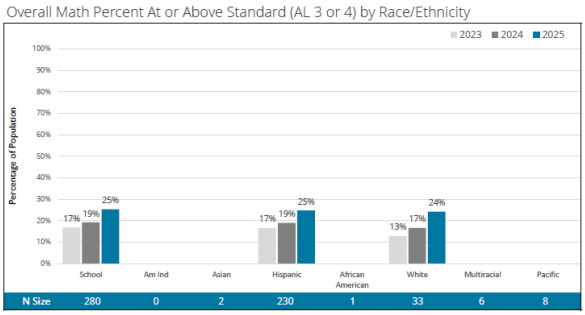


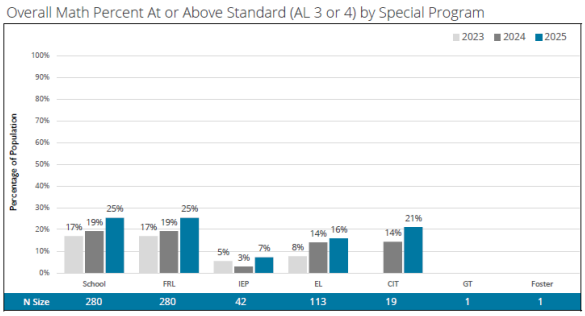


In math, our students made 6% growth overall. While this is less growth than what was seen in ELA, this is also the largest increase in math that we have seen at Sun Valley in over 13 years.

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.





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

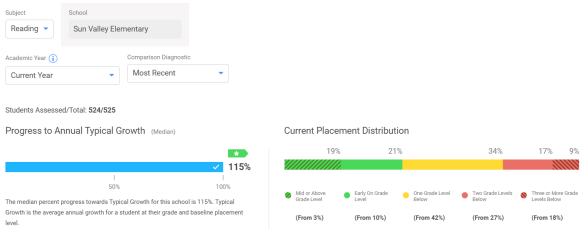
2nd - 33% of students met their Stretch Growth goals

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.

...

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.

Areas for Growth

25-26 iReady Data:

Our goal for the 25-26 school year was for 45% or more of students to meet their stretch growth goals on iReady in math and reading. This goal was not met, except for Kindergarten math.

Areas of growth for the following grade levels (reading/math):

Kinder: HFW/Measurement & Data

1st: Vocabulary/Measurement & Data

2nd: Comp. Lit/Geometry

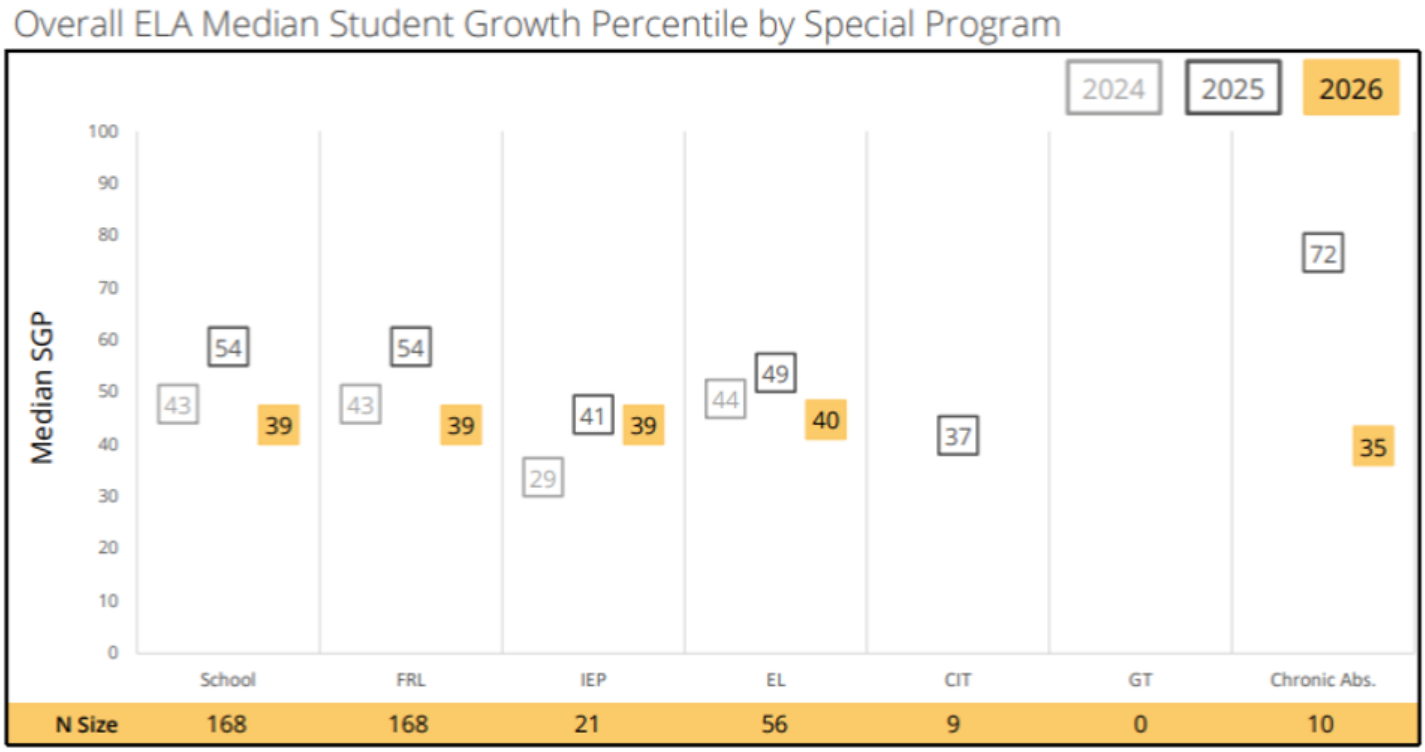
3rd: Comp. Info Text/Measurement & Data

4th: Comp. Info Text/Geometry

5th: Comp. Info Text/Measurement & Data

25-26 SBAC - ELA:

- Schoolwide proficiency decreased from 31% in SY25 to 29% in SY26. During the same period, proficiency among White students increased from 30% to 42%. This improvement was not experienced equitably across student groups, highlighting disparities in academic outcomes and the need to examine whether instructional practices and supports are consistently meeting the needs of all learners.
- Our multilingual learners' proficiency decreased from 13% to 8% from SY25 to SY26.
- Our CIT students' proficiency decreased from 26% in SY25 to 14% in SY26.



- Student growth percentiles declined across the board for all special programs.

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%).

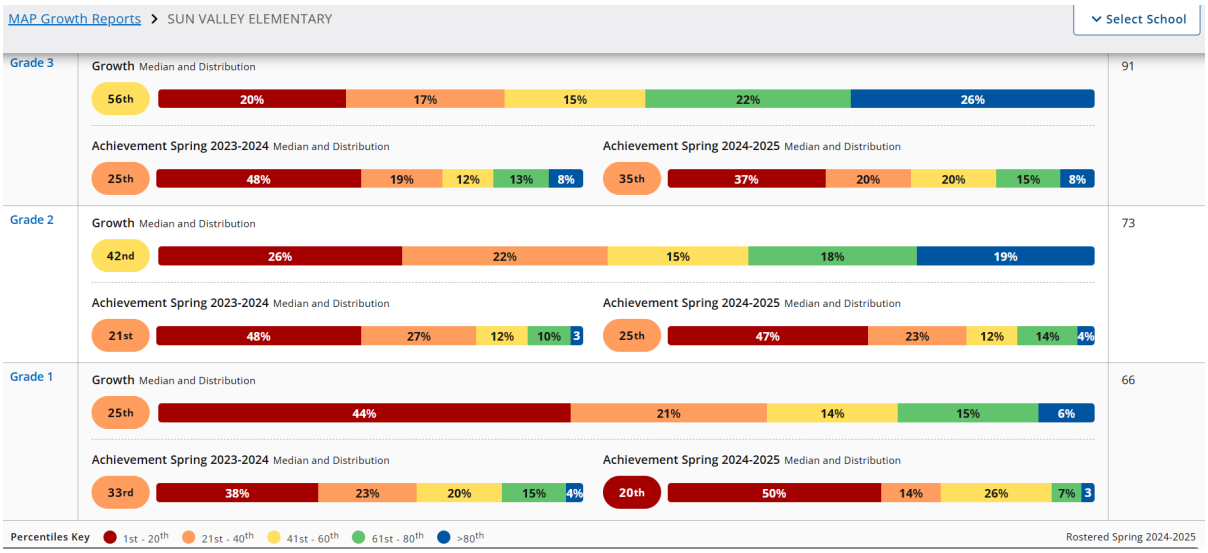
Grade	Needs Analysis: % Students Below Grade Level							Students Assessed/Total
	PA	PH	HFW	VOC	Comp: Overall COMP	LIT	INFO	
Grade K	24%	20%	40%	45%	32%	31%	35%	84/84
Grade 1	61%	59%	54%	70%	68%	69%	73%	74/74
Grade 2	20%	58%	37%	63%	71%	68%	73%	79/80
Grade 3	0%	40%	8%	54%	53%	56%	58%	98/98
Grade 4	0%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

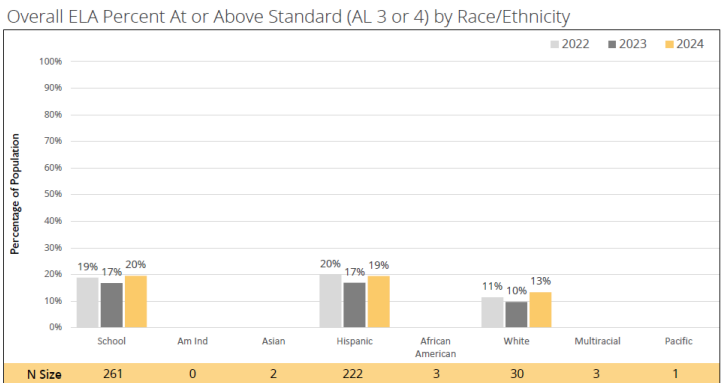
During the 23-24 school year, 52% of students achieved “typical growth” in reading and 47% of students achieved “typical growth” in math. We did not meet our previous SPP goal in this area to ensure that 75% of our students made 1 year of typical growth in the areas of ELA and Math.

	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

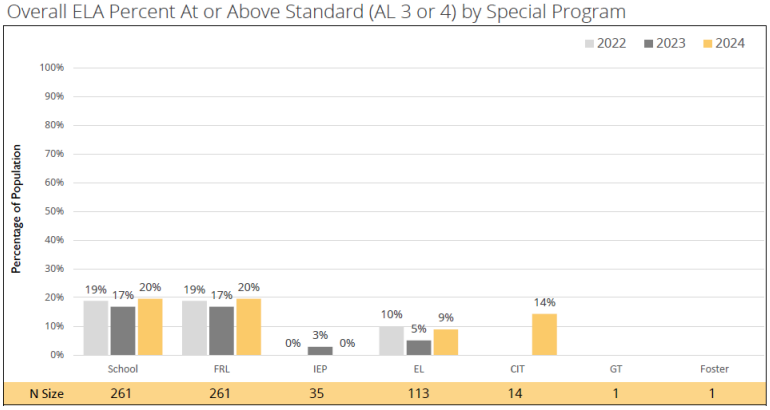
23-24 MAP Data:

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

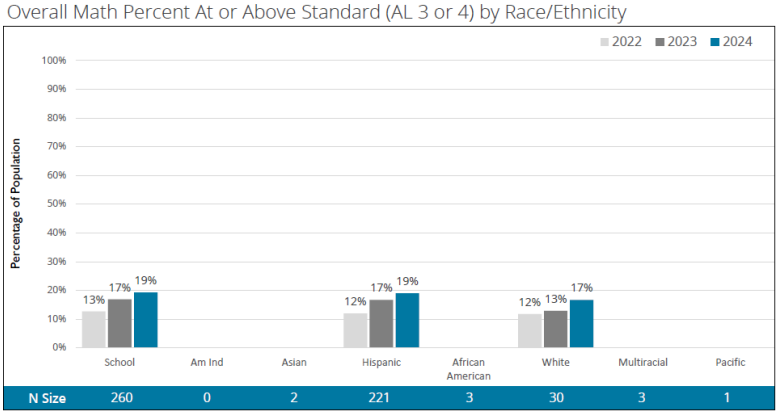
23-24 SBAC Proficiency Data



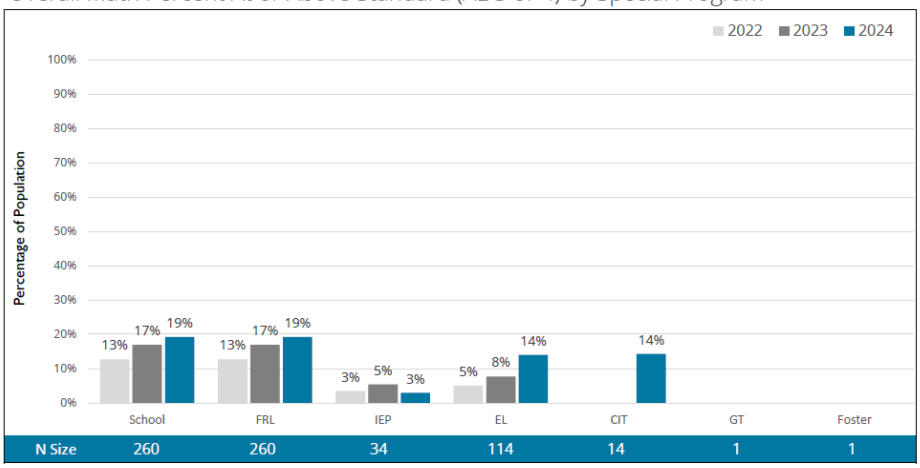
Overall ELA Percent At or Above Standard (AL 3 or 4) by Special Program



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

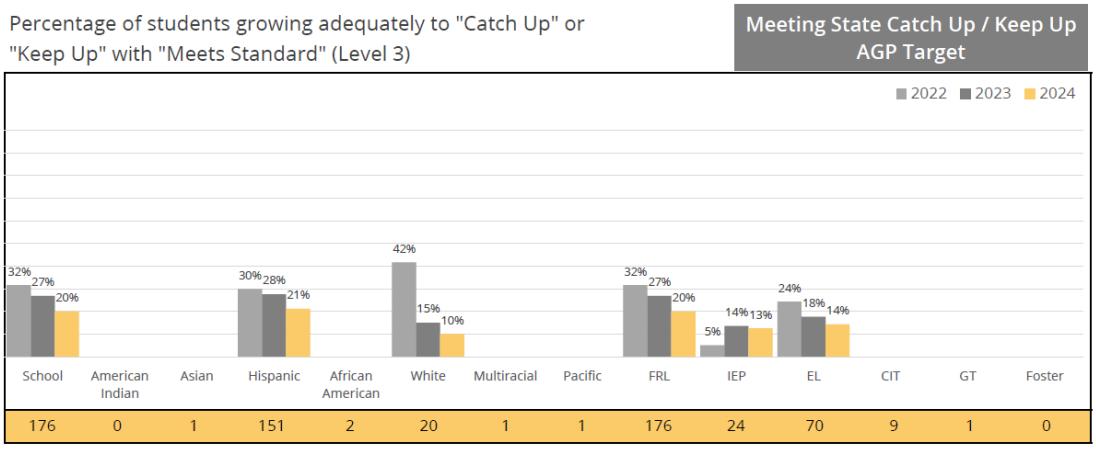


23-24 ACCESS/WIDA Data:

- 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.



Equity Resource Supports

Student Group	Challenge	Solution
	• 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	• **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

English Learners	uneven access to language-rich instruction across the day. • EL exit rates are steady, 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	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.
	• 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	• **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

Foster/Homeless	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.	(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	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	
		• **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

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.	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.
		• **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
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.	

		data.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	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. Additionally, in SY26, SGP for this population decreased from 49 in SY25 to 40 in SY26.	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

2025-2026 Staff Climate Survey

Summary

The survey reveals a school environment with notable strengths in core educational values and relationships, alongside emerging challenges in external engagement and staff well-being. Staff demonstrate exceptional commitment to student success, with **Expectations of Success** maintaining a 99% favorable response rate and **Staff-Student Relationships** scoring 96%. However, several areas show concerning declines, particularly **Parent Involvement**, which dropped 5 points to 67%, and **Quality of WCSD**, which fell 4 points to 59%. The data indicates that while internal school culture remains strong, external factors affecting staff morale and parent engagement require attention. **Social-emotional Learning (SEL)** declined 4 points to 85%, and **Work Stress** remains at a modest 57%. Positively, **Student Behaviors** improved 5 points to 91%, suggesting effective behavioral management strategies are in place.

Strengths

- **Expectations of Success** maintains an outstanding 99% favorable response rate with no change from the previous survey, indicating sustained staff commitment to high academic standards and student motivation.
  View topic
- **Staff-Student Relationships** scores 96% favorable, with 100% of staff agreeing that every student knows at least one staff member who would help with personal problems or care if they were absent, demonstrating strong individual connections.
  View topic
- **Home-School Communication** maintains a 96% favorable response rate with no change, reflecting consistent staff belief in parent partnerships and a welcoming school environment for families.
  View topic

WCSD School Climate and Safety Staff Survey

Download

45 responses | Show breakdown

Topics	Score	Change since last surveyed	Compared to district
Expectations of Success	99%	→ 0	+ 4
Staff-Student Relationships	96%	↘ 2	+ 3
Home-School Communication	96%	→ 0	+ 1
Fairness and Respect	92%	↘ 2	+ 6
Staff Collaboration	91%	↘ 1	+ 5
Student Behaviors	91%	↗ 5	+ 12
Safety	90%	↗ 1	− 1
Social-emotional Learning (SEL)	85%	↘ 4	+ 1
I-ready	75%	↗ 2	+ 4
Parent Involvement	67%	↘ 5	+ 14
Quality of WCSD	59%	↘ 4	+ 2
Work Stress	57%	↘ 1	− 4

On the Staff Climate Survey, increases were seen in the following areas:

- Student Behaviors
- Safety
- iReady

Additionally, our school staff responses are more favorable than the district average in the following areas (SVES/WCSD):

- Expectations of Success (99%/95%)
- Staff-Student Relationships (96%/93%)
- Home-School Communication (96%/95%)
- Fairness and Respect (92%/86%)
- Staff Collaboration (91%/86%)
- Student Behaviors (91%/79%)
- SEL (85%/84%)

- iReady (75%/71%)
- Parent Involvement (67%/53%)
- Quality of WCSD (59%/57%)

Our 2025-2026 Adult Learning Culture Goal was: "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." This goal was met.

2024-2025
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%.

Areas for Growth

2025-2026 Staff Climate Survey

Opportunities

- **Quality of WCSD** declined 4 points to 59%, with staff optimism about district direction dropping 10 points to 48% and feelings of being valued by the district remaining at 48%, indicating significant concerns about district-level support and communication.
  View topic

- **Parent Involvement** decreased 5 points to 67%, with only 30% of staff reporting that parents ask about ways to support learning at home (down 17 points), suggesting a need for enhanced strategies to engage families in the educational process.
  View topic

- **Work Stress** remains at 57% favorable, indicating that more than two-fifths of staff experience burnout, tension, or concerns about sustaining their work pace until retirement, highlighting the need for wellness initiatives and workload management.
  View topic

On the Staff Climate Survey, decreases were observed in the following areas:

- Staff Student Relationships (from 98% to 96%)
- Fairness and Respect (from 94% to 92%)

- Staff Collaboration (from 92% to 91%)
- SEL (from 89% to 85%)
- Parent Involvement (from 72% to 67%)
- Quality of WCSD (from 63% to 59%)
- Work Stress (from 58% to 57%)

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%)

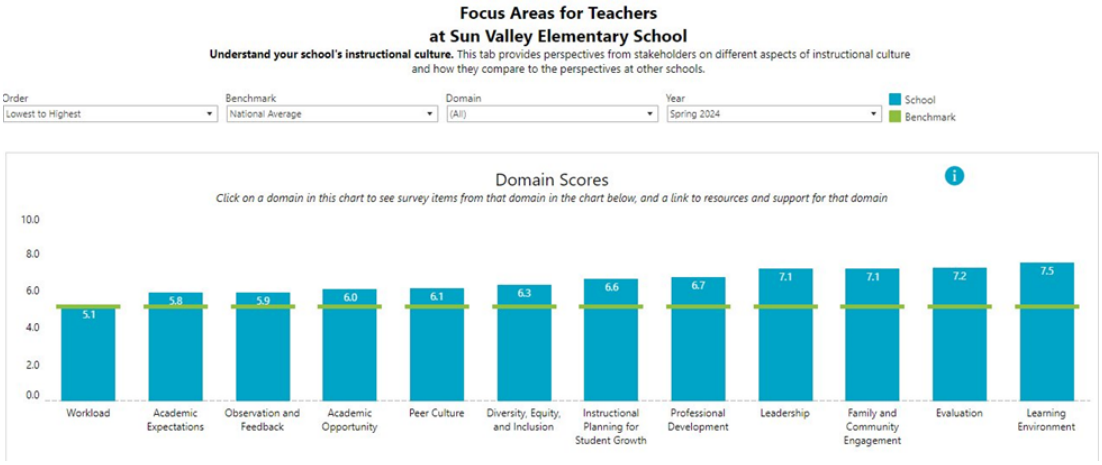
Additionally, 82% responded favorably in the area of PLC implementation.

...

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

Equity Resource Supports

Student Group	Challenge	Solution
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.	• **People:** ◦ Provide PD and coaching from EL teachers focused on integrating **Learning 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.
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	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	**T**he school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	
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	• **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. ◦

	or how to support at home.	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	Critical Root Cause
1 ★	While Sun Valley has increased dedicated time for PLCs and grade-level collaborative planning, current data indicate an opportunity to strengthen the systems and structures that support effective collaboration and its connection to instructional practice and student outcomes. Staff perceptions of PLC implementation were 82% favorable in 2024-2025, and Staff Collaboration decreased slightly from 92% to 91% in 2025-2026. Additionally, favorable perceptions of Work Stress have declined over the past two years, from 60% in 2023-2024 to 58% in 2024-2025 and 57% in 2025-2026, highlighting the importance of ensuring that collaborative structures are purposeful, supportive, and impactful.	While structures and protected time for collaboration are in place, consistent schoolwide processes and expectations for effectively using PLC and collaborative planning time are still developing. Additional clarity and capacity-building are needed to support teams in analyzing student learning, identifying instructional needs, planning responsive instruction, and evaluating the impact of instructional decisions on student outcomes.

★ = Priority

Connectedness

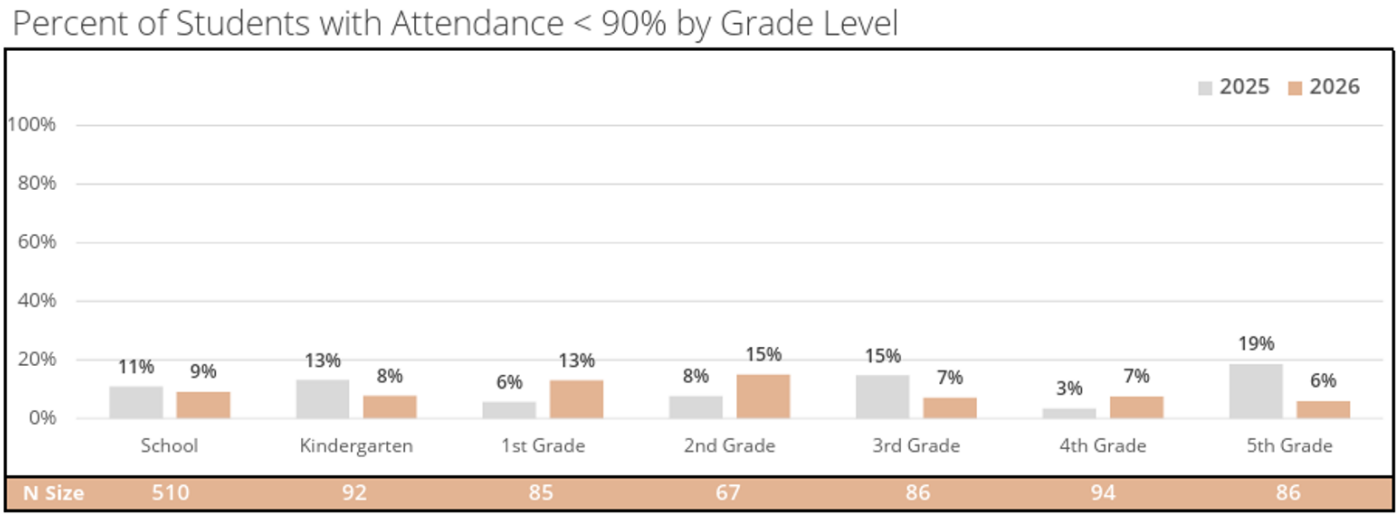
Areas of Strength

2025-2026

Attendance

Our Connectedness Goal for the 25-26 school year was to have less than 10% of Sun Valley students considered "Chronically Absent" during the 25-26 school
year, as measured by the NSPF rating framework. This goal was met!

Considerable strengths were seen in 5th grade students (only 6% were chronically absent).



NSPF Calculation: A student must be enrolled for a minimum of 91 days at a school to be included in the calculation. Students missing 10% or more of scheduled days are chronically absent.

Student Climate Survey

Summary: The survey reveals a mixed picture of student experiences, with notable strengths in relationship skills and safety perceptions alongside significant challenges in self-management and respect. SEL Skills: Relationship Skills shows strong improvement with a 7-point increase to 74%, while Safety improved 6 points to 76%, indicating students feel more secure at school. However, several areas require attention: SEL Skills: Self-Management of Goals declined 10 points to 43%, Student Voice dropped 7 points to 60%, and Adult Respect fell 7 points to 61%. The data suggests students possess strong social awareness and relationship capabilities but struggle with goal-setting, emotional regulation, and perceive declining fairness in adult interactions.

Strengths

- **SEL Skills: Relationship Skills** improved 7 points to 74%, with students showing particular strength in respecting classmates' opinions during disagreements (79%, up 10 points), indicating strong interpersonal capabilities.
  View topic
- **Safety** increased 6 points to 76%, with notable improvements in students feeling safe on the way to and from school (88%, up 15 points) and fewer students staying home due to safety concerns (82%, up 13 points).
  View topic
- **SEL Skills: Responsible Decision-Making** rose 8 points to 63%, with students demonstrating increased confidence in knowing right from wrong (71%, up 12 points), suggesting developing ethical reasoning skills.
  View topic

Topics	Score	Change since last surveyed	Compared to district
Safety	76%	↗ 6	− 3
SEL Skills: Relationship Skills	74%	↗ 7	+ 3
Participation	74%	↗ 4	− 5
SEL Skills: Self-Awareness of Self Concept	71%	↘ 3	− 4
SEL Skills: Social Awareness	70%	→ 0	− 8
Adult Support	70%	↘ 2	− 1
SEL Skills: Responsible Decision-Making	63%	↗ 8	− 13
Adult Respect	61%	↘ 7	− 10
Student Voice	60%	↘ 7	− 5
SEL Skills: Self-Awareness of Emotions	59%	↘ 5	− 15
Victimization	59%	↗ 4	− 5
Student Engagement	58%	↗ 4	0
SEL Skills: Self-Management of Schoolwork	52%	↗ 2	− 4
Student Respect	48%	↘ 3	− 14
Bullying	44%	↗ 6	− 5
SEL Skills: Self-Management of Goals	43%	↘ 10	− 18
SEL Skills: Self-Management of Emotion	40%	↘ 1	− 17

Family Climate Survey

Parent Climate Survey

Download P

124 responses | Show breakdown

Topics	Score	National benchmarks	Change since last surveyed	Compared to district
Supportive Place	97%	—	↗ 3	+ 13
Physical Safety	96%	—	↗ 1	+ 5
Quality Education	95%	—	↘ 4	+ 7
Communication with School	95%	—	→ 0	+ 7
Relationships / Respect	94%	—	↘ 3	+ 5
Family Efficacy	78%	Above the 90th percentile	↘ 4	+ 3
School Fit	72%	Around the 70th percentile	↘ 5	+ 6
Learning Behaviors	62%	Around the 90th percentile	↘ 8	+ 4

124 families responded to the Family Climate Survey in SY26! This is a tremendous improvement from SY25 when 41 families responded to the survey.

The survey reveals strong overall performance in traditional school climate measures, with **Supportive Place** (97%) and **Physical Safety** (96%) maintaining high scores. However, significant concerns emerge in areas critical to student success. **Family Efficacy**, despite ranking around the 90th percentile nationally, shows a troubling 21-point decline in parent confidence connecting with other parents. **Learning Behaviors** demonstrates the most substantial challenges, with an 8-point overall decline driven by sharp drops in reading for fun (-10 points) and home distractibility (-19 points). **School Fit** declined 5 points to 72%, ranking around the 70th percentile nationally, with notable decreases in student comfort asking for help (-14 points) and preparation for the next academic year (-9 points).

Strengths

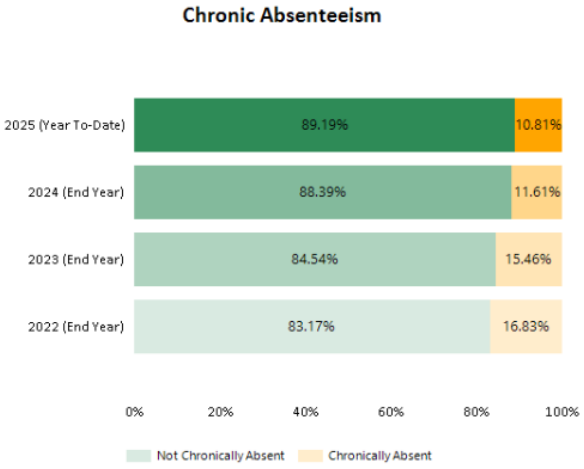
- **Supportive Place** achieved a 97% favorable response with a 3-point improvement, reflecting strong parent confidence in school leadership and staff welcoming attitudes. The 6-point increase in parent input seeking demonstrates growing commitment to family engagement.
  View topic

- **Family Efficacy** ranks around the 90th percentile nationally despite a 4-point decline, indicating parents feel significantly more confident in supporting their children's education compared to families at most other schools.
  View topic

- **Physical Safety** maintained a 96% favorable response with a 1-point improvement, with 97% of parents reporting their children feel safe inside the school building.
  View topic

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.



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.

Areas for Growth

2025-2026

Student Climate Survey

Opportunities

- **SEL Skills: Self-Management of Goals** declined 10 points to 43%, with students particularly struggling to set goals for themselves (51%, down 16 points), indicating a need for explicit goal-setting instruction and support.
  View topic

- **Student Voice** decreased 7 points to 60%, with significant declines in students feeling they have chances to share ideas (60%, down 12 points) and help decide what should be improved (58%, down 11 points), suggesting reduced student agency in school decisions.
  View topic

- **Adult Respect** fell 7 points to 61%, with students reporting decreased perceptions of fair treatment (42%, down 9 points) and less clarity about school rules (75%, down 8 points), indicating potential inconsistencies in adult-student interactions and expectations.
  View topic

Family

Climate Survey

Opportunities

- **Learning Behaviors** declined 8 points to 62% despite ranking around the 90th percentile nationally, with significant drops in reading for fun (-10 points to 35%) and home distractibility (-19 points to 42%). These declines suggest growing challenges in student engagement with learning outside the classroom.
  View topic

- Parent confidence in connecting with other parents dropped 21 points to 47%, representing the largest single-question decline in the survey. This suggests weakened parent community networks that may impact overall family engagement.

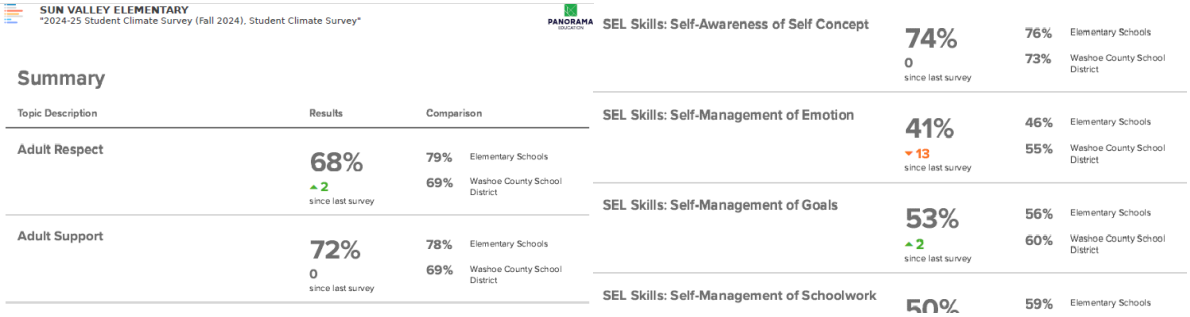
- **School Fit** declined 5 points to 72%, ranking around the 70th percentile nationally, with student comfort asking for help dropping 14 points to 64% and perceived preparation for next year declining 9 points to 76%. These changes indicate growing concerns about student-school alignment.
  View topic

2024-2025

Student Climate Survey results indicate decreases in favorable responses 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
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%	59% Elementary Schools

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

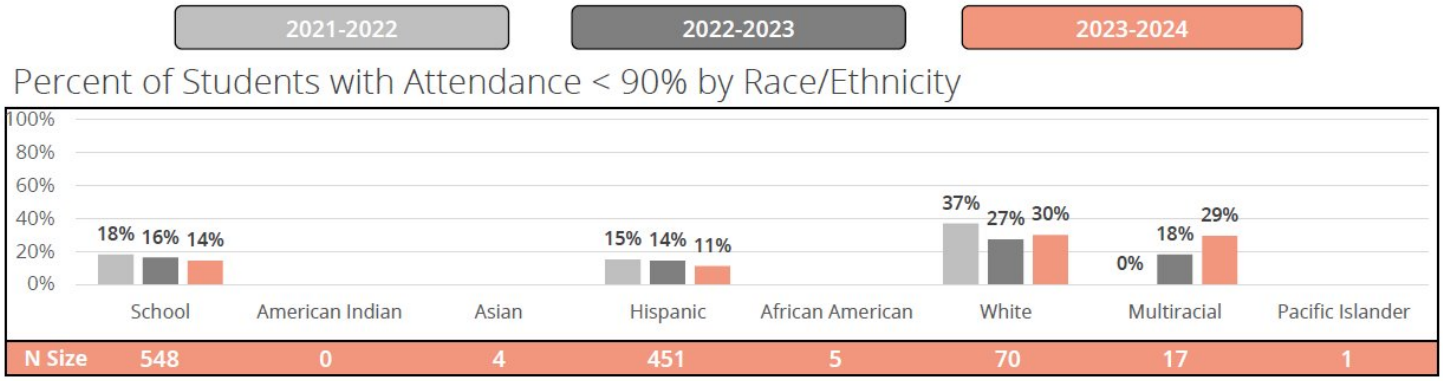
SUN VALLEY ELEMENTARY
"2024-25 Student Climate Survey (Fall 2024), Student Climate Survey"

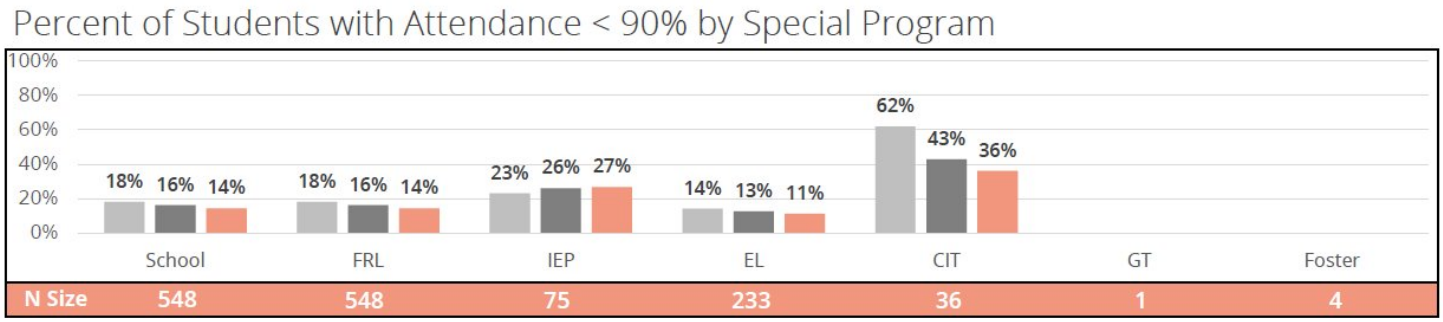
Student Respect	51% ▼8 since last survey	67%	Elementary Schools
		60%	Washoe County School District
Student Voice	67%	69%	Elementary Schools
		63%	Washoe County School District
Victimization	55% ▲10 since last survey	56%	Elementary Schools
		63%	Washoe County School District

82 responses

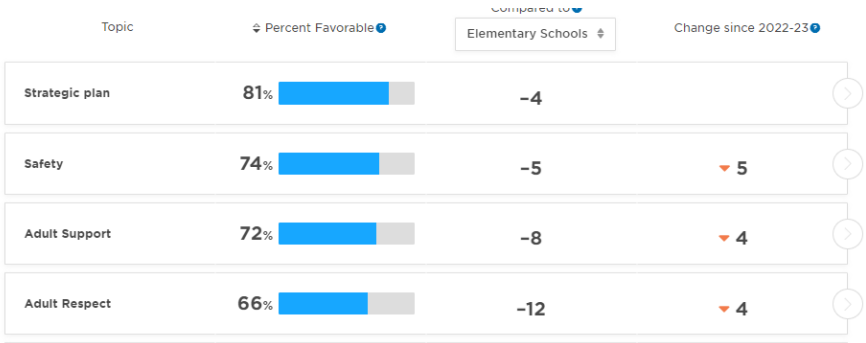
	▼5 since last survey	55%	Washoe County School District
SEL Skills: Social Awareness	70% 0 since last survey	72%	Elementary Schools
		76%	Washoe County School District
Safety	70% ▼4 since last survey	80%	Elementary Schools
		76%	Washoe County School District
Strategic plan	77% ▼4 since last survey	84%	Elementary Schools
		82%	Washoe County School District
Student Engagement	54% ▼4 since last survey	67%	Elementary Schools
		56%	Washoe County School District

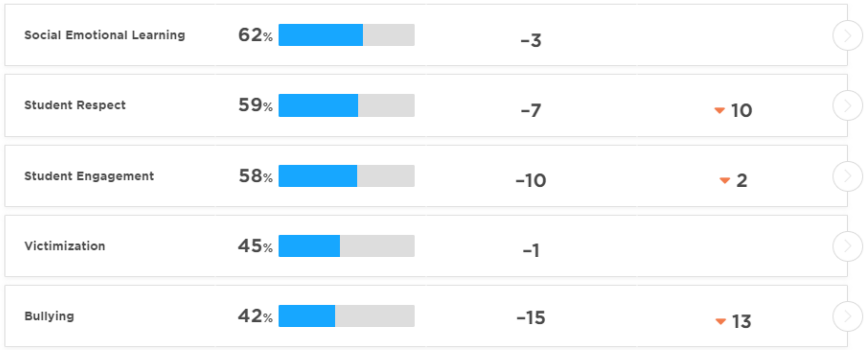
23-24 Chronic Absenteeism Data:

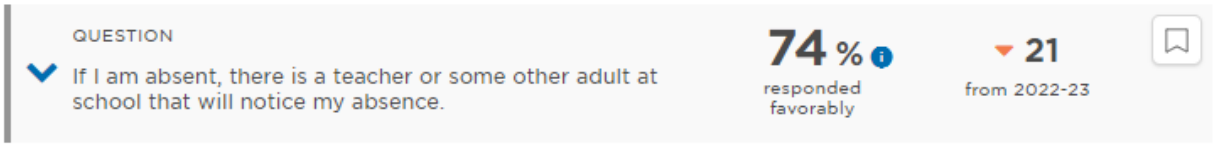


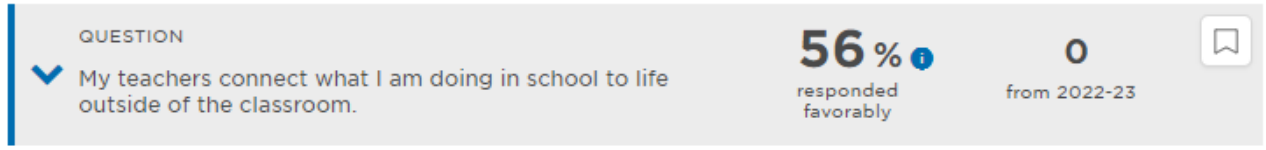


23-24 WCSD Student Climate Survey:

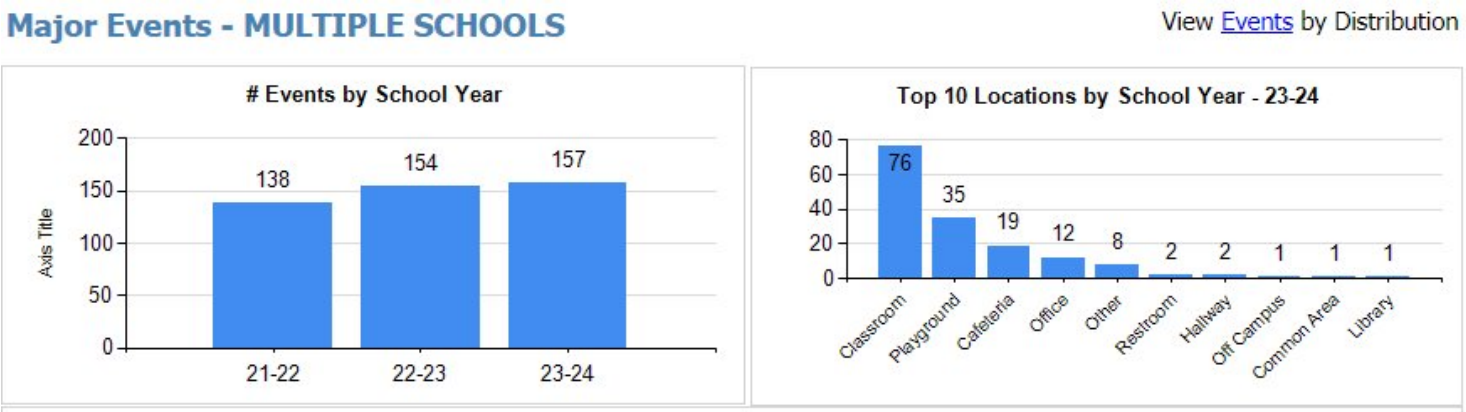








23-24 Sun Valley ES Behavior Data:



Equity Resource Supports

Student Group	Challenge	Solution
		• **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

English Learners	• 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. • 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.	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. • **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.
		• **People:** ◦ Strengthen coordinated support between CIT liaison, school social worker, office staff, and teachers to track and

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.	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	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	
		• **People:** ◦ Use bilingual family liaisons, front office staff, and counselors to conduct culturally informed attendance

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.	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.
		• **People:** ◦ Increase collaboration between case managers, counselors, and families

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.	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	Critical Root Cause
1 ★	While Sun Valley has made significant progress in student attendance, reducing chronic absenteeism to near 10%, Student Climate Survey data indicate a continued need to strengthen students' sense of connection and belonging at school. These data indicate an opportunity to strengthen students' experiences of positive adult relationships, voice, and belonging within the school community, all which start with improved student attendance at school.	While Sun Valley has established practices to support positive relationships and student engagement, consistent schoolwide structures for intentionally fostering and monitoring student connectedness are still developing. Additional opportunities are needed for students to build meaningful relationships with trusted adults, exercise authentic voice and agency, and experience consistent interactions and expectations that promote respect, belonging, and connection to the school community which begins with regular student attendance.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	While Sun Valley has increased dedicated time for PLCs and grade-level collaborative planning, current data indicate an opportunity to strengthen the systems and structures that support effective collaboration and its connection to instructional practice and student outcomes. Staff perceptions of PLC implementation were 82% favorable in 2024-2025, and Staff Collaboration decreased slightly from 92% to 91% in 2025-2026. Additionally, favorable perceptions of Work Stress have declined over the past two years, from 60% in 2023-2024 to 58% in 2024-2025 and 57% in 2025-2026, highlighting the importance of ensuring that collaborative structures are purposeful, supportive, and impactful.	While structures and protected time for collaboration are in place, consistent schoolwide processes and expectations for effectively using PLC and collaborative planning time are still developing. Additional clarity and capacity-building are needed to support teams in analyzing student learning, identifying instructional needs, planning responsive instruction, and evaluating the impact of instructional decisions on student outcomes.
2 ★	While Sun Valley has made significant progress in student attendance, reducing chronic absenteeism to near 10%, Student Climate Survey data indicate a continued need to strengthen students' sense of connection and belonging at school. These data indicate an opportunity to strengthen students' experiences of positive adult relationships, voice, and belonging within the school community, all which start with improved student attendance at school.	While Sun Valley has established practices to support positive relationships and student engagement, consistent schoolwide structures for intentionally fostering and monitoring student connectedness are still developing. Additional opportunities are needed for students to build meaningful relationships with trusted adults, exercise authentic voice and agency, and experience consistent interactions and expectations that promote respect, belonging, and connection to the school community which begins with regular student attendance.
3 ★	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. Additionally, in SY26, SGP for this population decreased from 49 in SY25 to 40 in SY26.	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] **I-Ready**
- [x] **Nevada State Performance Framework (NSPF)**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **Tier I Instructional Materials Assessments**
- [x] **WIDA ACCESS for ELLs**

Adult Learning Culture

- [x] **Lesson Plans**
- [x] **Master schedule**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Perception/survey data**
- [x] **Other**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335: By the end of school year 2026-27, 50% of EL students at Sun Valley Elementary School will achieve adequate growth* on the speaking domain of the WIDA Access assessment as measure by the annual WIDA Access Assessment.
*Adequate growth will be measured as follows:
Students who scored a 2.9 or below on the speaking domain of the 25-26 WIDA Access assessment will show 1.0 or more points of growth on the 26-27 WIDA Access assessment.
Students who scored between a 3.0 and 5.5 on the speaking domain of the 25-26 WIDA Access assessment will show .5 or more points of growth on the 26-27 WIDA Access assessment.

Formative Measures: iReady Diagnostic

Improvement Strategy 1

GLAD - Schoolwide Implementation

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	GLAD: 1. Monthly GLAD Strategy of the Month - Professional Development for all certified staff 2. GLAD strategies documented on PLC note taker 3.	Admin, GLAD Trainer, Teachers, EL Teachers	August-May	
2	Deep data dive to identify skills focus for each student 1. 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. * 2. Goal session with each student * 3. Language focus on artifacts when in PLC to check on targeted student progress	Admin, EL Teachers, Teachers	Weekly, August-May	
3	ELF with a focus around building staff capacity 1. Strategic placement of ELs equitably dispersed across classrooms in the grade level. 2. Infusion of ELF into PLCs 3. Co-teaching cycles with ELF implemented based on student/staff needs	Admin, ELF, Teachers, EL Teachers	Weekly, August-May	

Position Responsible: Principal, ELF

Resources Needed: PLC notetakers, PLC Calendar, PD Scope and Sequence

Evidence Level

Level 3: Promising:
GLAD

Problem Statements: Student Success 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	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. Additionally, in SY26, SGP for this population decreased from 49 in SY25 to 40 in SY26.	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.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By the end of the 2026-2027 school year, at least 85% of Sun Valley Elementary School teachers will plan and implement engaging, student-centered learning experiences that actively involve all students in rigorous academic discourse and meaningful learning through the intentional use of research-based instructional strategies, including the GLAD Framework, as measured by weekly Planbook lesson plans, PLC Unit Planners, and Walkthrough Data.

Formative Measures: Weekly lesson plan checks in Planbook, Walkthrough Observation/Data Collection Tool, Planbook lesson checks, PD schedule

Improvement Strategy 1

Professional Learning Communities

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Planning: 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. Learning: Teachers will receive Professional Development each month around implementation of GLAD Strategies to embed in their planning and instruction. Engagement expectations: Students will respond to questions in complete sentence and use accountable talk to engage in meaningful discourse.	Principal, AP, Teachers, ELF	SY 2026-2027	

Position Responsible: Principal, AP, Teachers

Evidence Level

Level 2: Moderate:
PLC

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	While Sun Valley has increased dedicated time for PLCs and grade-level collaborative planning, current data indicate an opportunity to strengthen the systems and structures that support effective collaboration and its connection to instructional practice and student outcomes. Staff perceptions of PLC implementation were 82% favorable in 2024-2025, and Staff Collaboration decreased slightly from 92% to 91% in 2025-2026. Additionally, favorable perceptions of Work Stress have declined over the past two years, from 60% in 2023-2024 to 58% in 2024-2025 and 57% in 2025-2026, highlighting the importance of ensuring that collaborative structures are purposeful, supportive, and impactful.	While structures and protected time for collaboration are in place, consistent schoolwide processes and expectations for effectively using PLC and collaborative planning time are still developing. Additional clarity and capacity-building are needed to support teams in analyzing student learning, identifying instructional needs, planning responsive instruction, and evaluating the impact of instructional decisions on student outcomes.

Inquiry Area 3 Connectedness

SMART Goal 1

By the end of the 2026-2027 school year, less than 10% of students at Sun Valley Elementary School will be considered "chronically absent" having missed more than 10% of the school year as measured by the BIG Data Warehouse and Infinite Campus.

Formative Measures: Weekly attendance reports from Infinite Campus
Tier 2 and Tier 3 Attendance Intervention reports (every 6 weeks)

Improvement Strategy 1

Parent Teacher Home Visit Program

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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 class prizes, and student raffles. 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 2026-27	

Position Responsible: Principal, AP, Home Visit Committee Members

Evidence Level

Level 1: Strong:
Parent/Teacher Home Visits

Problem Statements: Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	While Sun Valley has made significant progress in student attendance, reducing chronic absenteeism to near 10%, Student Climate Survey data indicate a continued need to strengthen students' sense of connection and belonging at school. These data indicate an opportunity to strengthen students' experiences of positive adult relationships, voice, and belonging within the school community, all which start with improved student attendance at school.	While Sun Valley has established practices to support positive relationships and student engagement, consistent schoolwide structures for intentionally fostering and monitoring student connectedness are still developing. Additional opportunities are needed for students to build meaningful relationships with trusted adults, exercise authentic voice and agency, and experience consistent interactions and expectations that promote respect, belonging, and connection to the school community which begins with regular student attendance.

Schoolwide and Targeted Assistance Title I Element Summary

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
Back to School Kick Off Event w/ Summit Church	8/6/26	We did a morning option instead of PM due to the heat. Need more people to help check in families. Teachers lined up behind check-in station to meet families. One teacher supported families in finding their teachers' grade level grouping which was very helpful. Teachers brought rosters to check off which students attended the event which was very helpful in determining which families didn't attend and needed to be provided with a uniform shirt.
Chill Patrol Ice Cream Social	8/19/26	
Back to School Night/Open House	9/1/26	
Walk to School Day	8/23/26	
Family Game Night	9/22/26	
Girls on the Run Practice 5K	10/13/26	
Girls on the Run 5K Event @ UNR	11/15/26	
Art Club Showcase	TBD (November)	
Winter Fest	TBD (December)	
Family Reading Night	3/2/26	
Soccer Games	March-May	
Talent Show	TBD (May)	
Field Day	TBD (June)	
Home Visits	August-May	

Addendums

ESSA Title I Schoolwide and Targeted Assistance Title I Elements

School Improvement Plan (SIP) Washoe County School District

1.1Write 1-2 sentences describing the comprehensive needs assessment process at your school.

The Comprehensive Needs Assessment (CNA) is conducted as part of the Continuous Improvement Process (CIP). Acts 1 and Events 1-3— including Data Dive, Root Cause Analysis, Problem Statements, and ESSA-approved Improvement Strategies— ensure a thorough CNA, which serves as the foundation for developing the School Improvement Plan (SIP).

2.1 Write 1-2 sentences describing how staff, families, and community members are included in the plan development process, including how feedback is solicited about the plan.

Staff, families, and community members are actively involved in the plan development process through surveys, meetings, collaborative discussions and other community outreach events. Their feedback is solicited via stakeholder input sessions, advisory committees, and open forums to ensure the plan reflects the needs and priorities of the entire school community. At the secondary level Student Voice is required when crafting the plan.

2.2 Write 1-2 sentences describing the process of how plans are regularly monitored and revised.

At least three times a year, through CIP Events 5-7, schools meet with stakeholders to review their School Improvement Plan (SIP), assess progress, reflect on lessons learned, and determine next steps. Many schools utilize school improvement stipends to support data analysis and necessary course corrections.

2.3 Write 1-2 sentences describing how you make the plan available to parents and community in an understandable format and language. Ex.

The plan is posted on our school website in English and Spanish, as well as sent to families in the newsletter and available at the front desk. Elementary schools inform families of the plan through Class Dojo.

2.4 Briefly describe the Title I funded major initiatives in your plan in which all children are given opportunities to meet State standards.

Supplementary materials for ELA foundational skills instruction such as UFLI and Magnetic Reading Foundations are used to reinforce and expand core concepts, offer students targeted opportunities to practice and strengthen their reading, writing, and language skills. Students engage in varied learning activities that support key foundational skills like

phonics, vocabulary development, and fluency. These resources align with grade-level standards and provide students with a structured pathway to meet grade-level expectations.

2.5 Briefly describe the Title I funded major initiatives in your plan in which children are provided increased learning time and well-rounded education.

Teacher Clarity by Corwin emphasized the importance of clear, purposeful instruction in improving student outcomes. The incorporation of Teacher Clarity ensures that students know exactly what they are expected to learn, how they will learn it and why it matters. Teachers utilize the Teacher Clarity Playbook to guide their practice.

2.6 Briefly describe the Title I funded major initiatives in your plan in which you address the needs of all students, particularly at-risk.

Targeting chronic absenteeism creates a supportive environment that encourages consistent attendance and addresses underlying barriers. A range of resources and strategies are tailored to different students' needs such as identifying root causes, engaging families and communities, early identification, timely interventions, and creating a positive school culture.

3.1 Write 1-2 sentences describing the process for how you evaluate the School Performance Plan (SPP)

The School Improvement Office conducts a thorough review of all 114 School Improvement Plans (SIPs), meeting individually with each principal and key stakeholders to ensure alignment with district and state requirements. Special focus is given to SMART goals, ESSA-approved improvement strategies, and actionable steps to drive plan success.

4.1 Write 1-2 sentences describing how you develop and distribute the Parent Involvement and Family Engagement Policy, and who is involved in the process.

The parent and family engagement policy are developed with family members and school staff including administrators. Staff and families discuss key points of family engagement at their school, i.e., communication, meetings, building staff and family capacity around family engagement, and indicate on the policy how those points will be addressed. Depending on school needs, the policy is created in both English and Spanish. Schools distribute the policy through their website, newsletters, or other communication methods by October 1 of each year. The policy is revised annually in the Spring with staff and family members to update it for the next year.

4.2 Describe how you provide a flexible number of parent involvement opportunities. e.g. multiple events are held at different times during the day on various days.

Schools provide parent meetings with Morning Mugs, parent and teacher meetings, and one-on-one meetings at different times during the day. Schools schedule Parent University

or other classes or during the school day and at night based on what families have indicated they prefer and aligned to the school performance plan and administrator vision.

5.1Determine which students will be served by following local policy

WCSD uses the Title I Rank and Serve process based upon FRL Percentages. The Federal mandate is that schools with an FRL Percentage 75% or higher automatically must be served as a Title I school. For the 2025-2026 school year, all schools that have an FRL Percentage 68.81% or higher will be served as Title I schools. WCSD utilizes a School-wide program for all schools that receive Title I funding.

School English Learner Academic Achievement Plan

According to NRS 388.408, all schools who are rated in the lowest 30 percent of public schools in this State in the achievement of pupils who are English learners, shall adopt, submit to the Department (NDE) and publish on an Internet website maintained by the school a corrective action plan. This template is designed to help schools write a plan that satisfies NRS 388.408 and integrates into their School Performance Plan.

School Contact Information

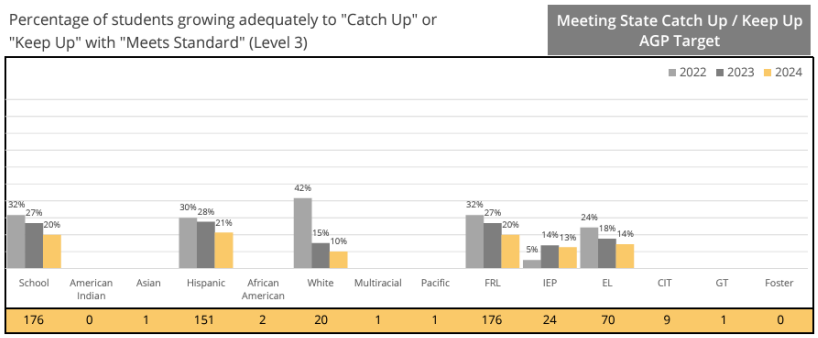
School Year:	
School Name:	Sun Valley Elementary School
District:	Washoe
Principal:	Ashley Oliveira
Principal email:	aoliveira@washoeschools.net
EL Specialist:	Kristin Dunbar (English Language Facilitator)
EL Specialist email:	kdunbar@washoeschools.net

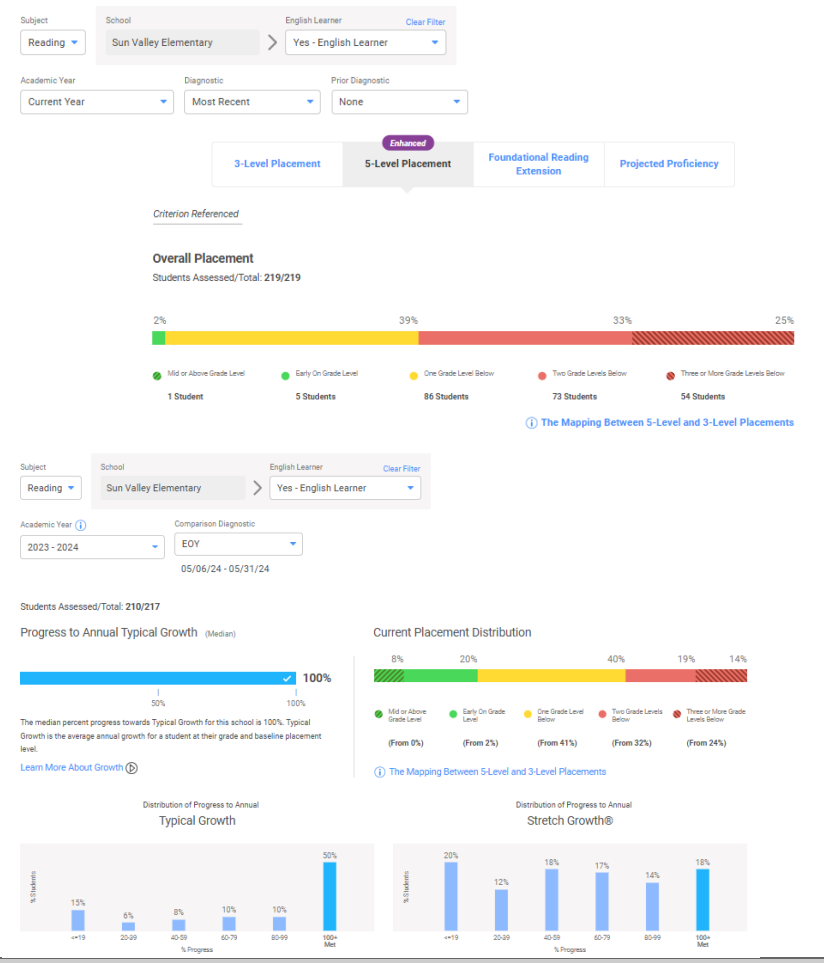
Root Cause Analysis	*When considering the achievement of the English learners at your school, your team might ask the following questions to better understand the underlying reasons why your English learners aren't seeing greater academic success.*
Student Success	• What Student Success problems are we experiencing as we look at English learner success across content areas, grade-bands, and student sub-groups (e.g. newcomers, short-term ELs, long-term ELs, students with interrupted schooling)? • How are English learners performing relative to the rest of the school on key measures (e.g. attendance, test scores, SEL, diplomas attained, graduation rate, credit attainment)? • How does performance vary across English learner groups and over time? • What does the data tell us about which areas (e.g. academic achievement, graduation rates, English language proficiency) we should be paying closer attention to? • What, if any, resource inequities (i.e. people, time, money) may be causing gaps in student performance? *"Resource equity" is the allocation and use of resources – people, time, and money – to create experiences that enable English learners to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)*

Adult Learning Culture	• What Adult Learning Culture problems are we experiencing as we look at English learner performance across content areas, grade-bands, and student sub-groups (e.g. newcomers, short-term ELs, long-term ELs, students with interrupted schooling)? • How does teacher experience, qualification, and effectiveness vary across classes and English learner groups in the school? • How does educator experience, qualification, and effectiveness vary across classes and English leaner groups in the school? • What does the data tell us about which areas (e.g. school-level systems, educator performance, access to high-quality curriculum and instruction) we should be paying closer attention to? • What, if any, resource inequities (i.e. people, time, money) may be causing gaps in teacher, leader, or school performance regarding English learner achievement?
Connectedness	• *What Connectedness problems are we experiencing as we look at English learners across content areas, grade-bands, and student sub-groups* (e.g. newcomers, short-term ELs, long-term ELs, students with interrupted schooling)*?* • *What is our school culture performance regarding English learners and their families relative to the rest of the district and state on key measures (e.g. school climate data, absenteeism, discipline, involvement in rigorous coursework and/or extracurricular activities)?* • *What connectedness trends do we see across individual schools, grade-bands, and school years?* • *What does the data tell us about which areas (e.g. family engagement, discipline practices, involvement in rigorous coursework and/or extracurricular activities) we should be paying closer attention to?* • *What, if any, resource inequities (i.e. people, time, money) may be causing gaps in English learner connectedness performance?*
English Learner Achievement Root Cause Analysis Summary	The decline in growth for below-grade-level students stems from inconsistent use of targeted interventions and differentiated instruction, particularly for our English Learners. While the data suggests that 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 for our English Learners.

NEVADA Department of Education

School English Learner Academic Achievement Plan





English Learner Achievement Problem Statement

Last year's SBAC data indicates that 14% of our English Learners are meeting state Catch Up/Keep Up AGP Targets and has decreased steadily over the past three years.

Beginning of the Year iReady Diagnostic data indicates that 6 out of 219 (3%) English learners are at or above grade level proficiency in reading.

Last year, 50% of English learners made "typical growth" in iReady and 18% met their "stretch growth" goals.

A SMARTIE goal is a Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable performance target based on school data.

For compliance with NRS 388.408, goals must be *academic achievement goals, not language proficiency goals*. Please write at least two goals, one addressing mathematics, and one addressing ELA (which could be reading-focused).

Here is a sentence stem you can use: [By when] [our school] will [what] for [who/whom] by [how much]. Below are two examples of SMARTIE goals

By When?	What?	Who/Whom?	How Much?
By the Spring MAP assessment	**[our school] will increase average reading RIT scores**	**for English learners**	**by 3 points.**
By the end of semester 2	**[our school] will increase accuracy on ACT practice questions**	**for ninth and tenth grade English learners**	**by 15 percent.**

Annual Performance Objectives (APOs)
For each goal, enter one or more one-year performance objectives that will support progress toward the long-term goal using the SMARTIE format.

Improvement Strategies
Identify evidence-based improvement strategies that address your problem statements and root causes and move you toward your APO/goal. Consider the following:

Action Steps
List the steps you need to take to implement each improvement strategy.

Position Responsible
Name the person(s), and their role, who will be responsible for managing this improvement strategy.

NEVADA Department of Education

School English Learner Academic Achievement Plan

English Learner Achievement Plan Goals, Strategies, Action Steps and Persons Responsible

SMARTIE Goal #1	By the Spring iReady assessment, Sun Valley ES will increase the percentage of English learners who meet their "stretch growth" goals in reading from 18% (SY24) to 25%.
Performance Objective	By the Winter iReady assessment, Sun Valley ES will increase the percentage of English learners who meet their "stretch growth" goals from 18% (SY24) to 21%.
Strategies for APO/Goal	Implement a tiered intervention model for English learners in ELA that focuses on differentiated, skill-based instruction aligned with iReady growth areas. Integrate culturally responsive teaching strategies and materials that reflect the backgrounds and interests of English learners to increase engagement and comprehension. Conduct regular, data-driven progress monitoring meetings with instructional teams to adjust instructional approaches for students not on track to meet stretch growth goals.
Action Steps for Strategies	**Identify Needs and Group Students** • Using baseline iReady data, identify specific skill gaps for English learners and group them accordingly for targeted intervention. **Implement Tiered Interventions** • Plan and conduct small-group interventions tailored to the identified needs in ELA, focusing on critical areas for stretch growth. **Engage in Culturally Responsive Teaching** • Integrate culturally relevant texts and examples into lessons to enhance engagement and support comprehension for English learners. **Monthly Data Reviews** • Hold monthly data meetings with grade-level teams to review iReady progress and identify students who need additional support or adjusted interventions. **Professional Development for Teachers** • Provide PD for teachers on effective strategies to support English learners' academic growth, including scaffolding techniques, vocabulary development, and culturally responsive practices.

NEVADA Department of Education

School English Learner Academic Achievement Plan

Position Responsible	Intervention Specialists, Classroom Teachers, and EL Facilitator
SMARTIE Goal #2	By the Spring iReady assessment, Sun Valley ES will increase the percentage of English learners who meet their "stretch growth" goals in math from 21% in SY24 to 28%.
Performance Objective	By the Winter 2025 iReady assessment, at least 24% of English learners will meet their stretch growth goals in math as an interim milestone toward the 28% target for spring.
Strategies for APO	Integrate small-group and peer-assisted math instruction within the classroom to provide additional practice and support for English learners on essential skills needed for stretch growth. Embed math vocabulary development in daily math lessons to improve comprehension of math concepts and problem-solving abilities for English learners. Implement a monthly data review process for teachers to monitor English learners' progress on stretch growth goals and adjust instructional strategies as needed.
Action Steps for Strategies	**Implement Classroom-Based Small Groups** • Classroom teachers will organize small-group sessions during regular math instruction time, focusing on key skills identified by iReady data as areas for growth. **Peer-Assisted Learning** • Establish peer-assisted learning pairs or small groups where higher-achieving students can support English learners with practice problems and math discussions, enhancing both understanding and engagement. **Integrate Math Vocabulary Instruction** • Classroom teachers will incorporate math vocabulary instruction into daily lessons, using visuals, sentence stems, and real-world examples to aid comprehension and application. **Monthly Data Review and Adjustments** • Teachers will participate in monthly data meetings to review iReady math progress for English learners, discussing strategies and identifying students who may need additional classroom support. **Professional Development for Teachers** • Provide teachers with training on effective strategies for supporting math growth in English learners, including scaffolding techniques, vocabulary integration, and peer-assisted learning models.
Position Responsible	Classroom teachers and English Language Facilitator