

Washoe County School District

Peavine Elementary School

2025-2026 School Improvement Plan

Classification: 4 Star School

Title I



Demographics & Performance Information

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/2025

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

- Overall Math Percent At or Above Standard grew from 43% to 50% from 2024 to 2025.
- Overall ELA Percent At or Above Standard grew from 48% to 54% from 2024 to 2025.
- Science SBAC proficiency increased from 17% in 2024 to 26% in 2025.
- Teachers are highly qualified, experienced, and willing to learn new initiatives.

Student Success Areas for Growth

While students grew overall in both SBAC ELA proficiency and Math proficiency from from 2024 to 2025, growth in both SBAC ELA and Math fell during the same time for 4th grade. The specifically shows that students are doing better in the "catch up" category then they are in the "keep up" category. We need to focus on students on the bubble and who are proficient as well as students with more challenges in order to make sure that we are making a difference for all students.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Limited English proficiency can hinder access to grade-level content and impact performance on assessments.	Provide targeted English language development from our EL Assistant and English Language Facilitators instruction and integrate language supports across all content areas. Offer teachers training in ELLevation strategies.

Student Group	Challenge	Solution
Foster/Homeless	Frequent mobility, trauma, and lack of stable access to basic needs negatively affect academic achievement and engagement.	Make sure that teachers have the tools they need from the counselor to deal with trauma impacted students. Students all have access to the counselor and social worker as needed. Ensure families have access to wraparound services through school counselors and social workers, implement check-in/check-out systems, and coordinate with community partners to provide stability and resources.
Free and Reduced Lunch	Economic barriers may limit access to academic support, enrichment opportunities, and basic resources.	We offer free breakfast and lunch at school. Students all have access to the counselor and social worker as needed. Ensure equitable access to school supplies and digital access, and connect families to available school and community resources.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Historical underrepresentation and systemic inequities may result in lower academic outcomes and reduced sense of belonging in school.	Foster inclusive school culture through student voice initiatives, mentorship programs, and diverse representation in curriculum and staffing to strengthen connection and achievement.
Students with IEPs	Students with disabilities may face barriers to accessing grade-level content and demonstrating mastery within the general education setting.	Strengthen collaboration between general and special education staff through regular data-driven PLCs, and implement ongoing progress monitoring to adjust instruction and interventions based on individual student needs.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): SBAC ELA proficiency increased in 2025 from 48% to 54% and SBAC Math proficiency increased from 43% to 50%. SBAC Science increased from 17% to 26%. While students who are "Catching Up" in ELA increased from 46% to 48%, students who are "Keeping Up" decreased from 82% to 77%. The percentage of students growing adequately to "Catch Up" or "Keep Up" with "Meets Standard" decreased slightly from 63% to 62%.

Critical Root Cause: While we seem to do well with students falling below the proficiency threshold, we are not adequately addressing students who are near or above proficiency. 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 Areas of Strength

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

Adult Learning Culture Areas for Growth

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 Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Not all educators feel confident in implementing instructional strategies that support language development within content areas.	Provide ongoing professional development in integrated ELD strategies and language acquisition, including collaborative planning time to apply learning in practice.
Foster/Homeless	Staff may lack awareness of the impact of trauma, instability, and transiency on learning and behavior.	Offer assistance in providing strategies for trauma-informed practices and build staff capacity to create safe, predictable, and supportive learning environments for all students.
Free and Reduced Lunch	Implicit bias and deficit-based assumptions can influence teacher expectations and interactions with students from low-income backgrounds.	Engage staff in equity-centered professional learning focused on asset-based mindsets, high expectations, and culturally responsive teaching practices.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Educators may not consistently use student data disaggregated by race/ethnicity to identify and address equity gaps in instruction or outcomes	Build staff capacity to analyze and respond to disaggregated data through professional development and collaborative data teams focused on equitable instructional practices and targeted interventions.

Student Group	Challenge	Solution
Students with IEPs	General education staff may not feel fully equipped to meet the diverse needs of students with disabilities within inclusive settings.	Build a collaborative adult learning culture through co-teaching models, cross-training, and regular joint planning between general and special education staff focused on inclusive best practices.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Experienced staff unwilling to bring on new initiatives and collaborate with 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 Areas of Strength

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

Connectedness Areas for Growth

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 Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language barriers and cultural differences can limit participation in school activities and peer relationships.	Promote multilingual communication, inclusive school events, and peer buddy programs to foster belonging and cultural pride.
Foster/Homeless	Frequent school changes and personal instability can lead to feelings of isolation and disconnection from peers and staff.	Implement consistent adult mentorship, designated staff check-ins, and access to extracurricular activities to strengthen relationships and stability.
Free and Reduced Lunch	Economic barriers may limit access to enrichment opportunities and increase stigma, affecting students' sense of inclusion.	Provide no-cost access to clubs, events, and field trips, and promote inclusive messaging that emphasizes equity and respect for all backgrounds.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Young students from racial/ethnic minority backgrounds may not always see their culture, language, or experiences reflected in classroom materials or schoolwide activities, which can impact their sense of belonging.	Integrate diverse books, visuals, and learning materials in classrooms, celebrate cultural heritage through inclusive school events, and build classroom communities where every student's background is acknowledged and valued.

Student Group	Challenge	Solution
Students with IEPs	Students with disabilities may experience social exclusion or limited participation in general education settings.	Foster inclusive classroom environments, support social-emotional learning (SEL) strategies, and offer structured opportunities for peer interaction and leadership.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): In the 2025 5th grade Climate Survey, 57% of students feel that teachers and staff treat all students fairly and 44% of students felt that teachers don't understand their problems. This is disconnected from the fact that 83% of students feel their teachers care about them and 75% who feel teachers make them feel good about themselves.

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: SBAC ELA proficiency increased in 2025 from 48% to 54% and SBAC Math proficiency increased from 43% to 50%. SBAC Science increased from 17% to 26%. While students who are "Catching Up" in ELA increased from 46% to 48%, students who are "Keeping Up" decreased from 82% to 77%. The percentage of students growing adequately to "Catch Up" or "Keep Up" with "Meets Standard" decreased slightly from 63% to 62%.

Critical Root Cause 1: While we seem to do well with students falling below the proficiency threshold, we are not adequately addressing students who are near or above proficiency. 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: In the 2025 5th grade Climate Survey, 57% of students feel that teachers and staff treat all students fairly and 44% of students felt that teachers don't understand their problems. This is disconnected from the fact that 83% of students feel their teachers care about them and 75% who feel teachers make them feel good about themselves.

Critical Root Cause 2:

-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 2 Areas: Connectedness

Problem Statement 3: Experienced staff unwilling to bring on new initiatives and collaborate with new staff members from other schools with experience in effective T1 instruction.

Critical Root Cause 3: -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 3 Areas: Adult Learning Culture

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Student Climate Survey, Student Voice
- Other
 - i-Ready

Adult Learning Culture

- Administrator evaluation
- Professional learning communities (PLC) data/agenda/notes
- School leadership data
- Staff surveys and/or other feedback
- Student Climate Survey

Connectedness

- Attendance
- Community surveys and/or other feedback
- PBIS/MTSS data
- Social Emotional Learning Data

Inquiry Areas

Revised/Approved: May 28, 2025

Inquiry Area 1: Student Success

SMART Goal 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%.

Aligns with District Goal

Formative Measures: iReady

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: iReady				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	* 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 amount of time (45-50 minutes per week) in both math and reading in iReady	Principal, Dean, Classroom Teachers	SY 2025-26	No review	No review	No review
Position Responsible: Principal, Dean, Classroom Teachers						
Evidence Level Level 3: Promising: i-Ready						
Problem Statements/Critical Root Cause: Student Success 1						

Improvement Strategy 2 Details				Status Checks		
Improvement Strategy 2: Science of Reading				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Work to get all staff trained in LETRS and have a thorough understanding of the Science of Reading. Deliver PD about the Science of Reading and strategies to use in the classroom. Make sure that ELA curriculum and teaching practices are all aligned with the Science of Reading throughout the school. Use UFLI for primary grades and interventions.	Principal, Dean, classroom teachers, teacher's assistants.				
Position Responsible: Principal, Dean, classroom teachers, teacher's assistants. Resources Needed: Access to LETRS training from WCSD. Evidence Level Level 1: Strong: Science of Reading Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: SBAC ELA proficiency increased in 2025 from 48% to 54% and SBAC Math proficiency increased from 43% to 50%. SBAC Science increased from 17% to 26%. While students who are "Catching Up" in ELA increased from 46% to 48%, students who are "Keeping Up" decreased from 82% to 77%. The percentage of students growing adequately to "Catch Up" or "Keep Up" with "Meets Standard" decreased slightly from 63% to 62%. Critical Root Cause: While we seem to do well with students falling below the proficiency threshold, we are not adequately addressing students who are near or above proficiency. 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.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: During the 2025-2026 school year, 100% of teachers will participate in weekly grade-level PLCs and vertical/multi-grade PLCs (as needed) to analyze common assessments and other recent benchmarks.

Aligns with District Goal

Formative Measures: * 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		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	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. 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.	Principal, Dean, Classroom Teachers	SY 2025-26	No review	No review	No review
Position Responsible: Principal, Dean, Classroom Teachers						
Evidence Level Level 2: Moderate: PLC's						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Experienced staff unwilling to bring on new initiatives and collaborate with 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

Inquiry Area 3: Connectedness

SMART Goal 1: During the 2025-2026 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 social worker as needed.

Aligns with District Goal

Formative Measures: Principal will observe a restorative practice/SEL measure of each teacher, once per quarter, throughout the course of the school year. In addition, staff will report on a quarterly basis how they are implementing SEL practices in their classroom to the principal and the dean.

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: SEL and PBIS <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>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</td><td>Principal, counselor, classroom teachers</td><td>SY 2025-26</td></tr></table> Position Responsible: Principal, counselor, classroom teachers Evidence Level Level 1: Strong: SEL Level 2: Moderate: PBIS Problem Statements/Critical Root Cause: Connectedness 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	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	Principal, counselor, classroom teachers	SY 2025-26	Status Check		
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SMART Goal 1 Problem Statements:

Connectedness
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Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

For Title I Elements, Please see attached addendum.

Community Outreach Activities

Activity	Date	Lesson Learned
Kinder Kickoff	8/16/2024	Attended by many families. Parents would like to have access to the classrooms in the future.
Back to School Night	8/20/2024	Very successful, but staff feels we need to look at doing something a little more interactive with the parents.
Balloon Race Breakfast	9/6/2024	Excellent event!
Chilifest - Fall Festival	10/29/2024	Need to recruit more volunteers. It is a huge event and needs a lot of manpower.
Holiday Craft Night	12/17/2024	Fun event for families - well attended.
Nevada Reading Week	3/3/25-3/7/25	Need to find more members of the community to come in and read.
Family Literacy Nights	Various	Need to find a way to engage more families for these events.
Spaghetti and Bingo	5/13/2025	This was not as well attended as in the past, although the room was full. We had pizza instead of spaghetti this year and changed the date from what was on the original calendar, so these may be factors.
Peavine Unplugged	4/29/2025	Attendance was okay - but could be better. Also would be a good idea to secure vendors earlier in the year.
Talent Show	5/20/2025	Great event! Attendance was a little down this year, probably due to having it earlier in the year than usual.