



Washoe County School District
Pleasant Valley ES
2021-2022 School Performance Plan:
A Roadmap to Success

Pleasant Valley Elementary School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Derek Cordell for more information.

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School Designations: Title I CSI TSI ATSI Zoom Victory



This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	331	0.9%	0.0%	12.7%	0.9%	81.0%	0.0%	4.5%	11.5%	4.2%	16.0%
District	61599	1.3%	4.2%	41.8%	2.6%	42.6%	1.4%	6.2%	14.3%	14.3%	47.4%
State	496938	0.8%	5.4%	42.7%	11.5%	31.4%	1.5%	6.8%	12.7%	14.1%	65.8%

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	64.1	47.5	52.9	67	40.5	56.7	44.6	NA	NA
	District	41.6	52	40	49.3	51	51	36.9	12	41.9
2019	School	56.4	61.5	52.5	63.8	57.5	63.1	26.7	NA	NA



	District	40.8	50	39	49.3	51	52	36.4	10.7	36.2
2020	School	-	-	-	-	-	-	-	13	NA
	District	-	-	-	-	-	-	-	10	32

4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	NA	NA	NA
District	NA	NA	NA

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	416	397	412
District	359	345	355

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Derek Cordell	Principal(s) (required)
NA	Other School Leader(s)/Administrator(s) (required)
Jen Chandler, Hillarie Jones, Lisa Frost, Nakea French, Shannon Mullen, Courtney Hurlbert, Andrea Montgomery, Morag Renfro, Michelle Barbato	Teacher(s) (required)



Stephanie Pirtle	Paraprofessional(s) <i>(required)</i>
Tara Linderman	Parent(s) <i>(required)</i>
NA	Student(s) <i>(required for secondary schools)</i>
NA	Tribes/Tribal Orgs <i>(if present in community)</i>
Chelan Williams	Specialized Instructional Support Personnel <i>(if appropriate)</i>
<i>*Add rows as needed</i>	

School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partner.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
PTA Meeting	10/12/2021	10	Understand new process, waiting for upcoming survey and more information
PTA Meeting	11/9/2021	12	Update on submission date, answer questions from members
<i>*Add rows as needed</i>			





School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	<i>Our students are performing above district averages in ELA and MATH (Level 3 & 4) on SBAC Assessments. However, our students are scoring 5% below similar schools on ELA SBAC and 10% below similar schools on MATH SBAC Assessments</i>	<i>PVES Student Climate Survey results have shown an overall decline in Social-Emotional Learning Skills during the 2020-2021 School Year.</i>	<i>PVES teachers and students are following the curriculum guides, pacing and timelines provided by WCSD Curriculum and Instruction Department. One would assume this curriculum is providing students opportunities to engage in rigorous academic experiences.</i>
Problem Statement	<i>PVES students are performing above district averages in ELA and MATH (Level 3 & 4) on SBAC Assessments. However, our students are scoring 5% below similar schools on ELA SBAC and 10% below similar schools on MATH SBAC Assessments.</i>		
Critical Root Causes	Lack of Intervention/Enrichment activities		
	Home to School connection		
	COVID		



Part B

Student Success	
School Goal: <i>By the next SBAC Assessment, PVES Students will increase the percentage of students at a level 3 or 4 by 5% in ELA and in Math.</i>	Aligned to Nevada's STIP Goal: <i>By the next SBAC Assessment, PVES Students will increase the percentage of students at a level 3 or 4 by 5% in ELA and in Math.</i>
Improvement Strategy: <i>We will revert to pre-COVID policies to meet the needs of all students.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>4- Demonstrates a Rationale</i>	
Intended Outcomes: <i>We intend to resume working with small groups of students based on needs derived from common assessment data and Essential Standards. This will allow us to get back to Pre-COVID strategies...and hopefully results.</i>	
Action Steps: <ul style="list-style-type: none">● <i>We have funding for 1.5 additional intervention/tutoring support teachers.</i>● <i>9/2021-1.0 intervention teacher hired. 11/2021-.5 intervention teacher hired.</i>● <i>Identify specific students needing support.</i>● <i>Work with BLF to develop intervention schedule for K-5.</i>	
Resources Needed:	



- *Budget for intervention teachers*
- *Hire*
- *Curriculum*

Challenges to Tackle:

- *Finding financial resources given limited budget*
- *Hiring a quality candidate*

Improvement Strategy: *Deploy 1.5 Intervention teachers for PVES*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):

Levels 2 –3 Moderate to Promising- Pre-COVID structure of interventions using additional support personnel was effective. It should be again with even better data and more focus on Essential Standards.

Intended Outcomes: *Students who need support in specific areas of ELA and Math will get it using intervention teacher and classroom teacher support.*

Action Steps:

- *Secure funding*
- *Hire*
- *Deploy*

Resources Needed:

- *Funding*



- *Personnel*

Challenges to Tackle:

- *Securing funding is always tricky.*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: *ELs will have access to intervention teachers based on needs determined by common assessment results.*

Foster/Homeless: *Foster/Homeless/CIT students have access to intervention teachers based on needs determined by common assessment results.*

Free and Reduced Lunch: *Students who receive Free and Reduced Lunch have access to intervention teachers based on needs determined by common assessment results.*

Racial/Ethnic Minorities: *We will track SBAC data across racial groups to measure if any disparities exist.*

Students with IEPs: *Students who receive Special Education Support have access to intervention teachers based on needs determined by common assessment results.*

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture



	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<i>Based on survey data, teachers need time, focused curriculum, fewer distractions and support as needed by them...not as determined by others.</i>	<i>Administration has been stable over time. Teaching and learning expectations have remained high throughout. PLC leadership and expectations have become more specific and directed over the last 2 years. Administration has narrowed focus to PLCs and Essential Standards, created time for staff and observes and participates in PLCs.</i>	<i>Based on staff feedback, PVES has been able to design systems and structures that support a PLC and student data focus (dedicated time, common preps, Wednesday PLC time, etc.). PVES also has hired a Learning Facilitator to assist with data and coaching and two intervention teachers to support students.</i>
Problem Statement	<i>According to survey data, Grade Level Teams do not have enough time to effectively review data and design instruction around common assessment data.</i>		
Critical Root Causes	Lack of time, structure and guidance		
	Common Assessments not efficient		
	Too much “stuff” trying to impede on dedicated PLC time		

Part B

Adult Learning Culture	
School Goal: <i>Grade Level teachers will conduct 100% of Math or ELA Common Assessments and examine data in weekly PLC meetings.</i>	STIP Connection: <i>Grade Level teachers will conduct 100% of Math or ELA Common Assessments and examine data in weekly PLC meetings.</i>



Improvement Strategy:

Administration protect PLC time. Staff treat PLC time as sacred.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *PLC's Level 2 Moderate*

Intended Outcomes: *Pleasant Valley Staff members will expect administration to protect them from trainings, paperwork, staff meetings, etc. during dedicated PLC time. Administration will expect Staff Members to avoid scheduling conflicts (personal or professional) during dedicated Wednesday PLC time.*

Action Steps:

- *Administration to receive blessing from Area Superintendent to dedicate 3 of 4 Wednesday PLC times strictly to PLC, data collection and instructional decisions within grade levels.*
- *Staff members to commit to meeting, discussing and developing groups and intervention strategies during dedicated PLC time.*

Resources Needed:

- *Administrative focus.*

Challenges to Tackle:

- *WCSD taking PLC time for department trainings, MTSS paperwork or other non-related PLC activities.*

Improvement Strategy: *Provide time, structure and guidance from administration.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *4-Demonstrates a Rationale*

Intended Outcomes:

Teachers will have 2-4 common preps each week with grade level teachers.

Teachers will have 3 of 4 Wednesdays per month solely dedicated to PLCs and data collection.



Action Steps:

- *Develop specials schedule for common preps*
- *Develop lunch schedule for common preps*

Resources Needed:

- *Time*
- *Staff Feedback on schedules*

Challenges to Tackle:

- *Balancing lunches and recesses along with a reduced music allocation, only 4 days each week for computers and 3 days each week for Art/PE is extremely difficult when trying to line up 2 or 3 teachers to have common preps each week.*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: NA

Foster/Homeless: NA

Free and Reduced Lunch: NA

Migrant: NA

Racial/Ethnic Minorities: NA



Students with IEPs: NA

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Our most recent student climate survey results show a steep decline in areas of Social Emotional Learning. 10 of 12 categories showed a percentage drop.</i>	<i>Based on staff feedback and Climate Survey Data, our teachers are experiencing overall burnout. Timelines, new initiatives, old initiatives, masks, testing, absences, etc.</i>	<i>Based on Partner in Education spreadsheets, PVES has 4 new Partners in Education this school year.</i>
Problem Statement	<i>Students are lacking Social Emotional Skills, specifically in the areas of Responsible Decision-Making, Self-Management of Emotions and Self-Management of Goals.</i>		
Critical Root Causes	COVID exclusion policy		
	Contact Tracing efficiency		
	Lack of Self-screening		



Part B

Connectedness	
School Goal: <i>100% of kinder through 5th grade students will participate in lunchtime SEL lessons.</i>	STIP Connection: <i>100% of kinder through 5th grade students will participate in lunchtime SEL lessons.</i>
Improvement Strategy: <i>Whole-school SEL lessons will provide a foundation for classroom teachers to implement and use common expectations and language.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>SEL – Level 1 Strong</i>	
Intended Outcomes: <i>Common SEL vocabulary and expectations.</i>	
Action Steps: <ul style="list-style-type: none">● <i>Conduct whole-school SEL lessons.</i>● <i>Update teachers on SEL expectations.</i>	
Resources Needed: <ul style="list-style-type: none">● <i>SEL lessons</i>● <i>SEL posters</i>	
Challenges to Tackle: <ul style="list-style-type: none">● <i>Time</i>	



COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
<i>Insert during Event 5</i>	<i>Insert during Event 5</i>	<i>Insert during Event 5</i>	<i>Insert during Event 5</i>
General Budget	\$23,920.00	Supplies, curriculum support, Intervention/enrichment programs	Goal #1, Student Success
ESSER Funding	\$13,500.00	Intervention Teacher, 1.0	Goals #1 & #2 Student Success &



			Adult Learning Culture
CEIS Funding	\$6,048.56	Intervention Teacher, .5	Goals #1 & #2 Student Success & Adult Learning Culture