# Washoe County School District

# Pleasant Valley ES

## School Performance Plan: A Roadmap to Success

*Pleasant Valley ES has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.*

**Principal:** Derek Cordell
**School Website:** http://www.washoeschools.net/pleasantvalley
**Email:** pleasantvalley@washoeschools.net
**Phone:** (775) 849-0255
**School Designations:** ☐Title I ☐CSI ☐TSI ☐ TSI/ATSI

*Our SPP was last updated on* 10/13/2023

# School Continuous Improvement Team

*The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.*

| Name | Role |
|---|---|
| Derek Cordell | **Principal(s)** *(required)* |
| None | **Other School Administrator(s)** *(required* |
| Erickson, Angus, French, Aker, Demosthenes, D. Jones, Williams, Renfro, Barbato | **Teacher(s)** *(required)* |
| Bruemmer | **Paraprofessional(s)** *(required)* |
| Vetrano | **Parent(s)** *(required)* |
|  | **Student(s)** *(required for secondary schools)* |
|  | **Tribes/Tribal Orgs** *(if present in community)* |
|  | **Specialized Instructional Support Personnel** *(if appropriate)* |
|  |  |

# School Demographics and Performance Information

*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:* http://nevadareportcard.nv.gov/DI/nv/washoe/pleasant_valley_elementary/2023

# School Goals and Improvement Plan

*The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.*

## Inquiry Area 1 - Student Success

| Student Success | |
|---|---|
| **Areas of Strength** | **Areas for Growth** |
| <ul><li>Students at PVES on IEPs increased proficiency (levels 3 and 4) by 16% in Math and 12% in ELA.</li><li>4th grade students at PVES are well above district and similar school percentages in Median Student Growth percentiles (Math-72%ile, ELA-75%ile)</li><li>Students at PVES in the "keep up" category continue to grow (Math-22 school year=50%, 23 school year=57% & ELA-22 school year=67%, 23 school year=74%)</li><li>Students at PVES Median Student Growth percentile in ELA jumped from the 49%ile in the 2022 school year to the 63%ile in the 2023 school year.</li><li>PVES Students are in the 58%ile or above in ELA for all levels (1-4) for ELA since 2021-2022.</li></ul> | <ul><li>5th grade students at PVES are in the 35%ile in Median Student Growth Percentile in Math.</li><li>43% of 5th grade students at PVES are proficient (levels 3 and 4) in Math.</li><li>PVES Students who scored a level 3 or 4 in 2021-2022 are below the 50%ile in Math.</li></ul> |

**Problem Statement:** PVES students are scoring above district and similar school levels in ELA and Math growth percentiles as measured by SBAC. However, 5th grade PVES students scoring 3s and 4s in math are scoring below the 50%ile.

**Critical Root Causes of the Problem:**

- 5th grade class sizes, lack of enrichment activities, lessons and time for on or above grade level students.

| Student Success | |
|---|---|
| **School Goal:** By the next SBAC Assessment, 5$^{th}$ grade students who scored 3s and 4s will increase student growth percentiles in math above the 50%ile.<br><br>**Formative Measures:**<br><br>● SBAC SGP Data in Math | **Aligned to Nevada's STIP Goal:**<br><br>X STIP Goal 1    ☐ STIP Goal 2<br><br>☐ STIP Goal 3    ☐ STIP Goal 4<br><br>☐ STIP Goal 5    ☐ STIP Goal 6 |

| | |
|---|---|
| **Improvement Strategy:** We will utilize iReady 39-50 minutes per week, focus on student growth data and use our intervention teacher to assist with below grade level, thus loosening up time for the teacher to address above grade level math instruction for 5<sup>th</sup> grade students. | **Lead:** *Who is responsible for implementing this strategy?* |
| | Administration |

**Improvement Strategy:** We will utilize iReady 39-50 minutes per week, focus on student growth data and use our intervention teacher to assist with below grade level, thus loosening up time for the teacher to address above grade level math instruction for 5th grade students.

**Evidence Level:** 3-Promising for iReady

**Action Steps:** *What steps do you need to take to implement this improvement strategy?*

- Hire an intervention teacher

- IReady use

- Identify specific above grade level students using the iReady Diagnostic Assessment

- LF and Intervention Teacher build a schedule for 5th grade Math Instruction

**Resources Needed:** *What resources do you need to implement this improvement strategy?*

- Budget for intervention teachers

- Hire

- iReady

**Challenges to Tackle:** *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* iReady training and implementation, time and personnel

- *Potential Solution:* WCSD PD days for iReady training, master intervention/enrichment schedule

**Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- ESSER funds

**Lead:** *Who is responsible for implementing this strategy?*

Administration

**Resource Equity Supports[1]:** *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

**English Learners**

- Challenge: Another change to the WCSD EL service model at PVES

- Support: Unknown at this time

**Foster/Homeless:**

- Challenge: Increased number of CIT/Foster students over the last several years

- Support: Counselor "hot list" and full school check-in implementation

**Free and Reduced Lunch:**

- Challenge: Unknown number of FRL students due to free breakfast and lunch at school

- Support: Free breakfast/lunch for 2023-2024

**Migrant:**

- Challenge: NA

- Support: NA

**Racial/Ethnic Groups:**

- Challenge: Racial/Ethnic groups are no more or less challenging than other student populations

- Support: Implement new MTSS Tier II monitoring tool for ELA and develop new MTSS Tier II monitoring tool for Math

**Students with IEPs:**

- Challenge: Larger gaps among students with IEPs post-COVID

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[1] "Resource equity" is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)

- Support: We received an additional resource allocation for 2023-2024

## Inquiry Area 2 - Adult Learning Culture

| Adult Learning Culture | |
|---|---|
| **Areas of Strength** | **Areas for Growth** |
| • PVES Staff took significant strides in data driven instruction and the use of PLCs during the 2022-2023 school year. | • PVES Staff have little to no knowledge of our new iReady Assessment system. Staff will need time and training to properly use iReady. |

**Problem Statement:** The implementation of iReady will create obstacles in our use of iReady Data. Teachers are just learning how to use the system, the reports and other data points for instruction and monitoring growth.

**Critical Root Causes of the Problem:**

- Lack of experience and training with iReady

| Adult Learning Culture | |
|---|---|
| **School Goal:** Pleasant Valley ES will conduct iReady Diagnostic Assessments 3 times per year and implement the iReady Personalized Learning Tool 30-59 minutes per week, per student.<br><br>**Formative Measures:**<br><br>• iReady use data | **Aligned to Nevada's STIP Goal:**<br><br>X STIP Goal 1    ☐ STIP Goal 2<br><br>☐ STIP Goal 3    ☐ STIP Goal 4 |

| | |
|---|---|
| | |

**Improvement Strategy:** Teachers will receive training on iReady

**Evidence Level:** 3-Promising for iReady

**Action Steps:** *What steps do you need to take to implement this improvement strategy?*

- PVES Teachers will be trained in iReady

**Resources Needed:** *What resources do you need to implement this improvement strategy?*

- WCSD/iReady training

**Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* WCSD/iReady trainers, time and implementation schedule

- *Potential Solution:* WCSD follow through on promise to train teachers on iReady

**Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- No school funds needed

**Lead:** *Who is responsible for implementing this strategy?*

PVES Staff, LF, WCSD

**Resource Equity Supports:** *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

**English Learners**

- Challenge: EL students may experience a language barrier when it comes to completing iReady Assessments and/or personalized instruction.

- Support: Unknown at this time due to a new EL model being implemented by WCSD at PVES.

**Foster/Homeless:**

- Challenge: Attendance may impact assessments.

- Support: Our counselor provides additional support in this area.

**Free and Reduced Lunch:**

- Challenge: Socioeconomic status will not impact students taking assessments.

- Support: We provide free lunch and breakfast each day.

**Migrant:**

- Challenge: NA

- Support: NA

**Racial/Ethnic Groups:**

- Challenge: Race and ethnicity will not impact students taking assessments.

- Support: None needed.

**Students with IEPs:**

- Challenge: Students with IEPs may have additional difficulties accessing parts of the assessment.

- Support: We will provide appropriate testing accommodations per IEPs.

## Inquiry Area 3 - Connectedness

| Connectedness |
|---|

| Areas of Strength | Areas for Growth |
|---|---|
| <ul><li>PVES Families are involved.</li><li>PVES Families are caring and passionate people who work to raise well-rounded and emotionally stable students.</li><li>Student climate survey data shows a dramatic increase in almost all SEL categories from 21-22 to 22-23.</li></ul> | <ul><li>Student climate survey data show a drop in favorable Bullying answers from 85% to 77% from 21-22 to 22-23.</li></ul> |

**Problem Statement:** PVES student impressions of bullying and cyberbullying at school have shown an increase in concern.

**Critical Root Causes of the Problem:**

- We moved focus from anti-bullying to SEL Skills during the 22-23 school year based on student climate data.  We may have overcorrected.

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## Connectedness

| | Aligned to Nevada's STIP Goal: |
|---|---|
| **School Goal:** 100% of classrooms will receive updated anti-bullying lessons (and cyber-bullying) from our guidance counselor.<br><br>**Formative Measures:**<br><ul><li>Counseling lessons will be added to the master calendar for the 2023-2024 school year.</li></ul> | X STIP Goal 1 ☐ STIP Goal 2<br><br>☐ STIP Goal 3 ☐ STIP Goal 4<br><br>☐ STIP Goal 5 ☐ STIP Goal 6 |

| | |
|---|---|
| **Improvement Strategy:** 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. | **Lead:** *Who is responsible for implementing this strategy?*<br><br>Counselor, Administration |
| **Evidence Level:** SEL-Level 1 Strong | |
| **Action Steps:** *What steps do you need to take to implement this improvement strategy?* | |
| ● Conduct class anti-bullying lessons in all classrooms. | |
| **Resources Needed:** *What resources do you need to implement this improvement strategy?* | |
| ● Anti-bullying lessons | |
| ● Anti-bullying posters | |
| **Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?* | |
| ● *Implementation Challenge:* Time | |
| ● *Potential Solution:* Add Counselor Guidance time to master schedule | |
| **Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?* | |
| ● Minimal-for anti-bullying posters | |

**Resource Equity Supports:** *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

**English Learners**

- Challenge: EL Students may have a language barrier during anti-bullying lessons.

- Support: We will utilize our district EL coach to assist our counselor as needed.

**Foster/Homeless:**

- Challenge: Attendance may impact students receiving anti-bullying lessons.

- Support: Our counselor provides additional support in this area.

**Free and Reduced Lunch:**

- Challenge: Free and reduced lunch identification should not impact students during anti-bullying lessons.

- Support: None needed.

**Migrant:**

- Challenge: NA

- Support: NA

**Racial/Ethnic Groups:**

- Challenge: Some cultures may share different views and values when it comes to bullying and anti-bullying campaigns.

- Support: We will need to be sensitive to these potential differences.

**Students with IEPs:**

- Challenge: Students with IEPs may have a more difficult time comprehending anti-bullying lessons.

- Support: We will provide appropriate accommodations during anti-bullying lessons.

# School Community Outreach

*This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.*

| Outreach Activity | Date | Lessons Learned from the School Community |
|---|---|---|

| PTA Meetings | 9/12, 10/10 | ● Update families on SPP Development and Goals. |
|---|---|---|