

Humboldt County School District
Grass Valley Elementary School
2024-2025 Status Check with Notes



Table of Contents

Goals 3

Goal 1: Student Success 3

Goal 2: Adult Learning Culture 8


Goal 3: Connectedness 9

Goals

Goal 1: Student Success

Annual Performance Objective 1: Increase of the number of pre-kindergarten students proficient in kindergarten readiness skills from 5% in Fall 2024 to 50% by Spring 2025 as measured by the Pre-K Screener.

Evaluation Data Sources: Pre-K Screener, TS Gold Checkpoints, Kindergarten Entrance Brigance

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Pre-K staff will build certainty in how to be intentional in their interactions with students during play centers to build academic content and language skills through play-based opportunities.</p> <p>Formative Measures: Improvement Strategy: Pre-K staff will build certainty in how to be intentional in their interactions with students during play centers to build academic content and language skills through play-based opportunities.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. The site QRIS coaches will provide job embedded coaching and mentorship during play centers to support pre-k staff in developing intentional conversations and feedback at least one time per month. 2. Pre-k instructional aides will meet weekly with classroom teachers to discuss the intentional plan for centers for the upcoming week. 3. Pre-k certified staff will attend weekly PLC meetings to review data from spiral math and ELA reviews using teaching and learning short data cycles to develop intentional activities and interactions during play centers. <p>ESSA Evidence: Tier I NDE Evidence Based Provider List</p> <p>Position Responsible: Site QRIS Coaches and Principal</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups</p> <p>- Evidence Level: Strong</p>	<div> <div> <div>Jan</div> <div>  20% </div> </div> <div> <div>January Lessons Learned</div> <p>TLC focused on a math and literacy standard. Tracking students in each category but not changing instructional approach.</p> <div>January Next Steps/Need</div> <p>Need to focus on next steps for intentional teaching moves for students not progressing with identified standards.</p> </div> <div> <div>Mar</div> <div> <div>March Lessons Learned</div> <div>March Next Steps/Need</div> </div> </div> <div> <div>May</div> <div> <div>May Lessons Learned</div> <div>May Next Steps/Need</div> </div> </div> </div>



No Progress



Accomplished



Continue/Modify




Discontinue

Goal 1: Student Success

Annual Performance Objective 2: Increase the number of kindergarten through 4th grade students proficient in Foundational Skills from 53% in Spring 2024 to 60% by Spring 2025 as measured by the MAP Fluency Assessment.

Evaluation Data Sources: MAP Fluency Assessment and MAP Growth Reading Assessment, Reading SBAC

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: K-4 teachers will implement data-driven ELA small skills groups using assessment data from MAP Fluency, Foundations Assessments, and other formative measures.</p> <p>Formative Measures: Students will build foundational skills to be a proficient reader.</p> <p>Action Steps:</p> <ol style="list-style-type: none">1. Certified staff will use bi-weekly ELA progress monitoring data to create targeted skills groups during short teaching and learning cycles.2. Certified staff and instructional aides will implement data-driven, targeted skills groups daily with students.3. CIS staff will facilitate targeted instruction daily using the Core 5 by Lexia for students in 1st-4th grade.4. Classroom teachers will provide 20 minutes of designated time each day for students to read authentic text.5. Classroom teachers increase the volume of writing by providing daily opportunities for writing following the steps in the writing process and hold students accountable for the accurate implementation of foundation skills learned through Tier 1 instruction in WIT and Foundations.6. Classroom teacher will implement an ELA Spiral Assessment focused on essential standards each quarter. <p>ESSA: Tier 1, Meets ESSA Evidence Level 1/Strong (NDE Evidence Based Provider List) Achievement Network- Teaching and Learning Cycle (data driven structures)</p> <p>Position Responsible: Principal, Vice Principal, and Instructional Coach</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups</p> <p>- Evidence Level: Strong</p>	<div><div>Jan</div><div>50%</div></div> <p>January Lessons Learned</p> <p>ELA formative assessments in short cycles are being fine tuned to get the information that we need.</p> <p>January Next Steps/Need</p> <p>Find the progress monitoring tool that give us the best data to show what students need next. Adjusting what students need as quickly as possible. Core 5 goal setting for attitude improvements, certificates of completion, and time.</p> <div><div>Mar</div></div> <p>March Lessons Learned</p> <p>March Next Steps/Need</p> <div><div>May</div></div> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Student Success

Annual Performance Objective 3: Increase the number of students proficient in math from 54% in Spring 2024 to 60% by Spring 2025 as measured by the Math MAP.

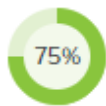




Evaluation Data Sources: Math Growth MAP, Math SBAC

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: K-4 teachers will implement daily spiral math review based on the Nevada Academic Content Standards and gather formative assessment data bi-weekly to make instructional decisions.</p> <p>Formative Measures: Students will practice math skills throughout the school year which will lead to math success.</p> <p>Action Steps:</p> <ol style="list-style-type: none">1. Certified staff will meet in PLCs to use bi-weekly math spiral review data to create additional practice during short teaching and learning cycles.2. Certified staff will administer common math assessments and use the performance data to create reteach and reassessment plans to support intentional math instruction.3. Certified staff will use a variety of question stems when assessing students to expose students to various content and assessment vocabulary.4. Certified staff will track student progress on the Nevada Academic Content Standards using a standard tracking document and align these scores to grades reported to students and families. <p>Position Responsible: Principal, Vice Principal, and DDI Team Leader</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups</p> <p>- Evidence Level: Strong</p>	<div><div>Jan</div><div><div><div></div><div>50%</div><div></div></div></div><div>January Lessons Learned</div><div>Growth in math skills and confidence. New curriculum implementation going pretty well in all grade levels.</div><div>January Next Steps/Need</div><div>Possibly pair the quizzes with a paper component to see where the error happens during the process. Planning days for math at the end of the math.</div></div> <div><div>Mar</div><div>March Lessons Learned</div><div>March Next Steps/Need</div></div> <div><div>May</div><div>May Lessons Learned</div><div>May Next Steps/Need</div></div>
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>	

Goal 2: Adult Learning Culture

Annual Performance Objective 1: By the end of the academic year, 100% PLC/Department Teams will develop and receive admin feedback on quarterly action plans, reassessments, and provide evidence of instructional practice change in grade level reflection tool at the end of each the TLC.






Evaluation Data Sources: PLC notes, grade level assessments, Reteach Plans

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Grade level teams will develop an action plan with timelines for data preview, data meeting, action plan collection, action plan feedback, observation and feedback of action plans for grade level teams to use during their PLC meetings.</p> <p>Formative Measures: Grade level teams will meet weekly to use data to drive decision-making and instructional planning next steps.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Grade level teams will use sub days prior to the start of each quarter to preview assessments and plan for the upcoming unit using the district-adopted instructional materials. 2. Teams will meet weekly to focus on math and ELA spiral assessment data in short teaching and learning cycles. 3. At the end of each quarterly teaching and learning cycle, teams will review interim data and create a plan for reteaching and extension. <p>Position Responsible: Data-driven Instructional Leadership Team</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Moderate</p>	<p>Jan</p> <p> 75%</p> <p>January Lessons Learned Some teams needed a reboot on the purpose of the TLC cycle.</p> <p>January Next Steps/Need Guided meetings to focus on instructional practice. Check on the reteach plan for success.</p> <p>Mar</p> <p>March Lessons Learned</p> <p>March Next Steps/Need</p> <p>May</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 3: Connectedness

Annual Performance Objective 1: Reduce the Chronic Absenteeism Rate from 21.9% during the 2023-2024 school year to 19% during the 2024-2025 school year as measured by daily attendance data compiled in from Infinite Campus.

Evaluation Data Sources: Daily Attendance Reports, Parent Involvement Surveys, Student Perception Surveys in Panorama

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: GVES staff will collaborate with the Communities and Schools (CIS) staff to monitor attendance daily.</p> <p>Formative Measures: 1. The CIS site coordinator will track how many classes have perfect attendance to plan for a whole school incentive at the end of the year if GVES has 800 perfect attendance days.</p> <p>2. The CIS site coordinator will track weekly perfect attendance, provide 5 PBIS points to students and invite a community member to recognize these students each week.</p> <p>3. The CIS site coordinator will have an all school honor recess for those students who have perfect attendance each quarter.</p> <p>4. The CIS site coordinator will make phone calls each day to students who have unexcused absences for that day.</p> <p>4. The PTA, Pre-K, and the Family Engagement Committee will host family events, which will include an academic spotlight.</p> <p>5. In collaboration with CIS, grade level teams will create a curriculum video for families prior to each quarter.</p> <p>6. Classroom teachers will implement quarter STEAM Personalize Learning Projects during their designated grade level STEAM block. (School Environment)</p> <p>7. Staff will provide activities that build a sense of community with their students each day to start the day, SEL time, or to wrap up the end of the school day.</p> <p>8. Staff will provide targeted tier 2 SEL groups to students weekly based on PBIS universal screener data.</p> <p>9. Students will join the after school program with the Boys and Girls club where they will receive homework support, dinner, and transportation home if needed.</p> <p>Position Responsible: GVES Staff, Communities in Schools Site Coordinator, Principal, and Vice Principal, Boys and Girls Club Staff</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Strong</p>	<div> <div>Jan</div> <div>  <div>50%</div> </div> <div> January Lessons Learned Average daily attendance higher than ever before, list of chronically absent students smaller than before. </div> <div> January Next Steps/Need Making a plan for pre-arranged absences, ML family leaving for Mexico for up to a month--Plan informational session targeting these families. </div> </div> <div> <div>Mar</div> <div> March Lessons Learned March Next Steps/Need </div> </div> <div> <div>May</div> <div> May Lessons Learned May Next Steps/Need </div> </div>
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>	