Washoe County School District

Pleasant Valley Elementary School

Classification: 5 Star School

2026-2027 School Improvement Plan

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Mission Statement

Pleasant Valley Elementary School will facilitate the development of responsible, confident and literate global citizens.

Vision

At 211 degrees...
water is hot.

At 212 degrees...
water begins to boil.

With boiling water...
comes steam.

With steam...
you can power a train.

One extra degree makes all the difference.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

2025-2026 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.

Results:

Not Met. 82% of students in grades K-5 met their typical growth target in reading on the third iReady Diagnostic. We fell 18% short of our stated goal. However, this is still an area of incredible strength on our campus.

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 50%ile. 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.

Areas for Growth

25-26. As a school , 82% of Pleasant Valley Students met their Typical Growth targets during the school year. This is seven percent growth from 2024-2025. While our goal is always 100%, a realistic number is likely in the area of 80-85%. We credit Teacher Clarity strategies along with our use of Essential Standards and continued implementation of the Science of Reading.

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.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Providing enough support to our General Education Teachers to support our English Learners in the classroom. We have an EL Coach less than one day per week and no EL teacher assigned to our school.	Responsibly schedule English Learners in classrooms to maximize resources and time.
Foster/Homeless	Attendance and access to transportation can impact progress in the areas of ELA and math.	Provide resources to families and facilitate access to transportation. Ongoing communication with families regarding attendance and academic progress.
Free and Reduced Lunch	Inconsistent attendance impacts students' ability to access tier one and targeted supports to improve learning.	Provide targeted supports during Tier 1 instruction with scaffolds to address areas for growth and increase opportunities for academic success through goal setting, clear learning goals and success criteria. Continue to build relationships with families and provide community supports and resources.
Migrant/Title1-C Eligible	Pleasant Valley does not have any Migrant/Title-C Eligible students on campus.	
Racial/Ethnic Minorities	Ethnic minorities may face cultural bias challenges in the classroom lessons and may struggle to connect with students who may not have the same lived experiences as them.	We support students from minority backgrounds by building a culture and climate of acceptance, understanding and curiosity.
Students with IEPs	Our student with IEP's have challenges with bridging the gap and meeting grade level expectations.	Students on IEPs are protected from missing any Tier I instruction by building a schedule around Tier I instructional blocks.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	18% of Pleasant Valley Elementary School Students did not make Typical Growth in ELA during the 2025-2026 school year.	The root cause for missing this 18% of students is largely unknown and does not demonstrate consistency in subgroup, gender, grade level, class or socio-economic status. 18% is a relatively small number and could simply be that we need to continue to refine our current practice and stay the course.

★ = Priority

Adult Learning Culture

Areas of Strength

25-26

-Staff Climate Survey Data shows Pleasant Valley Staff rate our school and district higher than all elementary school averages throughout the district.

-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

-Trained in Science of Reading

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

Areas for Growth

25-26 Pleasant Valley Elementary School implemented a school-wide Standards-Based teaching, learning and reporting system. Staff has been asked to "stay the course" and continue to refine the excellent Teacher Clarity work used during the school year.

-Staff Climate Data shows only 65% of staff believe in the positive direction of WCSD, staying informed and their work is appreciated by the district.

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.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English Learners need consistent language supports, and limited EL staffing can make it challenging to meet all student needs during core instruction.	Intentionally plan and implement language supports during Tier 1 instruction, including sentence frames, visual supports, academic vocabulary development, and structured student discourse. Collaborate with EL support staff when available and strategically group English Learners to maximize access to instruction and peer language models.
Foster/Homeless	Foster/Homeless students may experience attendance and transportation barriers that impact consistent participation and academic progress in ELA and mathematics.	Monitor attendance and academic progress regularly. Maintain strong communication with families and support staff, provide access to classroom resources and assignments, and offer flexible opportunities for students to engage in learning when absences occur. Build supportive relationships to foster belonging and continuity in learning.
Free and Reduced Lunch	Students qualifying for Free and Reduced Lunch may experience attendance and other barriers that limit consistent access to instruction and intervention supports.	Differentiate Tier 1 instruction with scaffolds and targeted supports to address learning needs. Establish clear learning goals and success criteria, provide timely feedback, and increase opportunities for academic success. Build positive relationships with students and families and connect them with available school and community resources when appropriate.
Migrant/Title1-C Eligible	Pleasant Valley Elementary School does not have any students that qualify as Migrant/Title-C Eligible.	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Differentiate Tier 1 instruction with scaffolds and targeted supports to address learning needs. Establish clear learning goals and success criteria, provide timely feedback, and increase opportunities for academic success. Build positive relationships with students and families and connect them with available school and community resources when appropriate.	Create an inclusive classroom environment where all students see themselves reflected in learning. Use culturally responsive instructional practices, maintain high expectations, provide differentiated supports, and monitor academic progress regularly. Foster strong relationships with students and families while ensuring equitable access to rigorous instruction and enrichment opportunities.
Students with IEPs	Students with IEPs require specialized supports and accommodations to access grade-level standards and demonstrate learning success.	Consistently implement IEP accommodations and modifications within Tier 1 instruction. Collaborate with special education staff to monitor progress and adjust supports as needed. Use differentiated instruction, scaffolds, flexible grouping, and multiple opportunities for students to engage with content and demonstrate understanding. Maintain ongoing communication with families regarding student progress and support strategies.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Implementing Teacher Clarity strategies is difficult, time-consuming and stressful but should produce results.	This will take time...which is in limited supply in this business.
2 ★	Implementing the new standards-based grading and reporting system is difficult, time-consuming and stressful.	Human nature mostly leans towards change as an enemy.

★ = Priority

Connectedness

Areas of Strength

25-26

-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 2025-2026 school year.

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.

Areas for Growth

25-26

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

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.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English Learners may need additional support developing English language skills while continuing to build academic knowledge across content areas.	Encourage regular school attendance and active participation in learning. Communicate with teachers regarding student progress and language needs. Support reading, conversation, and learning in the home language and/or English, and take advantage of school resources and family engagement opportunities that support language development.
Foster/Homeless	Foster/Homeless students may experience attendance, transportation, or housing challenges that impact consistent access to learning.	Maintain communication with parents regarding attendance and support needs. Utilize available school and community resources, including transportation and family support services. Encourage consistent school attendance and participation in learning activities whenever possible.
Free and Reduced Lunch	Free and Reduced Lunch students may experience barriers that affect attendance, access to resources, and academic success.	Ensure students attend school regularly and communicate with parents when support is needed. Encourage participation in family engagement opportunities, monitor academic progress, and utilize school and community resources designed to support student success and well-being.
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Racial/Ethnic Minority Students may experience opportunity gaps that impact academic achievement and access to enrichment opportunities.	Encourage high expectations and regular attendance. Engage in school-family partnerships, participate in conferences and family events, and communicate with teachers regarding academic progress. Support learning at home and advocate for student participation in academic and enrichment opportunities.
Students with IEPs	Students with IEPs may require specialized supports and accommodations to access grade-level curriculum and demonstrate learning.	Partner with teachers and service providers to understand student goals, accommodations, and progress. Reinforce learning strategies at home, attend IEP meetings, maintain regular communication with the school, and support consistent attendance to maximize access to services and instruction.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	PVES students have demonstrated an increase in several specific areas of SEL competencies. However, there are still areas that need to be taught and learned.	We adjusted our Guidance Curriculum to focus on anti-bullying for the 2023-24 and 2024-25 school years. During the 2025-26 school year we refocused on SEL competencies. This shift worked in many areas. There are still a few areas we will focus on this year.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Implementing the new standards-based grading and reporting system is difficult, time-consuming and stressful.	Human nature mostly leans towards change as an enemy.
2 ★	18% of Pleasant Valley Elementary School Students did not make Typical Growth in ELA during the 2025-2026 school year.	The root cause for missing this 18% of students is largely unknown and does not demonstrate consistency in subgroup, gender, grade level, class or socio-economic status. 18% is a relatively small number and could simply be that we need to continue to refine our current practice and stay the course.
3 ★	Implementing Teacher Clarity strategies is difficult, time-consuming and stressful but should produce results.	This will take time...which is in limited supply in this business.
4 ★	PVES students have demonstrated an increase in several specific areas of SEL competencies. However, there are still areas that need to be taught and learned.	We adjusted our Guidance Curriculum to focus on anti-bullying for the 2023-24 and 2024-25 school years. During the 2025-26 school year we refocused on SEL competencies. This shift worked in many areas. There are still a few areas we will focus on this year.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **I-Ready**
- [x] **Local benchmark, common assessments, diagnostic assessments, or interim assessments data**
- [x] **MyPath**
- [x] **Student Climate Survey, Student Voice**
- [x] **Other**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Lesson Plans**
- [x] **Master schedule**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Professional Development Agendas**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **Staff surveys and/or other feedback**
- [x] **Study of best practices**
- [x] **Walk-through data**

Connectedness

- [x] **Behavior**
- [x] **Community surveys and/or other feedback**
- [x] **School safety data**
- [x] **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 2026-2027 school year.

Formative Measures: iReady Data

Improvement Strategy 1

iReady

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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	6/5/2027	

Position Responsible: Principal, Teacher, Learning Facilitator

Evidence Level

Level 3: Promising:
iReady

Problem Statements: Student Success 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	18% of Pleasant Valley Elementary School Students did not make Typical Growth in ELA during the 2025-2026 school year.	The root cause for missing this 18% of students is largely unknown and does not demonstrate consistency in subgroup, gender, grade level, class or socio-economic status. 18% is a relatively small number and could simply be that we need to continue to refine our current practice and stay the course.

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 2026-2027 school year.

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

Improvement Strategy 1

PLC's

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers have been trained in Teacher Clarity strategies.	Teachers, Principal	6/5/27	

Position Responsible: Teachers, Principal

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Adult Learning Culture 1, 2

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Implementing Teacher Clarity strategies is difficult, time-consuming and stressful but should produce results.	This will take time...which is in limited supply in this business.
2	Implementing the new standards-based grading and reporting system is difficult, time-consuming and stressful.	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 2026-2027 school year.

Formative Measures: Student Climate Survey Data

Improvement Strategy 1

SEL

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Individual classroom lessons focused on Social Emotional Learning competencies will be provided by our guidance counselor.	Guidance Counselor Principal	6/5/27	

Position Responsible: Guidance Counselor Principal

Evidence Level

Level 1: Strong:
SEL

Problem Statements: Connectedness 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	PVES students have demonstrated an increase in several specific areas of SEL competencies. However, there are still areas that need to be taught and learned.	We adjusted our Guidance Curriculum to focus on anti-bullying for the 2023-24 and 2024-25 school years. During the 2025-26 school year we refocused on SEL competencies. This shift worked in many areas. There are still a few areas we will focus on this year.

Community Outreach Activities

Activity	Date	Lesson Learned
Back to School Meet and Greet	8/6/2026	
PTA Meetings	2nd Tuesday of every month	
Stampede Carnival	9/19/2026	