

Lincoln County School District
Pahrnagat Valley Elementary School
2023-2024 School Improvement Plan

Classification: 1 Star School



Mission Statement

Pahrnagat Valley Elementary School promotes high levels of academic achievement, supports the development of positive relationships, and enriches Students' lives through education in a safe and inclusive learning environment that nurtures the whole child.

Vision

The vision of Pahrnagat Valley Elementary School is to be a school of excellence preparing all students to be responsible citizens, achieve personal excellence, and obtain modern skills.

Value Statement

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 http://nevadareportcard.nv.gov/DI/nv/lincoln/pahrnagat_valley_elementary_school/2023

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

- Positive parent involvement and engagement.
- Conscientious and engaged teaching staff.
- Startup Leader in Me Program participation by students and staff.

Student Success Areas of Growth

- Individual student growth in Math and ELA.
- Increased level of academic tenacity and perseverance.
- Improved speaking and listening skills during teacher to student communication and peer to peer communication.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Data results indicate that individual student growth performance on standardized state testing in math and reading is below standard. **Critical Root Cause:** Need to expect and require higher levels of quality student work. Continue the teacher feedback and student correction cycle until quality of work meets standard expectation.

Problem Statement 2 (Prioritized): Data results indicate that individual student growth performance on standardized state testing in math and reading is below standard. **Critical Root Cause:** Not enough emphasis on high quality student engagement.

Problem Statement 3: For School Year 2022-2023 the School Accountability Report ranked PVES as a 1 star school. **Critical Root Cause:** The majority of the points not earned was due in large part to a 6\35 Growth Indicator and 9\25 Academic Achievement Indicator.

Adult Learning Culture

Adult Learning Culture Areas of Strength

- Clearly defined and aligned district PD opportunities.
- District trained trainers in each school building.
- Overall staff professional development participation.

Adult Learning Culture Areas of Growth

- Intentional professional development on the educational needs of sub populations.
- Intentional professional development on teaching math and reading.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Lack of intentional team professional development focused on supporting math and reading instruction in the classroom. **Critical Root Cause:** Professional development opportunities have not addressed the instructional needs of the classroom teachers in math and reading.

Connectedness

Connectedness Areas of Strength

- Parent volunteers helping in the school library and Scholastic Book Fair.
- Community engaged traditions such as Halloween parade and decorating post office Christmas tree.
- Leader in Me lessons to help students strengthen their interpersonal relationships.
- Regular support from our district counselors and social workers.

Connectedness Areas of Growth

Utilizing Leader in Me and AIR survey data to build strong goals that helps the school interact and communicate better with school stakeholders and community entities.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): While teachers individually are great at communicating outwardly with students, parents and each other, we have not consistently provided inward information opportunities across all student age groups, staff, and families. Collecting the qualitative data provided from surveys will help assess what areas are in need of support and improvement. **Critical Root Cause:** We often times feel as though we know how parents feel through informal conversations. Finding out how a parent, student, or staff member feels through anonymous means can provide for increased relevance when looking at the response data.

Priority Problem Statements

Problem Statement 1: Lack of intentional team professional development focused on supporting math and reading instruction in the classroom.

Critical Root Cause 1: Professional development opportunities have not addressed the instructional needs of the classroom teachers in math and reading.

Problem Statement 1 Areas: Adult Learning Culture

Problem Statement 2: While teachers individually are great at communicating outwardly with students, parents and each other, we have not consistently provided inward information opportunities across all student age groups, staff, and families. Collecting the qualitative data provided from surveys will help assess what areas are in need of support and improvement.

Critical Root Cause 2: We often times feel as though we know how parents feel through informal conversations. Finding out how a parent, student, or staff member feels through anonymous means can provide for increased relevance when looking at the response data.

Problem Statement 2 Areas: Connectedness

Problem Statement 3: Data results indicate that individual student growth performance on standardized state testing in math and reading is below standard.

Critical Root Cause 3: Need to expect and require higher levels of quality student work. Continue the teacher feedback and student correction cycle until quality of work meets standard expectation.

Problem Statement 3 Areas: Student Success

Problem Statement 4: Data results indicate that individual student growth performance on standardized state testing in math and reading is below standard.

Critical Root Cause 4: Not enough emphasis on high quality student engagement.

Problem Statement 4 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- School goals
- College and career readiness goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Planning and decision-making committee minutes

Accountability Data

- State assessment performance report
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

Student Data: Student Groups

- Race and ethnicity
- Economically disadvantaged
- Male/Female
- Special education
- At-risk
- EL
- Homeless data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- Teacher/Student Ratio
- School department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher retention
- Teacher evaluation
- Administrator evaluation

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Volunteer opportunities, attendance, and participation

Support Systems and Other Data





- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Inquiry Areas

Inquiry Area 1: Student Success

School Goal 1: For school year 2023-2024 the number of students K-5 who meet their adequate growth target in math will increase 5% and reading will increase 5%. This will set our goal growth percentages for math at 67% and reading 61% in comparison to school year 2022-2023 data.





Evaluation Data Sources: Measure of Academic Progress (NWEA Map) testing from Fall to Spring.

Improvement Strategy 1 Details	Reviews			
<p>Improvement Strategy 1: All teachers K-5 will use the HMH reading program with students to help diagnose and fill in learning gaps. The goal is to have students using the HMH program to read at least 40 minutes a week.</p> <p>Action Step's Expected Result/Impact: The diagnostic nature of the HMH program will help teachers target MTSS for reading comprehension and proficiency.</p> <p>Position Responsible: Classroom Teachers, Principal</p> <p>Identify All That Apply: FRL, EL, IEP, Racial/Ethnic Groups</p> <p>- Evidence Level: Strong</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Improvement Strategy 2 Details	Reviews			
<p>Improvement Strategy 2: Professional development math instruction opportunities will be scheduled at the school site for all teachers K-5 through the Southern Nevada Regional Professional Development Program.</p> <p>Action Step's Expected Result/Impact: Professional development in math instructional knowledge and techniques can/will raise the confidence level in teacher instruction and execution.</p> <p>Position Responsible: Principal</p> <p>Identify All That Apply: FRL, EL, IEP, Foster/Homeless, Racial/Ethnic Groups</p> <p>- Evidence Level: Moderate</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Inquiry Area 2: Adult Learning Culture

School Goal 1: 100% of the certified teaching staff and school administration will work cooperatively to meet the District expectations for completion and implementation of Modern Teacher Modules by the end of the 2023-2024 school year.

Evaluation Data Sources: Modern Teacher Module Completion Tracker and Professional Development meeting sign in sheets.


Improvement Strategy 1 Details	Reviews			
<p>Improvement Strategy 1: School administration will check quarterly on the progress of teachers in Modern Teacher. This will help ensure that progress is happening and coaching conversations can be scheduled for modules that need to be improved.</p> <p>Action Step's Expected Result/Impact: Professional development can\will improve the knowledge and application of teacher's planning and decision making in classroom instruction.</p> <p>Position Responsible: Principal, Accelerated Teacher Trainer</p> <p>Identify All That Apply: FRL, EL, IEP, Foster/Homeless, Racial/Ethnic Groups</p> <p>- Evidence Level: Moderate</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


Inquiry Area 3: Connectedness


School Goal 1: As a team, we will collect qualitative data across all collaborative partners (students, staff, & families). Once the data is collected, we will analyze the response data to build school goals centered on school safety, inclusion, and connectedness.


Evaluation Data Sources: Measured Results Assessment (MRA) and AIR survey data collection.

Improvement Strategy 1 Details	Reviews			
<p>Improvement Strategy 1: Use collected data through surveys for parents, staff, and students to help with decision making strategies to improve the overall climate and safety of our school while building effective relationships with educational stakeholders and community members.</p> <p>Action Step's Expected Result/Impact: Make survey available to students, families, and staff. Advertise and invite all stakeholders to complete the survey. Review the data to help inform our goal making efforts.</p> <p>Position Responsible: Principal, Lighthouse Leader</p> <p>Identify All That Apply: FRL, EL, IEP, Foster/Homeless, Racial/Ethnic Groups</p> <p>- Evidence Level: Moderate</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

 No Progress

 Accomplished

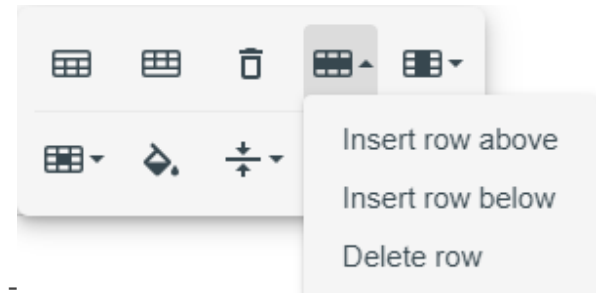
 Continue/Modify

 Discontinue

Plan Notes

How to use this page:

- When you are reviewing parts of the plan you can record your notes in the table below. This will not create a notification so if you need quick follow up, send a quick note to the principal.
- Do not include sensitive information such as student or staff names in this notes space.



If more rows are needed. select inside a cell and use the "Row" button in the pop-up menu -

Date	Name	Department	Notes & Feedback	Campus Note
example : 6/ 29/ 23	Sample user	Campus and District Accountability	Welcome to Plan4Learning! Thank you for all that you do to care for our students and staff!	If you have a response or follow up note you can add it here or reach out to the commenter directly!

Date	Name	Department	Notes & Feedback	Campus Note