

Washoe County School District

Sun Valley Elementary School

2024-2025 School Performance Plan

Classification: 2 Star School

Distinction Designations:
Title I



Public Presentation Date: September 12, 2024

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.

Value Statement

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at [SUN VALLEY ELEMENTARY - Nevada Accountability Portal](#).

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 1.1: Describe the school's strategies to attract effective, highly-qualified teachers to your school. 23

Comprehensive Needs Assessment

Student Success

Student Success Summary

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 <i>Typical</i> Growth - % Met		Annual <i>Stretch</i> 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

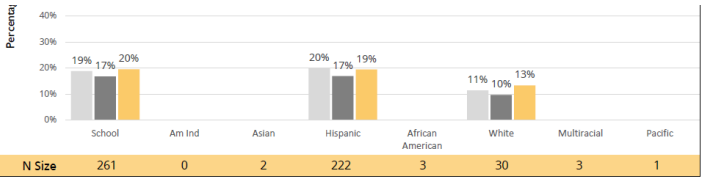
23-24 MAP Data:

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

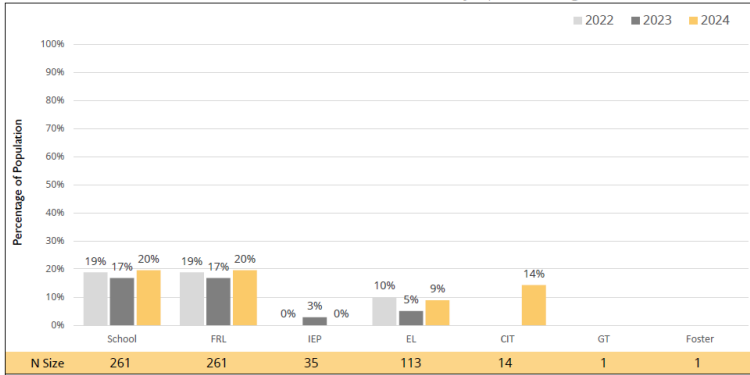
23-24 SBAC Proficiency Data

Overall ELA Percent At or Above Standard (AL 3 or 4) by Race/Ethnicity

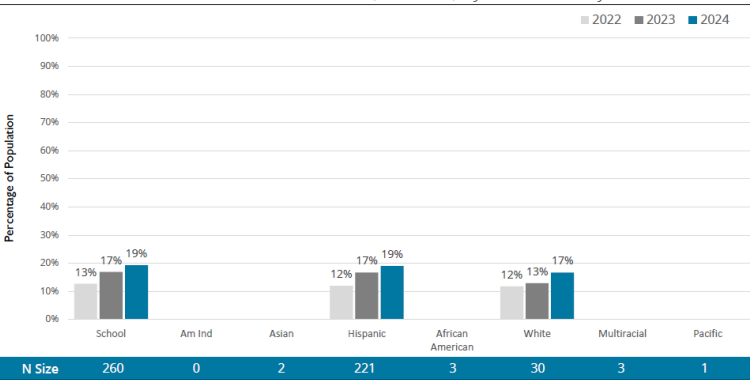




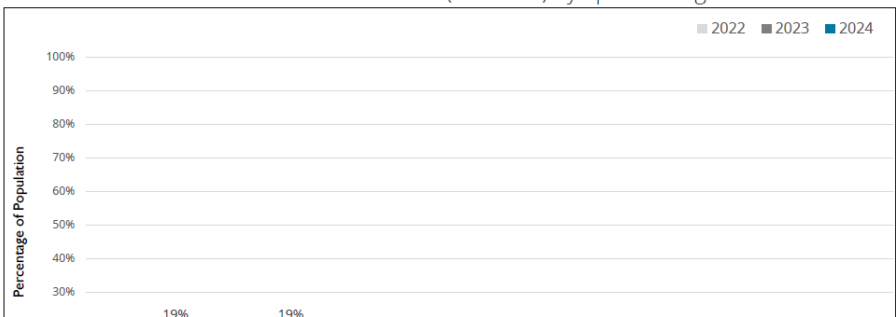
Overall ELA Percent At or Above Standard (AL 3 or 4) by Special Program

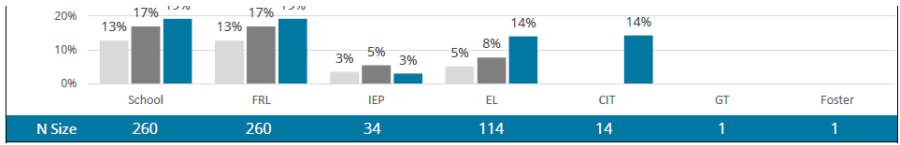


Overall Math Percent At or Above Standard (AL 3 or 4) by Race/Ethnicity



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



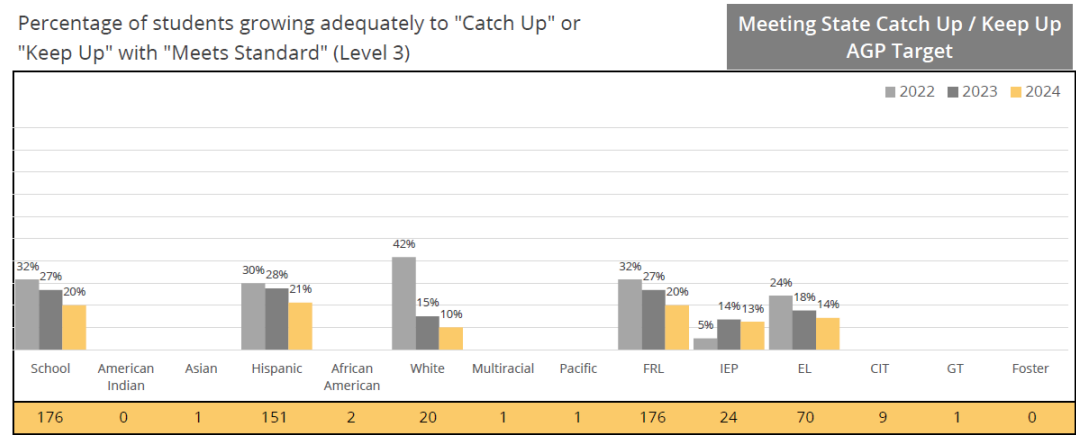


23-24 ACCESS/WIDA Data:

- 30 exits (17% of our tested students)
- 5th graders exited at a great rate!
- 25 more students show potential to exit if they get a 3 on SBAC
- Only 6 students that “should have” exited that didn’t
- Most growth in writing across grade levels
- 138 showed growth (85%)
- Expected growth – 92 students (57%)
 - Last year was 30%
 - Most decrease in scores appeared in the area of reading - 68/162 (42%)
 - However, every 1st grader grew in reading and almost all 2nd graders grew in reading
 - 21/162 (13%) students showed a decrease in writing
 - 46/162 (28%) students showed a decrease in listening
 - 61/162 (38%) students showed a decrease in speaking

23-24 SBAC Adequate Growth Percentiles

- Last year's SBAC data indicates that our students' adequate growth to both "catch up" (for those that are behind grade level) and "keep up" (those who currently meet grade level standards), has declined. While our students at Level 3, or proficiency, are "keeping up" with grade level standards, our students below grade level are not making enough growth to catch up to their peers.



Student Success Strengths

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.

Problem Statements Identifying Student Success Needs

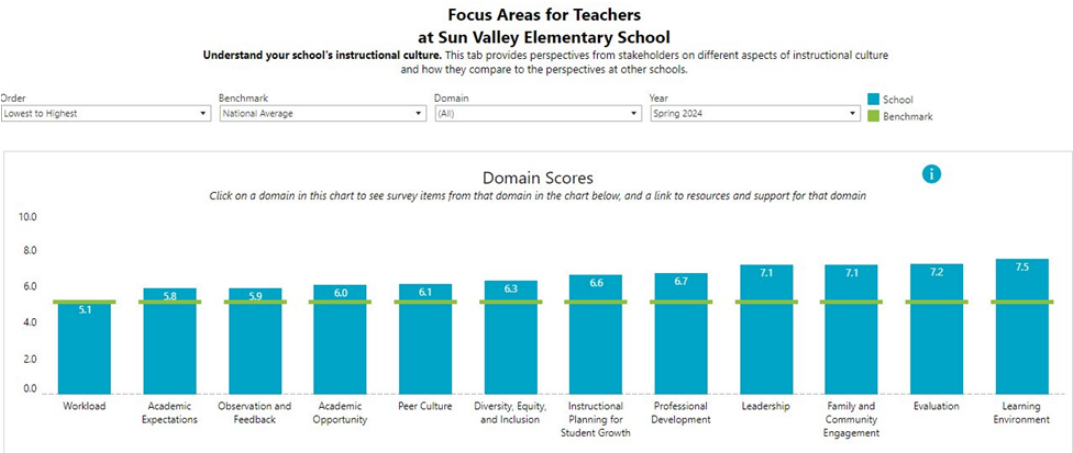
Problem Statement 1 (Prioritized): Last year's SBAC data indicates that our students' adequate growth to both "catch up" (for those that are behind grade level) and "keep up" (those who currently meet grade level standards), has declined. While our students at Level 3, or proficiency, are "keeping up" with grade level standards, our students below grade level are not making enough growth to catch up to their peers. **Critical Root Cause:** The decline in growth for below-grade-level students stems from inconsistent use of targeted interventions and differentiated instruction. While proficient students are supported, there's a lack of clarity on instructional goals, inconsistent progress monitoring, and insufficient PD on rigorous instruction and intervention strategies

Adult Learning Culture

Adult Learning Culture Summary

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% 92% Elementary Schools Washoe County School District
Fairness and Respect	93% ▼ 4 since last survey	87% 81% Elementary Schools Washoe County School District
Home-School Communication	95% ▲ 1 since last survey	96% 93% Elementary Schools Washoe County School District
I-ready	78%	72% 70% Elementary Schools Washoe County School District
PLC Implementation	90% ▲ 3 since last survey	89% 86% Elementary Schools Washoe County School District
Parent Involvement	75% ▲ 9 since last survey	71% 51% Elementary Schools Washoe County School District
Quality of WCSD	64% 0 since last survey	60% 59% Elementary Schools Washoe County School District
Safety	88% ▲ 19 since last survey	88% 86% Elementary Schools Washoe County School District
Social Emotional Learning	91% ▲ 5 since last survey	85% 83% Elementary Schools Washoe County School District
Staff Collaboration	91% ▼ 4 since last survey	85% 82% Elementary Schools Washoe County School District
Staff-Student Relationships	100% ▲ 2 since last survey	95% 91% Elementary Schools Washoe County School District
Strategic plan	98%	99% 97% Elementary Schools Washoe County School District
Student Behaviors	92% ▲ 1 since last survey	88% 71% Elementary Schools Washoe County School District
Work Stress	60% ▼ 12 since last survey	56% 54% Elementary Schools Washoe County School District

Adult Learning Culture Strengths

- 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%.

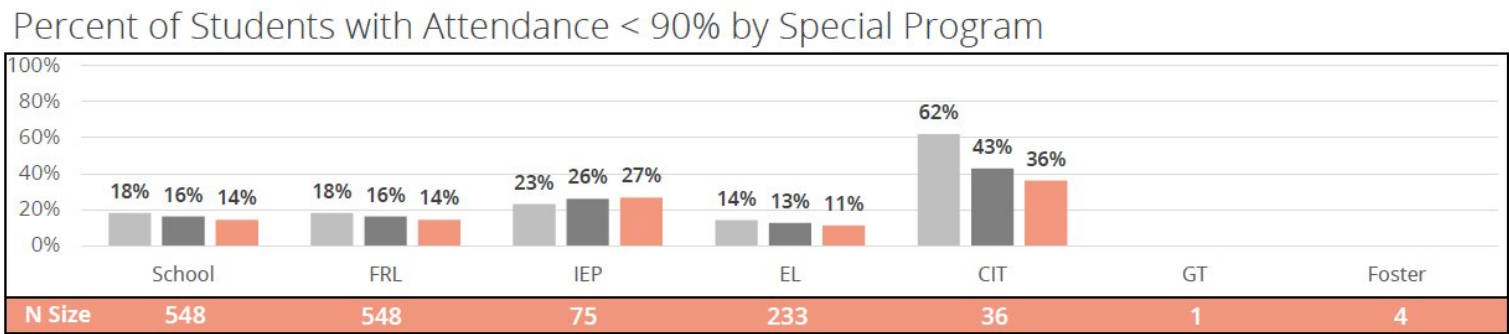
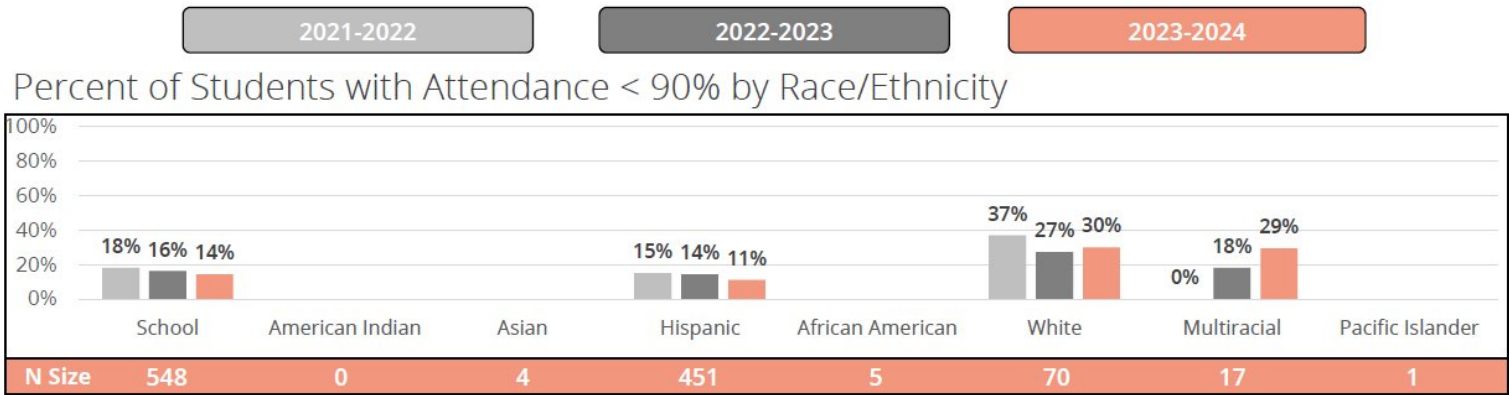
Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Lack of alignment with standards, inconsistent communication of lesson objectives to students, and lack of backward lesson planning. **Critical Root Cause:** Insufficient PD around backward lesson planning and unpacking standards, unfamiliarity with Teacher Clarity and how to best communicate lesson objectives and rationale to students, inconsistent instructional alignment within grade levels.

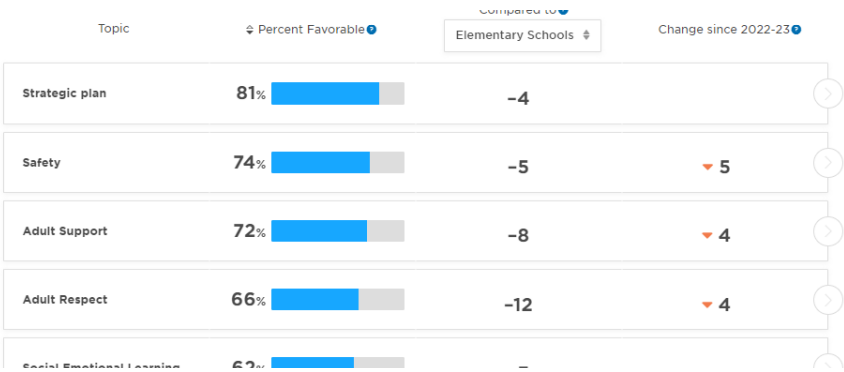
Connectedness

Connectedness Summary

23-24 Chronic Absenteeism Data:



23-24 WCSD Student Climate Survey:



Social Emotional Learning	64%	-3	
Student Respect	59%	-7	▼ 10
Student Engagement	58%	-10	▼ 2
Victimization	45%	-1	
Bullying	42%	-15	▼ 13

QUESTION

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

74% ⁱ
responded favorably

▼ 21
from 2022-23

🔖

QUESTION

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

56% ⁱ
responded favorably

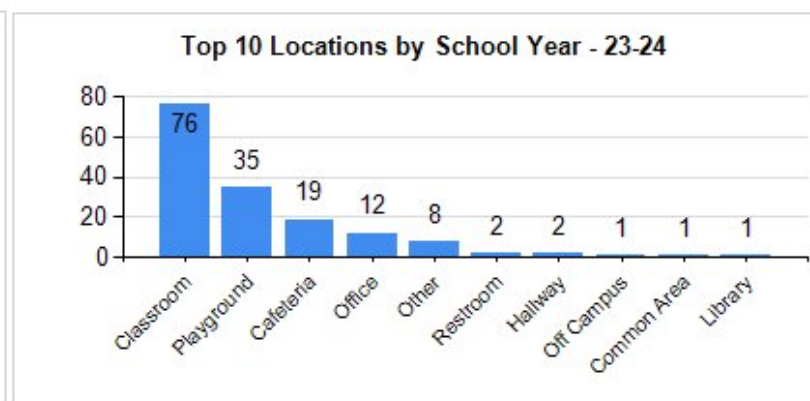
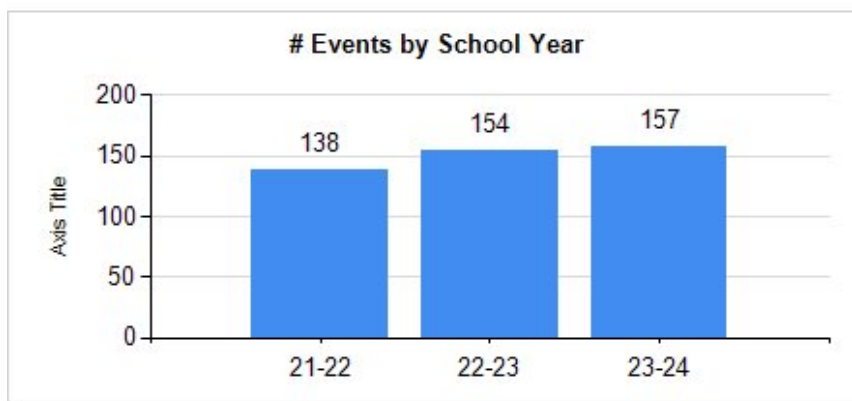
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from 2022-23

🔖

23-24 Sun Valley ES Behavior Data:

Major Events - MULTIPLE SCHOOLS

View [Events](#) by Distribution



Connectedness Strengths

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.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): 11.5% of our students are chronically absent (missing more than 10% of the school year). **Critical Root Cause:** WCSD Student Climate Survey data indicates that only 42% of the 5th grade students reported favorably in response to survey items about bullying, 30% reported that they stay home because they don't feel safe at school and 26% of 5th grade students did not feel that an adult would notice if they were absent.

Stakeholder Engagement

Stakeholder Engagement Summary

Prompt	Response
In 2-3 sentences, describe how the district engages required stakeholder groups in the needs assessment and decision making processes including: Parents and families, students at risk of failure and dropping out, educators and school leaders, community groups, historically underrepresented groups (ELs and MLs, racially & ethnically diverse stakeholders, indigenous populations, economically disadvantaged, transient populations), private and charter schools, and other hard-to-reach groups.	Our school engages our families in the following ways: parent survey at Back to School Night, family feedback and input collected at monthly Coffee & Conversations, WCSD Family, Student, and Teacher climate surveys
What lessons did you learn from your stakeholder groups that are informing your improvement priorities for the upcoming school year?	Our families report that, for the most part, their students feel safe here at school, many families would like additional ideas about how to support their child's learning at home, and many families are happy with the quantity of and platform(s) for school/home communication.
What has worked well in your previous engagement efforts? What might you do differently to increase or improve engagement moving forward?	Class Dojo and weekly messaging to families, new format for monthly calendars, additional survey and family input opportunities throughout the year at our family engagement events.

Stakeholder Engagement Strengths

Our families and students are passionate about our school and this community. Our families care deeply about their children's' education and support our teachers and staff and their efforts immensely. This community of students, staff, and families is extremely generous with time and efforts to support our goals.

Priority Problem Statements

Problem Statement 1: Last year's SBAC data indicates that our students' adequate growth to both "catch up" (for those that are behind grade level) and "keep up" (those who currently meet grade level standards), has declined. While our students at Level 3, or proficiency, are "keeping up" with grade level standards, our students below grade level are not making enough growth to catch up to their peers.

Critical Root Cause 1: The decline in growth for below-grade-level students stems from inconsistent use of targeted interventions and differentiated instruction. While proficient students are supported, there's a lack of clarity on instructional goals, inconsistent progress monitoring, and insufficient PD on rigorous instruction and intervention strategies

Problem Statement 1 Areas: Student Success

Problem Statement 2: 11.5% of our students are chronically absent (missing more than 10% of the school year).

Critical Root Cause 2: WCSD Student Climate Survey data indicates that only 42% of the 5th grade students reported favorably in response to survey items about bullying, 30% reported that they stay home because they don't feel safe at school and 26% of 5th grade students did not feel that an adult would notice if they were absent.

Problem Statement 2 Areas: Connectedness

Problem Statement 3: Lack of alignment with standards, inconsistent communication of lesson objectives to students, and lack of backward lesson planning.

Critical Root Cause 3: Insufficient PD around backward lesson planning and unpacking standards, unfamiliarity with Teacher Clarity and how to best communicate lesson objectives and rationale to students, inconsistent instructional alignment within grade levels.

Problem Statement 3 Areas: Adult Learning Culture

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- School goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Planning and decision-making committee minutes

Accountability Data

- State assessment performance report

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Special education
- At-risk
- EL
- Homeless data
- Foster
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- School leadership data
- Professional development needs assessment data
- Teacher evaluation

- Administrator evaluation

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Community surveys and/or other feedback
- Volunteer opportunities, attendance, and participation

Support Systems and Other Data

- Master schedule
- Study of best practices

Goals

Goal 1: Student Success
Aligns with District Priority

Annual Performance Objective 1: By the end of the 2024-25 school year, 75% of all students will meet or exceed their iReady Stretch Growth goals, ensuring that students below grade level make accelerated progress toward proficiency, and students at or above grade level maintain or advance their performance.

Evaluation Data Sources: iReady Stretch Growth Reports, SBAC AGP Data

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: MTSS Consistent implementation of targeted interventions. Professional development around rigorous instruction tailored to individual student needs, supported by ongoing progress monitoring and professional development. Professional development and implementation of Teacher Clarity; teachers will post and communicate to students the "What" (Content Objective), "Why" (Relevance) and "How" (Success Criteria) during their lessons as measured by Observation walkthrough Data Collection and weekly lesson plan review. Teachers will submit weekly lesson plans for their grade level via Planbook which include 1.) WCSD Essential Standards, 2.) Teacher Clarity (What, How and Why), 3.) Instructional activities aligned to Essential Standards, and 4.) Evidence of explicit phonics and phonemic awareness instruction. 80% of students will complete at least 2 iReady lessons per week at at least an 80% pass rate each week in both Reading and Math. Weekly iReady instructional report checks Formative Measures: iReady instruction and lesson reports, MTSS BIG reports, observation walkthrough data Walkthrough Data Forms/Tools, Teacher Evaluations, Instructional Vision Lookfors Lesson Plan Review, Pre- and Post- PD teacher feedback surveys Position Responsible: Principal, Assistant Principal, Interventionist(s), EL Team, Teachers Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Promising Problem Statements/Critical Root Causes: Student Success 1	Status Check		
	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Annual Performance Objective 1 Problem Statements:

Student Success

Problem Statement 1: Last year's SBAC data indicates that our students' adequate growth to both "catch up" (for those that are behind grade level) and "keep up" (those who currently meet grade level standards), has declined. While our students at Level 3, or proficiency, are "keeping up" with grade level standards, our students below grade level are not making enough growth to catch up to their peers. **Critical Root Cause:** The decline in growth for below-grade-level students stems from inconsistent use of targeted interventions and differentiated instruction. While proficient students are supported, there's a lack of clarity on instructional goals, inconsistent progress monitoring, and insufficient PD on rigorous instruction and intervention strategies

Goal 2: Adult Learning Culture
Aligns with District Priority

Annual Performance Objective 1: 90% of grade level teachers will implement Teacher Clarity, including posting and communicating to students the "What" (Content Objective), "Why" (Relevance) and "How" (Success Criteria) during their lessons as measured by Observation walkthrough Data Collection.

Evaluation Data Sources: Weekly lesson plan checks in Planbook, Walkthrough Observation/Data Collection Tool, Planbook lesson checks

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Professional Learning Communities Teachers will submit weekly lesson plans for their grade level via Planbook which include 1.) WCSD Essential Standards, 2.) Teacher Clarity (What, How and Why), 3.) Instructional activities aligned to Essential Standards, and 4.) Evidence of explicit phonics and phonemic awareness instruction. Teachers will receive Professional Development around implementation of Teacher Clarity and Backward Planning. Formative Measures: Weekly lesson plan checks in Planbook, Walkthrough Observation/Data Collection Tool, Pre- and Post- PD feedback from teachers around Teacher Clarity. Planbook lesson checks Pre- and Post- PD teacher surveys, PD schedule Position Responsible: Principal, AP, Teachers Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Promising Problem Statements/Critical Root Causes: Adult Learning Culture 1	Status Check		
	Jan	Apr	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>			

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Lack of alignment with standards, inconsistent communication of lesson objectives to students, and lack of backward lesson planning. Critical Root Cause : Insufficient PD around backward lesson planning and unpacking standards, unfamiliarity with Teacher Clarity and how to best communicate lesson objectives and rationale to students, inconsistent instructional alignment within grade levels.

Goal 3: Connectedness

Aligns with District Priority

Annual Performance Objective 1: Less than 10% of Sun Valley students will be considered "Chronically Absent" during the 24-25 school year, as measured by the NSPF rating framework.

Evaluation Data Sources: NSPF rating data

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Parent Teacher Home Visit Program The SVES Home Visit Committee will conduct home visits with families at their homes, sporting events, or community locations. Attendance phone calls; teachers will call their students' families when a student accrues 3 (non-consecutive) absences to: 1. Concern/care for student ("I noticed...", "We care..."), 2. Urgency ("We're currently working on...", "Crucial learning", "Impact"), and 3. Support ("Anything I/ we can do?"). Attendance Calls Form submitted by teachers, BIG absenteeism data reports, IC day count reports. Tier I Attendance Celebrations to include: daily announcements of "Perfect Prides", weekly prize wheel, Attendance is our Superpower door signs for classrooms. Continue implementation of schoolwide Positive Behavioral Interventions & Supports (PBIS) and Restorative Practices model in order to support students in understanding what is expected of them while at school and support students in repairing harm that has been done in peer and/or adult relationships. Create a greater sense of community on campus to encourage positive attendance and increased learning opportunities. (Continued from SY23) Formative Measures: Parent Teacher Home Visit Log, Committee Members' list BIG attendance reports, pulled weekly Schedule PD for continued Restorative Practices for staff on early release Wednesdays, behavior tracking forms aligned with RP Position Responsible: Principal, AP, Home Visit Committee Members Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Strong, Has Rationale Problem Statements/Critical Root Causes: Connectedness 1	Status Check		
	Jan	Apr	June

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue

Annual Performance Objective 1 Problem Statements:

Connectedness

Problem Statement 1: 11.5% of our students are chronically absent (missing more than 10% of the school year). **Critical Root Cause:** WCSD Student Climate Survey data indicates that only 42% of the 5th grade students reported favorably in response to survey items about bullying, 30% reported that they stay home because they don't feel safe at school and 26% of 5th grade students did not feel that an adult would notice if they were absent.

Schoolwide and Targeted Assistance Title I Elements

1.1: Describe the school's strategies to attract effective, highly-qualified teachers to your school.

Currently our school's teacher retention rate is 100% from the 23-24 school year to the 24-25 school year. We work to build strong culture a community amongst our staff through relationships, celebrations, and restorative practices.