

Washoe County School District
Pleasant Valley Elementary School
2024-2025 School Performance Plan

Classification: 4 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/pleasant_valley_elementary/2024.

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Comprehensive Needs Assessment

Student Success

Student Success Summary

As a school, 74% of Pleasant Valley Students met their Typical Growth targets and 48% of students met their Stretch Growth targets in ELA on iReady during the 2023-2024 school year. As a school, 65% of Pleasant Valley Students met their Typical Growth targets and 35% of students met their Stretch Growth targets in Math on iReady during the 2023-2024 school year. Additionally, 78% of the students at Pleasant Valley ES are "on grade level" in ELA with another 16% less than one grade level below. 72% of students are "on grade level" in MATH with another 24% less than one grade level below. As far as SBA is concerned, Pleasant Valley ES is a 4-star school falling .66 points away from 5-stars. Overall, 2023-2024 was a successful year implementing iReady and moving toward a standards-based teaching and learning system.

Student Success Strengths

2023-2024 School Performance Plan Goal: By the next SBAC Assessment, 5th grade students who scored 3s and 4s will increase student growth percentiles in math above the 50thile. Results: 5th grade students who scored 3s and 4s increased student growth percentiles to 58%. *Goal met.

As a school, Pleasant Valley ES outperforms similar schools and all district schools at nearly every achievement level in both ELA and Math in median student growth percentile SBA.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): 26% of Pleasant Valley Elementary School Students did not make Typical Growth in ELA during the 2023-2024 school year. **Critical Root Cause:** The root cause for missing this 26% of students is largely unknown and does not demonstrate consistency in subgroup, gender, grade level, class or socio-economic status. In general, a root cause could simply be that our current curriculum does not teach some essential standards and misuses time and resources teaching non-essential standards.

Adult Learning Culture

Adult Learning Culture Summary

Pleasant Valley Elementary School is in the beginning stages of implementing a Standards-Based teaching, learning and reporting system. Several teachers "piloted" this system during the 3rd and 4th quarters of the 2023-2024 school year. These teachers discovered areas of strength, areas of question and areas of confusion. All teachers and grade levels will be implementing this standards-based approach in ELA (some in MATH) during the 2024-2025 school year. Additionally, Pleasant Valley Teachers have collectively committed to ensuring students are aware of and can explain daily "Learning Goals" for each subject. This approach is a well documented strategy to increase student growth rates.

Adult Learning Culture Strengths

- Data-driven staff
- Collective commitment to standards-based teaching/reporting
- Collective commitment to establishing and communicating "learning goals" to students

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Implementing the new standards-based grading and reporting system is difficult, time-consuming and stressful. **Critical Root Cause:** Human nature mostly leans towards change as an enemy.

Connectedness

Connectedness Summary

Student climate survey data show a drop in favorable Bullying answers from 85% to 77% from 2021-2022 to 2022-2023 and then again to 67% during the 2023-2024 school year. This could be simple confusion in the definition of bullying and students being taught specific lessons on anti-bullying thus bringing it to the forefront of their minds or this could be a drastic shift in our climate and culture here at Pleasant Valley ES. We will use surveys and lessons to determine the cause and how to address the issue.

Connectedness Strengths

- PVES Families are caring and passionate people who work to raise well-rounded and emotionally stable students.
- PVES Students are becoming aware of, learning how to avoid and report and how to identify bullying.
- PVES Students completed the first year of a focused anti-bullying curriculum from our Guidance Counselor during the 2023-2024 school year.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): PVES student impressions of bullying and cyberbullying at school have shown an increase in concern over the last two years. **Critical Root Cause:** We adjusted our guidance lesson focus to SEL Skills during the 22-23 school year. We may have overcorrected (student climate data-driven)and left anti-bullying lessons behind. We, once again began teaching anti-bullying centered guidance lessons to each classroom during the 23-24 school year and will continue to teach "next steps" lessons during the 2024-2025 school year .

Priority Problem Statements

Problem Statement 1: 26% of Pleasant Valley Elementary School Students did not make Typical Growth in ELA during the 2023-2024 school year.

Critical Root Cause 1: The root cause for missing this 26% of students is largely unknown and does not demonstrate consistency in subgroup, gender, grade level, class or socio-economic status. In general, a root cause could simply be that our current curriculum does not teach some essential standards and misuses time and resources teaching non-essential standards.

Problem Statement 1 Areas: Student Success

Problem Statement 2: PVES student impressions of bullying and cyberbullying at school have shown an increase in concern over the last two years.

Critical Root Cause 2: We adjusted our guidance lesson focus to SEL Skills during the 22-23 school year. We may have overcorrected (student climate data-driven)and left anti-bullying lessons behind. We, once again began teaching anti-bullying centered guidance lessons to each classroom during the 23-24 school year and will continue to teach "next steps" lessons during the 2024-2025 school year .

Problem Statement 2 Areas: Connectedness

Problem Statement 3: Implementing the new standards-based grading and reporting system is difficult, time-consuming and stressful.

Critical Root Cause 3: Human nature mostly leans towards change as an enemy.

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

- School goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- 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
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- EL
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- School department and/or faculty meeting discussions and data

Parent/Family/Community Data

- Parent/family surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices





Goals

Goal 1: Student Success

Aligns with District Priority

Annual Performance Objective 1: One hundred percent of students in grades K-5 will meet their typical growth target in reading on the third iReady Diagnostic. 40% 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.

Evaluation Data Sources: iReady

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: iReady We will utilize iReady 30-49 minutes per week, use Essential Standards (see Adult Learning Culture Goal) to guide instruction, learning and reporting to parents and focus on student growth data during data meetings and PLCs.</p> <p>Formative Measures: iReady Data Position Responsible: Principal, Teacher, Learning Facilitator</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Moderate Problem Statements/Critical Root Causes: 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
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Goal 2: Adult Learning Culture

Aligns with District Priority

Annual Performance Objective 1: One hundred percent of teachers will use Essential Standards in ELA as their guide to teaching, learning and reporting each quarter during the 2024-2025 school year.

Evaluation Data Sources: Infinite Campus.
Observations.
PLC data.

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: PLC's Teachers will be trained on: Essential Standards, Pacing and how to use Infinite Campus to report accurate information to families. Formative Measures: Observation Data, Infinite Campus Reports, PLC Data Position Responsible: Teachers, Principal</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Moderate Problem Statements/Critical Root Causes: 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
<p>Problem Statement 1: Implementing the new standards-based grading and reporting system is difficult, time-consuming and stressful. Critical Root Cause: Human nature mostly leans towards change as an enemy.</p>

Goal 3: Connectedness

Aligns with District Priority

Annual Performance Objective 1: One hundred percent of classrooms will receive updated anti-bullying surveys and lessons (and cyber-bullying) from our guidance counselor.

Evaluation Data Sources: Student Climate Survey Data.

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: SEL Individual classroom lessons focused on bullying and cyberbullying, proper bullying identification and reporting, including pre and post assessments will be provided by our guidance counselor and our ETS.</p> <p>Formative Measures: Student Climate Survey Data</p> <p>Position Responsible: Guidance Counselor Principal</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Connectedness 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:

Connectedness
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