

Washoe County School District
Pleasant Valley Elementary School
2025-2026 School Improvement Plan

Classification: 5 Star School



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/pleasant_valley_elementary_school/2025/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

2024-2025 School Performance Plan Goal: 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.

Results:

Not Met. 75% of students in grades K-5 met their typical growth target in reading on the third iReady Diagnostic. We fell 25% short of our stated goal.

Unknown. This goal will be discontinued due to the laborious, almost impossible task to find this data.

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.

Student Success Areas for Growth

24-25. As a school , 75% of Pleasant Valley Students met their Typical Growth targets during the school year. This is one percent growth from 2023-2024. While our goal is 100%, a realistic number is likely in the area of 80-85%. We are anticipating Teacher Clarity strategies along with another year of Essential Standards and a focus on the Science of Reading will expand this growth measure.

23-24. 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 Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	

Student Group	Challenge	Solution
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): 25% of Pleasant Valley Elementary School Students did not make Typical Growth in ELA during the 2024-2025 school year.

Critical Root Cause: The root cause for missing this 25% 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 2 (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 Areas of Strength

24-25

- Data-driven staff
- Collective commitment to standards-based teaching/reporting
- Collective commitment to establishing and communicating "learning goals" to students
- Collective commitment to implementing Teacher Clarity strategies in the classroom

23-24

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

Adult Learning Culture Areas for Growth

24-25 Pleasant Valley Elementary School implemented a school-wide Standards-Based teaching, learning and reporting system. Staff participated in 5 sessions of Teacher Clarity Professional Development training during the year to be implemented in 2025-2026.

23-24 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 Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	

Student Group	Challenge	Solution
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Implementing Teacher Clarity strategies is difficult, time-consuming and stressful but should produce results.

Critical Root Cause: This will take time...which is in limited supply in this business.

Problem Statement 2 (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 Areas of Strength

24-25

- PVES Families are caring and passionate people who work to raise well-rounded and emotionally stable students.
- PVES Students have demonstrated growth based on post-assessment data of learning how to avoid, report and identify bullying.
- PVES Students completed the second year of a focused anti-bullying curriculum from our Guidance Counselor during the 2024-2025 school year.

23-24

- 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.

Connectedness Areas for Growth

24-25

Student Climate Survey data show a drop in favorable SEL skills and competencies-specifically relationships, coping with frustration, staying focused, patience and respectfully disagreeing with someone.

23-24

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 Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	

Student Group	Challenge	Solution
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): PVES students have shown a decrease in specific areas of SEL competencies.

Critical Root Cause: We adjusted our Guidance Curriculum to focus on anti-bullying for the 2023-24 and 2024-25 school years. This came with a decrease in SEL lessons for our students. The decrease in SEL results show this.

Problem Statement 2 (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: Implementing the new standards-based grading and reporting system is difficult, time-consuming and stressful.

Critical Root Cause 1: Human nature mostly leans towards change as an enemy.

Problem Statement 1 Areas: Adult Learning Culture

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: 25% of Pleasant Valley Elementary School Students did not make Typical Growth in ELA during the 2024-2025 school year.

Critical Root Cause 3: The root cause for missing this 25% 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 3 Areas: Student Success

Problem Statement 4: 26% of Pleasant Valley Elementary School Students did not make Typical Growth in ELA during the 2023-2024 school year.

Critical Root Cause 4: 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 4 Areas: Student Success

Problem Statement 5: Implementing Teacher Clarity strategies is difficult, time-consuming and stressful but should produce results.

Critical Root Cause 5: This will take time...which is in limited supply in this business.

Problem Statement 5 Areas: Adult Learning Culture

Problem Statement 6: PVES students have shown a decrease in specific areas of SEL competencies.

Critical Root Cause 6: We adjusted our Guidance Curriculum to focus on anti-bullying for the 2023-24 and 2024-25 school years. This came with a decrease in SEL lessons for our students. The decrease in SEL results show this.

Problem Statement 6 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MyPath
- Student Climate Survey, Student Voice
- Other
 - iReady Diagnostic Assessments

Adult Learning Culture

- Administrator evaluation
- Lesson Plans
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- Study of best practices
- Walk-through data

Connectedness

- Behavior
- Community surveys and/or other feedback
- School safety data
- Social Emotional Learning Data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: One hundred percent of students in grades K-5 will meet their typical growth target in reading on the third iReady Diagnostic during the 2025-2026 school year.

Aligns with District Goal

Formative Measures: iReady Data

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: iReady				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	We will utilize iReady 30-49 minutes per week, use Teacher Clarity strategies (see Adult Learning Culture Goal) to guide instruction, learning and reporting to parents and focus on student growth data during data meetings and PLCs.	Principal, Teacher, Learning Facilitator	6/5/2026			
Position Responsible: Principal, Teacher, Learning Facilitator						
Evidence Level Level 3: Promising: iReady						
Problem Statements/Critical Root Cause: Student Success 1, 2						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: 25% of Pleasant Valley Elementary School Students did not make Typical Growth in ELA during the 2024-2025 school year. Critical Root Cause: The root cause for missing this 25% 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 2: 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.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: One hundred percent of teachers will use Teacher Clarity strategies in the classroom as a framework to teaching and learning during the 2025-2026 school year.

Aligns with District Goal

Formative Measures: Observation Data, Infinite Campus Reports, PLC Data

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: PLC's <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Teachers have been trained in Teacher Clarity strategies.</td><td>Teachers, Principal</td><td>6/5/26</td></tr></table> Position Responsible: Teachers, Principal Evidence Level Level 2: Moderate: PLC's Problem Statements/Critical Root Cause: Adult Learning Culture 1, 2				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Teachers have been trained in Teacher Clarity strategies.	Teachers, Principal	6/5/26	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Teachers have been trained in Teacher Clarity strategies.	Teachers, Principal	6/5/26							
				Nov	Feb	May								
No review	No review	No review												

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Implementing Teacher Clarity strategies is difficult, time-consuming and stressful but should produce results. Critical Root Cause: This will take time...which is in limited supply in this business. Problem Statement 2: 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.

Inquiry Area 3: Connectedness

SMART Goal 1: One hundred percent of classrooms will receive focused Social Emotional Learning Curriculum lessons from our guidance counselor during the 2025-2026 school year.

Aligns with District Goal

Formative Measures: Student Climate Survey Data

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: SEL <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Individual classroom lessons focused on Social Emotional Learning competencies will be provided by our guidance counselor.</td><td>Guidance Counselor Principal</td><td>6/5/26</td></tr></table> Position Responsible: Guidance Counselor Principal Evidence Level Level 1: Strong: SEL Problem Statements/Critical Root Cause: Connectedness 1, 2				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Individual classroom lessons focused on Social Emotional Learning competencies will be provided by our guidance counselor.	Guidance Counselor Principal	6/5/26	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Individual classroom lessons focused on Social Emotional Learning competencies will be provided by our guidance counselor.	Guidance Counselor Principal	6/5/26							
Nov	Feb	May												
				No review	No review	No review								

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: PVES students have shown a decrease in specific areas of SEL competencies. Critical Root Cause: We adjusted our Guidance Curriculum to focus on anti-bullying for the 2023-24 and 2024-25 school years. This came with a decrease in SEL lessons for our students. The decrease in SEL results show this. 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: 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 .

Community Outreach Activities

Activity	Date	Lesson Learned
Monthly PTA Meetings	TBD	
PVES Family Meet and Greet	8/7/25	
Monthly Family Engagement Nights	Monthly	
Stampede Carnival	09/25	