Washoe County School District

Peavine Elementary School

2024-2025 School Performance Plan

Classification: 3 Star School

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
https://nevadareportcard.nv.gov/DI/nv/washoe/peavine_elementary/2024

Table of Contents

Comprehensive Needs Assessment

Student Success

Student Success Summary

While students grew overall in SBAC ELA proficiency from 2023 to 2024, proficiency in SBAC Math fell during the same time. We need to be sure to keep our focus on both math and ELA in order to achieve success in both subject areas.

Student Success Strengths

- Students with IEPs grew in both ELA and Math proficiency from 19% to 27% in ELA from 2019 to 2022 and from 19% to 26% in math from 2019 to 2022.
- Overall Math Percent At or Above Standard grew from 38% to 44% from 2022 to 2023.
- Overall ELA Percent At or Above Standard grew from 45% to 48% from 2023 to 2024.
- Students in the FRL sub-population grew in ELA SBAC from 33% to 45% to 48% in ELA from 2022 to 2024 and from 22% to 44% in Math from 2022 to 2023.
- Science SBAC proficiency was on a consistent upward trend from 16% in 2021 to 24% in 2022 to 38% in 2023.
- Teachers are highly qualified, experienced, and willing to learn new initiatives

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): While SBAC ELA proficiency increased in 2024 from 45% to 48%, SBAC Math proficiency decreased slightly from 44% to 43% after a significant jump in 2023. SBAC Science decreased significantly from 38% to 12% after a steady climb the previous three years. **Critical Root Cause:** Tier one instruction in some grade levels needs more scaffolding, lack of structured intervention time, grade levels have not had structured opportunities to collaborate to plan and talk about data in the past, and COVID has impacted many students. Teachers also need to be focused on starting with the standards when they are common planning and make sure to have to check for understanding.

Adult Learning Culture

Adult Learning Culture Summary

PLCs need to be consistent throughout the year. Grade levels will post their notes, common assessments, and data in the Peavine team so vertical teams can access all the information.

Adult Learning Culture Strengths

- Experienced staff willing to bring on new initiatives
- New staff members from other schools with experience in effective T1 instruction

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): * Experienced staff willing to bring on new initiatives * New staff members from other schools with experience in effective T1 instruction
Critical Root Cause: -Inconsistency between grade level PLCs -Inconsistent use of common assessments in some grade levels -Continued modeling and professional learning needed -***Leadership team input

Connectedness

Connectedness Summary

While we have a strong core group of parents, we need to expand our reach. We are going to make sure that all students have an adult they feel connected to by using SEL strategies to make sure all students are known by name and face. We will also implement self managers in order to increase student confidence and self-awareness.

Connectedness Strengths

- Strong PTA – small core group of parents
- Redfield School
- United Way School

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): In the 2023 5th grade Climate Survey, 38% of students felt that teachers don't understand their problems and 29% of students don't feel it is easy to talk to teachers at Peavine.   **Critical Root Cause:** -Inconsistent use of SEL and PBIS strategies in class and schoolwide -Inconsistent administrative follow-through for instructional efficacy of SEL and PBIS * -Lack of school-wide SEL goal

Priority Problem Statements

Problem Statement 1: While SBAC ELA proficiency increased in 2024 from 45% to 48%, SBAC Math proficiency decreased slightly from 44% to 43% after a significant jump in 2023. SBAC Science decreased significantly from 38% to 12% after a steady climb the previous three years.

Critical Root Cause 1: Tier one instruction in some grade levels needs more scaffolding, lack of structured intervention time, grade levels have not had structured opportunities to collaborate to plan and talk about data in the past, and COVID has impacted many students. Teachers also need to be focused on starting with the standards when they are common planning and make sure to have to check for understanding.

Problem Statement 1 Areas: Student Success

Problem Statement 2: * Experienced staff willing to bring on new initiatives * New staff members from other schools with experience in effective T1 instruction

Critical Root Cause 2: -Inconsistency between grade level PLCs -Inconsistent use of common assessments in some grade levels -Continued modeling and professional learning needed -***Leadership team input

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: In the 2023 5th grade Climate Survey, 38% of students felt that teachers don't understand their problems and 29% of students don't feel it is easy to talk to teachers at Peavine.

Critical Root Cause 3: -Inconsistent use of SEL and PBIS strategies in class and schoolwide -Inconsistent administrative follow-through for instructional efficacy of SEL and PBIS * -Lack of school-wide SEL goal

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- School goals
- Early childhood literacy and math goals
- College and career readiness 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 - Expenditures
- Prior year improvement plans - Formative and summative reviews
- Planning and decision-making committee minutes
- State and federal planning requirements
- Covid-19 factors, and/or waivers

Accountability Data

- State assessment performance report
- Comprehensive, Targeted, and/or Additional Targeted Support data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- Current and longitudinal results, End-of-Course current and longitudinal results, Retest questions
- 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
- Mobility rate, including longitudinal 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 the next state assessment (SBAC), overall ELA and Math proficiency will increase by at least 5%; additionally, achievement gaps in EL, Hispanic, and FRL sub-populations will decrease by at least 5%.

> **Evaluation Data Sources:** iReady

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: iReady	**Status Check**		
* PLCs will use iReady data to drive conversations to improve T1 instruction * MTSS team will meet weekly to review data and interventions of students in T2 and T3 * Teachers will use WCSD-developed Essential Standards to base daily instruction * Principal will track data to make sure teachers are giving students the appropriate among of time (45-50 minutes per week) in both math and reading in iReady **Formative Measures:** iReady **Position Responsible:** Principal, Dean, Classroom 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	**Jan**	**Apr**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Annual Performance Objective 1 Problem Statements:

Student Success

Problem Statement 1: While SBAC ELA proficiency increased in 2024 from 45% to 48%, SBAC Math proficiency decreased slightly from 44% to 43% after a significant jump in 2023. SBAC Science decreased significantly from 38% to 12% after a steady climb the previous three years. **Critical Root Cause**: Tier one instruction in some grade levels needs more scaffolding, lack of structured intervention time, grade levels have not had structured opportunities to collaborate to plan and talk about data in the past, and COVID has impacted many students. Teachers also need to be focused on starting with the standards when they are common planning and make sure to have to check for understanding.

Goal 2: Adult Learning Culture
  Aligns with District Priority

Annual Performance Objective 1: During the 2023-2024 school year, 100% of teachers will participate in frequent grade-level PLCs and vertical/multi-grade PLCs (as needed) to analyze recent benchmarks

  Evaluation Data Sources: * Check-ins by principal and dean during grade-level and vertical PLCs. This will be tracked by notes and attendance logs in Grade-Level Teams.

Improvement Strategy 1 Details		Status Checks	
Improvement Strategy 1: PLC's	**Status Check**		
Ensure teachers have dedicated time set aside to meet to analyze and discuss i-Ready diagnostics and interim's in grade-level and vertical PLCs.	**Jan**	**Apr**	**June**
Provide PD on iReady platform and reports * Make sure teachers are using iReady as it is intended and are providing differentiated, small group instruction in both math and reading in their classrooms. * Designate time for "data days" when teachers can discuss the i-Ready data vertically as well as with their grade levels. * Designate time for teachers to discuss "best practices" on implementing i-Ready in their classrooms. **Formative Measures:** PLC Notes Common Assessments **Position Responsible:** Principal, Dean, Classroom Teachers **Student Groups This Strategy Targets:** FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - **Evidence Level:** Promising **Problem Statements/Critical Root Causes:** Adult Learning Culture 1			

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: * Experienced staff willing to bring on new initiatives * New staff members from other schools with experience in effective T1 instruction **Critical Root Cause**: -Inconsistency between grade level PLCs -Inconsistent use of common assessments in some grade levels -Continued modeling and professional learning needed - ***Leadership team input

Goal 3: Connectedness
Aligns with District Priority

Annual Performance Objective 1: During the 2023-2024 school year, 100% of teachers and staff will frequently and consistently incorporate SEL and/or PBIS strategies into weekly lessons with coordination from school counselor and safe schools professional as needed.

Evaluation Data Sources: Principal will observe a restorative practice/SEL measure of each teacher, once per quarter, throughout the course of the school year.

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: SEL and PBIS	**Status Check**		

Have school counselor and safe schools professional support classroom and small group SEL and PBIS strategies through lessons and activities.
 	
* Have PBIS team review the PBIS matrix and the protocol for handing out BASE Bucks
* Incorporate SEL and restorative practices into every classroom, every day
* Provide PD on restorative practice measures
    Formative Measures: Walkthrough Form
    PBIS Data
    Position Responsible: Principal, counselor, classroom teachers
 	
    Student Groups This Strategy Targets:
    FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk
    - Evidence Level:
    Strong
    Problem Statements/Critical Root Causes: Connectedness 1
	Jan	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Annual Performance Objective 1 Problem Statements:

Connectedness
Problem Statement 1: In the 2023 5th grade Climate Survey, 38% of students felt that teachers don't understand their problems and 29% of students don't feel it is easy to talk to teachers at Peavine. **Critical Root Cause**: -Inconsistent use of SEL and PBIS strategies in class and schoolwide -Inconsistent administrative follow-through for instructional efficacy of SEL and PBIS * -Lack of school-wide SEL goal