

Humboldt County School District
Grass Valley Elementary School
2024-2025 School Performance Plan



Mission Statement

As a community, we will instill in every child a vision to graduate, providing a comprehensive, safe, challenging, and effective learning environment that prepares students to be career and college ready.

Vision

Every child will graduate: beginning with Kindergarten, each will be prepared and confident to succeed.

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 (Add a link to the school's School Rating Report.)

Table of Contents

- Comprehensive Needs Assessment 4
 - Student Success 4
 - Connectedness 6
- Priority Problem Statements 7
- Comprehensive Needs Assessment Data Documentation 8
- Goals 10
 - Goal 1: Student Success 10
 - Goal 2: Adult Learning Culture 15
 - Goal 3: Connectedness 16
- School Funding Summary 18

Comprehensive Needs Assessment

Revised/Approved: September 26, 2024

Student Success

Student Success Summary

Pre-K

- Exposure to academic content necessary for kindergarten success.
- Social-Emotional tools to support school success.
- Basic counting and concepts of print skills.
- Proficiency in physical development skills.

K-4 ELA

- More students are mastering the foundational skills.
- Students who are mastering the foundation skills are transferring this knowledge to print and across grade levels.
- Teachers are planning and facilitating small groups based on identified skills.

K-4 Math

- Students are mastering basic computation with addition and subtraction using a variety of strategies.
- Increase in students meeting their RIT growth targets on MAP during the 2022-2023 school year.
- Measurement and data strand have the most students proficient.

Multilingual Learners

- Identified ML students improved their speaking and listening skills.
- Almost all students met their AGP growth targets.
- Teachers are providing opportunities for all students to talk.

Student Success Strengths

Pre-K

- Transfer of kindergarten readiness skills from pre-k in the spring to kindergarten in the fall.
- Focus on the Nevada Pre-k standard expectations.
- Intentional interactions during centers by all staff.

K-4 ELA

- Increase the number of students mastering foundational skills.
- Improve the transfer of foundational skills to independent reading and writing.
- Use the most effective progress monitoring tools for student performance in reading.
- Continue to develop professional skills in determining next steps for students based on the science of reading.

K-4 Math

- Multi-step math problems.
- Math problems that require reading the text to understand the steps to take to solve the problem.
- Basic math fact fluency.
- Volume of math practice.
- Spiral review and practice related to concepts taught early in the school year or the previous school year.

Multilingual Learners

- Grade level proficiency in math and ELA for all students is low.
- Students need more targeted language acquisition support for the classroom.
- Students need targeted instructional plans related to the WIDA Access scores.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Not all pre-k students have the skills to be kindergarten ready based on the Nevada Pre-K standards. Students who don't have this foundation struggle academically and socially when they enter kindergarten. In Spring 2024 51% of pre-kindergarten students at Grass Valley Elementary School demonstrated overall proficiency. **Critical Root Cause:** There was not enough intentional teaching, planning, and assessing using the Nevada Academic Content Standards and the data collected through Teaching Strategies Gold.

Problem Statement 2 (Prioritized): Students are not mastering the foundational skills required for their grade level. If students do not master these foundational skills at that grade level, they are not prepared for the next level and will not become proficient readers. In Spring 2024, 53% of students in grades K-4 have mastered their grade level foundational skill requirements as measured by the MAP Sentence Reading Fluency. **Critical Root Cause:** Not always using the right materials or balancing the text type, including grade level text, to make intentional teaching decisions for small group instruction and student practice.

Problem Statement 3 (Prioritized): Students are not mastering math skills required for their grade level. If students do not master these math skills at that grade level, they are not prepared for the next level and will not become proficient. Currently 54% of students in grades 1-4 have mastered their grade level math skill as measured by the Spring 2024 Math MAP. **Critical Root Cause:** Students do not have enough intentional practice with multi-step problems including varied vocabulary.

Connectedness

Connectedness Summary

- Increase in the average daily attendance during the 2022-2023 school year.
- Reduced the amount of students who were considered chronically absent.
- Most students reported that they enjoyed coming to school and feel safe and supported.

Connectedness Strengths

- Continue to reduce the number of chronically absent students.
- Increase the number families participating our family engagement events.

Problem Statements Identifying Connectedness Needs

Problem Statement 1: Students are not at school regularly. Students that are not at school regularly are not receiving instruction that helps them be successful at meeting required benchmarks and they fall farther and farther behind. During the 2023-2024 school year, the Chronic Absenteeism Rate was 21.9%. **Critical Root Cause:** Families who have chronically absent students don't understand the negative impact that even one day of missed school can cause for students. In addition, the strategies to target attendance were not consistently implemented because of staffing.

Priority Problem Statements

Problem Statement 1: Not all pre-k students have the skills to be kindergarten ready based on the Nevada Pre-K standards. Students who don't have this foundation struggle academically and socially when they enter kindergarten. In Spring 2024 51% of pre-kindergarten students at Grass Valley Elementary School demonstrated overall proficiency.

Critical Root Cause 1: There was not enough intentional teaching, planning, and assessing using the Nevada Academic Content Standards and the data collected through Teaching Strategies Gold.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Students are not mastering the foundational skills required for their grade level. If students do not master these foundational skills at that grade level, they are not prepared for the next level and will not become proficient readers. In Spring 2024, 53% of students in grades K-4 have mastered their grade level foundational skill requirements as measured by the MAP Sentence Reading Fluency.

Critical Root Cause 2: Not always using the right materials or balancing the text type, including grade level text, to make intentional teaching decisions for small group instruction and student practice.

Problem Statement 2 Areas: Student Success

Problem Statement 3: Students are not mastering math skills required for their grade level. If students do not master these math skills at that grade level, they are not prepared for the next level and will not become proficient. Currently 54% of students in grades 1-4 have mastered their grade level math skill as measured by the Spring 2024 Math MAP.

Critical Root Cause 3: Students do not have enough intentional practice with multi-step problems including varied vocabulary.

Problem Statement 3 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
- Early childhood literacy and math goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews
- Planning and decision-making committee minutes

Accountability Data

- State assessment performance report
- Comprehensive, Targeted, and/or Additional Targeted Support data
- 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
- Local benchmark or common assessments data

Student Data: Student Groups

- Special programs
- Special education
- At-risk
- EL
- 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

Employee Data

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

Parent/Family/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices


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	Reviews			
<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"> 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. Pre-k instructional aides will meet weekly with classroom teachers to discuss the intentional plan for centers for the upcoming week. 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> <p>Resources and Funding Needed: PreK Salaries - Grant Funds - \$521,000, QRIS Coach - Title I School Site - \$3,000, Special Education Position - District Funds - \$35,000</p>	Status Check			EOY Reflection
	Nov	Jan	Mar	June

 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	Reviews			
<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> <p>Resources and Funding Needed: Extra Duty Planning Stipends - Title I School Site - \$2,400, Instructional Coach - ESSER III - \$70,000</p>	Status Check			EOY Reflection
	Nov	Jan	Mar	June

 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	Reviews			
<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>	Status Check			EOY Reflection
	Nov	Jan	Mar	June
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 No Progress

 Accomplished





 Continue/Modify

 Discontinue

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	Reviews			
<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"> 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. Teams will meet weekly to focus on math and ELA spiral assessment data in short teaching and learning cycles. 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>Resources and Funding Needed: Substitute Teachers - Title I School Site</p>	Status Check			EOY Reflection
	Nov	Jan	Mar	June
<p style="text-align: center;">  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	Reviews			
<p>Improvement Strategy 1: GVES staff will collaborate with the Communities and Schools (CIS) staff to monitor attendance daily.</p> <p>Formative Measures:</p> <ol style="list-style-type: none"> 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. 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. 3. The CIS site coordinator will have an all school honor recess for those students who have perfect attendance each quarter. 4. The CIS site coordinator will make phone calls each day to students who have unexcused absences for that day. 4. The PTA, Pre-K, and the Family Engagement Committee will host family events, which will include an academic spotlight. 5. In collaboration with CIS, grade level teams will create a curriculum video for families prior to each quarter. 6. Classroom teachers will implement quarter STEAM Personalize Learning Projects during their designated grade level STEAM block. (School Environment) 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. 8. Staff will provide targeted tier 2 SEL groups to students weekly based on PBIS universal screener data. 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>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</p> <p>- Evidence Level: Strong</p> <p>Resources and Funding Needed: CIS Partnership Cost Share - ESSER III - \$32,500, MTSS Site Stipend - ESSER III - \$3,500</p>	Status Check			EOY Reflection
	Nov	Jan	Mar	June
<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>				

School Funding Summary

Title I District					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Title I School Site					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	QRIS Coach		\$3,000.00
1	2	1	Extra Duty Planning Stipends		\$2,400.00
2	1	1	Substitute Teachers		\$0.00
Sub-Total					\$5,400.00
Budgeted Fund Source Amount					\$7,800.00
+/- Difference					\$2,400.00
ESSER III					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
1	2	1	Instructional Coach		\$70,000.00
3	1	1	MTSS Site Stipend		\$3,500.00
3	1	1	CIS Partnership Cost Share		\$32,500.00
Sub-Total					\$106,000.00
Budgeted Fund Source Amount					\$176,000.00
+/- Difference					\$70,000.00
District Funds					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	Special Education Position		\$35,000.00
Sub-Total					\$35,000.00
Budgeted Fund Source Amount					\$37,700.00
+/- Difference					\$2,700.00

Title III					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					\$1,000.00
Grant Funds					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	PreK Salaries		\$521,000.00
Sub-Total					\$521,000.00
Budgeted Fund Source Amount					\$521,000.00
+/- Difference					\$0.00
Grand Total Budgeted					\$743,500.00
Grand Total Spent					\$667,400.00
+/- Difference					\$76,100.00