

**Washoe County School District**  
**Hidden Valley Elementary School**  
**2024-2025 School Performance Plan**

**Classification: 2 Star School**

**Distinction Designations:**  
Title I

# 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 [HIDDEN VALLEY ELEMENTARY - Nevada Accountability Portal](#)

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# Comprehensive Needs Assessment

Revised/Approved: August 6, 2024

## Student Success

### Student Success Summary

Based upon the 2023-2024 SBAC assessment, Hidden Valley's ELA proficiency data is 53% proficient. Based upon the 2023-2024 SBAC assessment, Hidden Valley's Math proficiency data is 41% proficient.

### Student Success Strengths

ELA- Increased proficiency for 4 consecutive years in ELA SBAC. For the 2023-2024 school year, proficiency improved by 1% from 53% to 54%.

ELA-Increased proficiency for our IEP subcategory increasing by 10% from 18% to 28%.

Math-Increase proficiency in our IEP subcategory increasing by 10% from 6% to 16%.

### Problem Statements Identifying Student Success Needs

**Problem Statement 1 (Prioritized):** Based upon SBAC assessment in ELA, Math, and Science, we still have student not meeting proficiency. In Spring 2024, we had the following for proficiency: ELA 54%, Math 41%, Science 18% . **Critical Root Cause:** Rigorous Tier 1 Instruction is not always consistent. Some groups of students have lower expectations. Engagement Strategies and Differentiation are inconsistent across classrooms and grade-levels.

# Adult Learning Culture

## Adult Learning Culture Summary

Hidden Valley Elementary School has collaborative PLC communities that focus on a culture of learning; a collaborative culture and collective responsibility; and a results orientation. This is a research based strategy from the Learning by Doing book by DuFour.

## Adult Learning Culture Strengths

Our PLC's focus on the four critical questions:

- What do we want all students to know and be able to do?
- How will we know if they learn it?
- How will we respond when some students do not learn?
- How will we extend the learning for students who are already proficient?

## Problem Statements Identifying Adult Learning Culture Needs

**Problem Statement 1 (Prioritized):** The number/percentile of students performing above the 60th percentile, on MAPS, is far less than half - First 39.5%, Second 29%, Third 32%.  
**Critical Root Cause:** The level of questioning, engagement, and differentiation strategies during Tier 1 instruction. Students lack the knowledge and skills of how to prioritize learning and accept and make use of feedback to improve learning. PLC planning and collaboration was impacted by classes being excluded and pacing being impacted by in person learning.

# Connectedness

## Connectedness Summary

2023-2024 Attendance Data showed 17% of our students are considered chronically absent and 3% of our students are considered severely absent. 2022-2023 Attendance Data showed 22% of our students are considered chronically absent and 4% of our students are considered severely absent. Over the course of the past year, Hidden Valley reduced chronic absenteeism by 5% and severely chronically absent by 1%.

## Connectedness Strengths

- Attendance support improved with phone calls home and letters
- Counselor connecting with families
- ELD facilitator connecting with EL families

## Problem Statements Identifying Connectedness Needs

**Problem Statement 1 (Prioritized):** 2023-2024 Attendance Data showed 17% of our students are considered chronically absent and 3% of our students are considered severely absent. **Critical Root Cause:** \*Transportation can be a barrier for our working families. PLC's have designated time for common planning and time to analyze data, little time is used to provide interventions for students chronically absent. Students chronically absent miss Tier 1 instruction and interventions resulting in additional academic gaps and variability in assessment results.

# Priority Problem Statements

**Problem Statement 1:** The number/percentile of students performing above the 60th percentile, on MAPS, is far less than half - First 39.5%, Second 29%, Third 32%.

**Critical Root Cause 1:** The level of questioning, engagement, and differentiation strategies during Tier 1 instruction. Students lack the knowledge and skills of how to prioritize learning and accept and make use of feedback to improve learning. PLC planning and collaboration was impacted by classes being excluded and pacing being impacted by in person learning.

**Problem Statement 1 Areas:** Adult Learning Culture

**Problem Statement 2:** 2023-2024 Attendance Data showed 17% of our students are considered chronically absent and 3% of our students are considered severely absent.

**Critical Root Cause 2:** \*Transportation can be a barrier for our working families. PLC's have designated time for common planning and time to analyze data, little time is used to provide interventions for students chronically absent. Students chronically absent miss Tier 1 instruction and interventions resulting in additional academic gaps and variability in assessment results.

**Problem Statement 2 Areas:** Connectedness

**Problem Statement 3:** Based upon SBAC assessment in ELA, Math, and Science, we still have student not meeting proficiency. In Spring 2024, we had the following for proficiency: ELA 54%, Math 41%, Science 18% .

**Critical Root Cause 3:** Rigorous Tier 1 Instruction is not always consistent. Some groups of students have lower expectations. Engagement Strategies and Differentiation are inconsistent across classrooms and grade-levels.

**Problem Statement 3 Areas:** Student Success

# 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
- Prior year improvement plans - Formative and summative reviews

## Accountability Data

- State assessment performance report
- Comprehensive, Targeted, and/or Additional Targeted Support data

## Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- At-risk
- EL
- Section 504 data
- Homeless data
- Foster
- Gifted and talented data
- Dyslexia data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI)

## Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning



- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends
- School safety data

### **Employee Data**

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- School leadership data
- School department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- Teacher retention
- 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**

- Organizational structure data
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity building resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

## Goal 1: Student Success





Aligns with District Priority

**Annual Performance Objective 1:** By June 2025, Hidden Valley ES will increase overall student performance in ELA by 5 percentage points and Math by 10 percentage points by the administration of the 2024-2025 SBAC test. ELA to increase to 59% and Math will increase to 51%.

100% of students in grades K-5 will meet their typical growth target in reading on the third iReady Diagnostic. 50% of students who are two or more grade levels below on the first reading iReady Diagnostic will meet their stretch growth target on the third diagnostic.

100% of students in grades K-5 will meet their typical growth target in math on the third iReady Diagnostic. 50% of students who are two or more grade levels below on the first math iReady Diagnostic will meet their stretch growth target on the third diagnostic.

**Evaluation Data Sources:** 2024-2025 SBAC Assessment  
iReady Data

Improvement Strategy 1 Details	Status Checks		
<p><b>Improvement Strategy 1:</b> i-Ready</p> <p>Conduct weekly reviews of student usage and lesson passage with the goal of students passing 3 or more reading and 3 or more math lessons each week. Provide Staff professional learning focused on best practices for incorporating iReady Personalized Path lesson completion into daily class schedule. Create an incentive program/system to support students in meeting weekly lesson passage goals.</p> <p><b>Formative Measures:</b> Student lesson tracker, Weekly Personalized Instruction Summary, master schedule <b>Position Responsible:</b> Amy Hicks</p> <p><b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk <b>- Evidence Level:</b> Promising <b>Problem Statements/Critical Root Causes:</b> Student Success 1</p>	Status Check		
	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

## Annual Performance Objective 1 Problem Statements:

Student Success
<p><b>Problem Statement 1:</b> Based upon SBAC assessment in ELA, Math, and Science, we still have student not meeting proficiency. In Spring 2024, we had the following for proficiency: ELA 54%, Math 41%, Science 18% . <b>Critical Root Cause:</b> Rigorous Tier 1 Instruction is not always consistent. Some groups of students have lower expectations. Engagement Strategies and Differentiation are inconsistent across classrooms and grade-levels.</p>





**Goal 2: Adult Learning Culture**

**Aligns with District Priority**

**Annual Performance Objective 1:** Adult Learning Culture By Spring MAPS, grades K-3 will increase the percentage of students achieving 61st percentile and above by 10%. By May, each grade level will reduce the number of students who require targeted interventions through Read By Grade 3 (40th percentile and below) by 10%.

Classroom walk-throughs will indicate at least 75% of teachers consistently implement the four components of Teacher Clarity (clarity of organization, clarity of explanation, clarity of examples and guided practice, clarity of assessment of student learning.)

**Evaluation Data Sources:** Walkthrough data, PLC agendas, formative assessment data, lesson plans

Improvement Strategy 1 Details	Status Checks		
<p><b>Improvement Strategy 1: PLC</b></p> <p>Implement structured weekly PLC meetings with explicit agendas to discuss instructional practices, student data, and components of The Teacher Clarity Playbook.                      Within PLC meetings, teachers will collaborate to define clear learning intentions for daily lessons across all subject areas, aligned with curriculum standards and student needs.                      Analyze and dissect grade level subject standards to determine appropriate rigor of instruction.</p> <p><b>Formative Measures:</b> PLC agendas, lesson plans, formative assessment data  <b>Position Responsible:</b> Amy Hicks</p> <p><b>Student Groups This Strategy Targets:</b>                      FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk                      - <b>Evidence Level:</b>                      Moderate  <b>Problem Statements/Critical Root Causes:</b> Adult Learning Culture 1</p>	Status Check		
	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>			

**Annual Performance Objective 1 Problem Statements:**

## Adult Learning Culture

**Problem Statement 1:** The number/percentile of students performing above the 60th percentile, on MAPS, is far less than half - First 39.5%, Second 29%, Third 32%. **Critical Root Cause:** The level of questioning, engagement, and differentiation strategies during Tier 1 instruction. Students lack the knowledge and skills of how to prioritize learning and accept and make use of feedback to improve learning. PLC planning and collaboration was impacted by classes being excluded and pacing being impacted by in person learning.





**Goal 3: Connectedness**

**Aligns with District Priority**

**Annual Performance Objective 1:** Connectedness By June 2023, chronic absenteeism rate will be reduced by 8%, from 17% to 9%.

The percentage of students identified as chronically absent in the 24-25 school year will decrease by 8% when compared to the 23-24 percent identified as chronically absent .

**Evaluation Data Sources:** BIG - Chronic Absenteeism

Improvement Strategy 1 Details	Status Checks		
<p><b>Improvement Strategy 1:</b> Home Visits/Family Engagement</p> <p>Develop a comprehensive outreach campaign to inform families about the importance of regular attendance and the potential consequences of chronic absenteeism. Utilize various communication channels such as email, newsletters, phone calls and social media platforms to reach out to parents.                      Conduct home visits for students who are at risk of chronic absenteeism.                      Offer opportunities for parents/guardians to become involved in the community through volunteering.</p> <p><b>Formative Measures:</b> Attendance records, event attendance, home visit data, individualized attendance plans for students with 3+ absences.  <b>Position Responsible:</b> Amy Hicks</p> <p><b>Student Groups This Strategy Targets:</b>                      FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk                      - <b>Evidence Level:</b>                      Strong, Promising  <b>Problem Statements/Critical Root Causes:</b> Connectedness 1</p>	Status Check		
	Jan	Apr	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="466 1084 663 1133">  No Progress                 </div> <div data-bbox="764 1084 982 1133">  Accomplished                 </div> <div data-bbox="1079 1084 1335 1133">  Continue/Modify                 </div> <div data-bbox="1432 1084 1629 1133">  Discontinue                 </div> </div>		

**Annual Performance Objective 1 Problem Statements:**

<b>Connectedness</b>
<p><b>Problem Statement 1:</b> 2023-2024 Attendance Data showed 17% of our students are considered chronically absent and 3% of our students are considered severely absent. <b>Critical Root Cause:</b> *Transportation can be a barrier for our working families. PLC's have designated time for common planning and time to analyze data, little time is used to provide interventions for students chronically absent. Students chronically absent miss Tier 1 instruction and interventions resulting in additional academic gaps and variability in assessment results.</p>