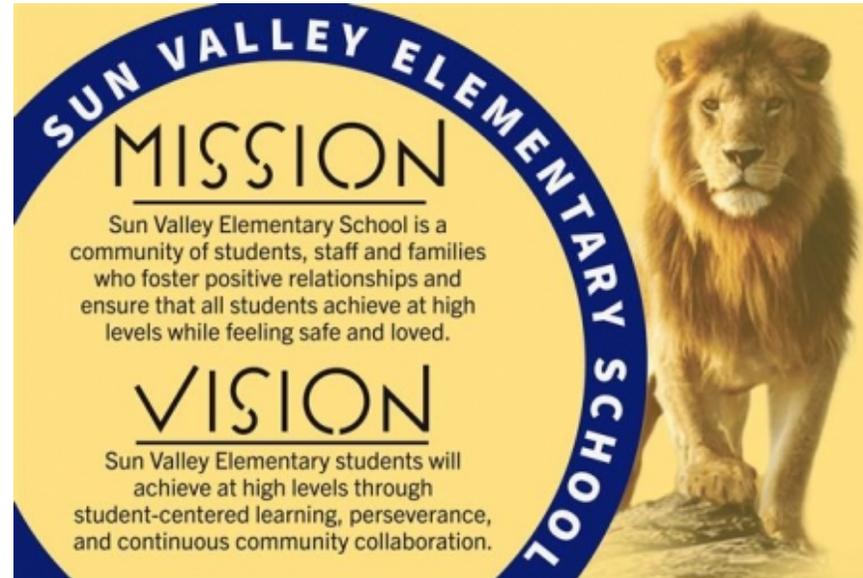


Washoe County School District

Sun Valley Elementary School

2024-2025 Status Check with Notes



Mission Statement

Sun Valley Elementary School is a community of students, staff and families who foster positive relationships and ensure that all students achieve at high levels while feeling safe and loved.

Vision

Sun Valley Elementary students will achieve at high levels through student-centered learning, perseverance, and continuous community collaboration.

Demographics & Performance Information

Nevada Report Card

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

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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

Summative Evaluation: Continue

Next Year's Recommendation: Continue to streamline and strengthen the MTSS system to be more collaborative during the meetings to support student learning; create data collection form to be complete during meetings so that data entry can be secondary to collaboration around supports for students.

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: MTSS</p> <p>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</p> <p>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</p> <p>Position Responsible: Principal, Assistant Principal, Interventionist(s), EL Team, Teachers</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p>	<p>Feb</p>  <p>February Lessons Learned</p> <p>MTSS systems such as implementation and interventions are continueing to improve and students are meeting the goals set for them in their intervtenion groups.</p> <p>February Next Steps/Need</p> <p>Create more rigorous goals for students to acheive through interventions to help students more quickly "bridge the gap" and keep up. Need to find a way to help students transfer the skills they are acquiring in intervention groups into the classroom during Tier I instruction. Explore Responsible Scheduling for next year's master schedule.</p> <p>Apr</p>  <p>April Lessons Learned</p> <p>MTSS systems continue to see improvements in efficiency, accuracy of data and alignment of data to goals.</p> <p>April Next Steps/Need</p> <p>In an effort to clean up data during MTSS meetings, there is an emerging desire to balance meeting time for data entry with brainstorming next steps to better support student success. Some teachers report that they feel rushed just to get data entered during MTSS meetings and miss opportunities to leverage the expertise in the room to identify more targeted and intentional interventions for those students who need it.</p> <p>June</p> <p>June Lessons Learned</p> <p>June Next Steps/Need</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

Summative Evaluation: Continue

Next Year's Recommendation: Engage in staffwide PD around Teacher Clarity Playbook and ensure that grade level PLCs and planning time are streamlined and focused to maximize teacher planning time.

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Professional Learning Communities</p> <p>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.</p> <p>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</p> <p>Position Responsible: Principal, AP, Teachers</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p>	<p>Feb</p>  <p>February Lessons Learned</p> <p>Teacher Clarity roll out has begun, however, explicit instruction from the Teacher Clarity Playbook will not begin until next year. Teacher feedback around submitting weekly lesson plans via Planbook is mixed; some teachers have reported that they they appreciate the collaboration and alignment in instruction that their teams have as a result, while other teachers report feeling overwhelmed by the task of writing lesson plans each week. Lesson plan requirements were reduced mid-semester in an attempt to alleviate this added stress for teachers. iReady minutes and lessons passed continues to be celebrated. However, uppergrades find it more challenging for their students to complete two lessons in Reading due to the length of the reading passages as they progress.</p> <p>February Next Steps/Need</p> <p>Continue with iReady lesson completion checks and teacher lesson plans in Planbook. More frequent and regular walkthroughs with feedback to teachers is needed. Teachers report needing more regular and more structured/focused time in PLCs on Wednesdays.</p> <p>Apr</p>  <p>April Lessons Learned</p> <p>Teachers continue to recognize gaps between classroom performance and assessment performance. Some</p>



teachers noted feeling stuck how to help students generalize skills and noted there are still opportunities to increase the depth of knowledge students attain from unit to unit. Some grade levels have made progress using Teacher Clarity to improve quality and frequency of short formative assessments to determine progress and are beginning to share those strategies with one another.

April Next Steps/Need

The team would like to explore options for maximizing time during our MTSS meetings, including leverage technology for data entry prior to MTSS meetings so that those meeting times can be dedicated more to collaborating on how best to support those students who need tier/phase changes. Some teachers expressed hope that the Teacher Clarity work they engaged in this year will pay off next school year when they will be able to carry over that work to next year's unit plans. They believe they will be able to reallocate that time to be even more intentional with backward planning practices.

June

June Lessons Learned

June Next Steps/Need

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

Summative Evaluation: Continue

Next Year's Recommendation: We will continue to visit students and families at homes, sporting events, parks, etc., however, we will not be engaging in the district's PTHV program to alleviate paperwork and stress on the Home Visit committee chair and members. Target students with parent phone calls and meetings through a streamlined system early in August and September with regular check ins throughout the remainder of the year.

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Parent Teacher Home Visit Program</p> <p>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)</p> <p>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</p> <p>Position Responsible: Principal, AP, Home Visit Committee Members</p> <p>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</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p>	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <p>Feb</p>  </div> <div> <p>February Lessons Learned</p> <p>We continue to struggle to reach goals around home visits, however, the Home Visit committee continues to create outreach communications to families and students about the opportunities for home visits. Teacher phone calls have supported students' improved attendance with many students have a perfect month of attendance following a teacher phone call home. Weekly perfect attendance calls go out to families whose students achieved perfect attendance that week and bike raffles were also held during each week of December to award students with great attendance. Tier 2 students check in at the office to move their "Superhero" on the wall for prizes as they move through the intervention interval.</p> <p>February Next Steps/Need</p> <p>Continued small group "case management" for 1:1 support of students needing encouragement and connection for improved attendance. Bikes from Kiwanis for Quarter 3.</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"> <p>Apr</p>  </div> <div> <p>April Lessons Learned</p> <p>Chronic absenteeism has come down slightly but goal is currently not being met (11.5%). 1:1 case management of students has shown some success but additional approaches, like direct communication with families, is</p> </div> </div>

needed. Families may need continued messaging that only absences accompanied by doctor's notes do not count against the student's absenteeism percentage. Letters have been going out to families whose students are "approaching chronic absenteeism" and being documented in IC's Attendance Notes. This has supported principal phone calls and attendance meetings. Principal set up several meetings with families whose students were struggling with attendance which showed marked improvements with these families.

April Next Steps/Need

Targeted phone calls to students who have not yet reached 18 absences by principal and attendance team to support families in ensuring that their students get to school each day for the remainder of the year to ensure the student does not end the year as chronically absent. Next year, Strong streamlined system will need to be integrated for earlier interventions for students and families.

June

June Lessons Learned

June Next Steps/Need

 No Progress

 Accomplished

 Continue/Modify

 Discontinue