

# Humboldt County School District

## Grass Valley Elementary School

### 2023-2024 Formative Reviews with Notes



**Board Approval Date:** November 28, 2023

**Public Presentation Date:** October 12, 2023

# 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.

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

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# Inquiry Areas



## Inquiry Area 1: Student Success

**School Goal 1:** Increase of the number of pre-kindergarten students proficient in kindergarten readiness skills from 1.8% in Fall 2023 to 50% by Spring 2024 as measured by the Pre-K Screener.

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

**Summative Evaluation:** Met School Goal

**Next Year's Recommendation:** Continue the goal using an updated screener.

<b>Improvement Strategy 1 Details</b>		<b>Reviews</b>
<p><b>Improvement Strategy 1:</b> 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><b>Action Step's Expected Result/Impact:</b> 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><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>The site QRIS coach 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.</li> <li>Pre-k instructional aides will meet weekly with classroom teachers to discuss the intentional plan for centers for the upcoming week.</li> <li>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.</li> </ol> <p>ESSA Evidence: Tier I NDE Evidence Based Provider List</p> <p><b>Position Responsible:</b> Site QRIS Coach and Vice Principal</p> <p><b>Identify All That Apply:</b> FRL, EL, IEP, Migrant, Title 1-C Eligible, Foster/Homeless, Racial/Ethnic Groups</p> <p><b>- Evidence Level:</b> Strong</p>	 <p><b>Nov</b></p> <p><b>November Lessons Learned</b></p> <p>About 70% of pre-k students are meeting the math standards, about 50% of students are meeting the literacy standards, and about 90% of students are speaking in sentences with 3 or more words.</p> <p>Rachel McKinney--observed every classroom, gave some preliminary positive feedback.</p> <p>Spiral math and ELA is on track with lesson planning and implementation.</p> <p>QRIS coach--Gave teachers a classroom and specific center to look at. They will provide feedback to their colleagues.</p> <p><b>November Next Steps/Need</b></p> <p>Math needs to be incorporated through the room, more feedback will come, QRIS coach will talk with admin about a 2 hour math training aligned ECERS</p> <p>QRIS coach--will use the feedback for Rachel McKinney and team members to determine steps.</p>	<p><b>Jan</b></p>  <p><b>January Lessons Learned</b></p>



About 2 % of pre-k students are meeting proficiency on the screener. 20% on the math standards, about 2% of students are meeting the literacy standards, and about 80 % of students are speaking in sentences with 3 or more words.

Spiral math and ELA is on track with lesson planning and implementation.

ECERS training with a focus on math was held on 1/24/24.

**January Next Steps/Need**

proficiency is at 100% of standards, is there a way to modify that scale to a more appropriate measure continue to use data to drive instruction small groups in the afternoon are based on the needs arising document the standards that are being mastered, pull out the 3 and 4 year olds

**Mar**



**March Lessons Learned**

Based on the TS Gold Checkpoint, here were the average percent of students who are proficient in each domain for Quarter 3:

- Average Math Proficiency 80.63%
- Average Reading Proficiency 77.81%
- Average Writing Proficiency 75.00%
- Average Speaking Proficiency 81.50%
- Average Physical Development Proficiency 92.14%






**March Next Steps/Need**

The following standards will be focused on in Quarter 4:

- 1.PK.3.A- Recognize and read 0-5 (20c)
- 2.PK.3- Compare sets of objects (more/less) TSG 20b
- 3.PK.1- Compare object by size (TSG 22a)
- 1.PK.1-Identify word that rhyme
- 1.PK.2- Beginning sound of own name
- 1.PK.3-Identify letters in own name
- 1.pk.5- awareness of print
- 5.PK.2.b- Trace and progress to copying basic shapes (e.g. horizontal line, Vertical Line, X, +, Circle) 19b?
- 5.Pk.4.b-Attempt with a model to spell own first name. 19a

**June**

**June Lessons Learned**

 <p>51% of students we proficient in kindergarten readiness skills as measured by the pre-k screener.</p> <p><b>June Next Steps/Need</b></p> <p>Continue this goal using the pre-k screener.</p>	
<p>No Progress </p> <p>Accomplished </p> <p>Continue/Modify </p> <p>Discontinue </p>	



**Inquiry Area 1:** Student Success

**School Goal 2:** Increase the number of kindergarten through 4th grade students proficient in Foundational Skills from 43% in Spring 2023 to 50% by Spring 2024 as measured by the MAP Fluency Assessment.

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

**Summative Evaluation:** Met School Goal

**Next Year's Recommendation:** Continue the goal with a higher target.

<b>Improvement Strategy 1 Details</b>		<b>Reviews</b>
<p><b>Improvement Strategy 1:</b> K-4 teachers will implement data-driven ELA small skills groups using assessment data from MAP Fluency, Fundations Assessments, and other formative measures.</p> <p><b>Action Step's Expected Result/Impact:</b> Students will build foundational skills to be a proficient reader.</p> <p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>Certified staff will use bi-weekly ELA progress monitoring data to create targeted skills groups during short teaching and learning cycles.</li> <li>Certified staff and instructional aides will implement data-driven, targeted skills groups daily with students.</li> <li>CIS staff will facilitate targeted instruction daily using the Core 5 by Lexia for students in 2nd-4th grade.</li> <li>Classroom teachers will provide 20 minutes of designated time each day for students to read authentic text.</li> <li>Students will participate in a 100-300 book challenge each quarter sponsored by the Rotary Club.</li> <li>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 Fundations.</li> </ol> <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><b>Position Responsible:</b> Principal and Instructional Coach</p> <p><b>Identify All That Apply:</b> FRL, EL, IEP, Migrant, Title 1-C Eligible, Foster/Homeless, Racial/Ethnic Groups</p> <p><b>- Evidence Level:</b></p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b>Nov</b></p>  </div> <div style="width: 50%;"> <p><b>November Lessons Learned</b></p> <p>36% of students are meeting the sentence reading fluency on the MAP Fluency, 59% of 3rd and 4th grade students are above or near the target based on the ELA interim, student Read by Grade 3 Plans have been implemented and one progress monitoring data point has been completed, skills groups are being implemented with intentional planning, students are notice that they learning through skills groups and that it is helping them be successful, Fundations skills are slowing transferring, some progress with Core 5</p> <p><b>November Next Steps/Need</b></p> <p>Continue the process with skills groups and ELA data tracking.</p> <p>Needs some more work with picking a good fit book.</p> <p>Reading Challenge--Modify to be record a chapter rather than just recording number of books.</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 45%;"> <p><b>Jan</b></p>  </div> <div style="width: 50%;"> <p><b>January Lessons Learned</b></p> <p>52% of students are meeting the sentence reading fluency on the MAP Fluency, 81% of 3rd and 4th grade students are above or near the target based on the Q2 ELA interim, student Read by Grade 3 Plans have been implemented and complete for the first semester, skills groups are being implemented with intentional planning, students are notice that they learning through skills groups and that it is helping them be successful, Fundations skills are slowing transferring.</p> </div> </div>	

Strong


**Problem Statements/Critical Root Causes: Student Success 2**

<p><b>January Next Steps/Need</b></p> <p>Core 5 will be relaunched and expanded to include 1st graders. This program will also be used for second semester after school tutoring.</p> <p><b>March Lessons Learned</b></p> <p>43% of students are meeting the sentence reading fluency on the MAP Fluency.</p> <p>Approximately 65% of students attending the Core 5 Intervention group are meeting the usage expectations.</p> <p><b>March Next Steps/Need</b></p> <p>Developed skills group based on the sentence reading fluency targeting accuracy and speed. This is the first round where kindergarten students had an expectation for Sentence Reading Fluency.</p> <p><b>June Lessons Learned</b></p> <p>53% of students are meeting the sentence reading fluency on the MAP Fluency.</p> <p><b>June Next Steps/Need</b></p> <p>Continue targeted skills groups with reading and implement the Bridge to Writing curriculum.</p>	
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**Mar**



**June**





No Progress



Accomplished



Continue/Modify



Discontinue



**Inquiry Area 1: Student Success**







**School Goal 3:** Increase the number of students proficient in math from 39% in Fall 2023 to 45% by Spring 2024 as measured by the Math MAP.

**Evaluation Data Sources:** Math Growth MAP, Math SBAC

**Summative Evaluation:** Exceeded School Goal

**Next Year's Recommendation:** Continue the goal with a higher target.

<b>Improvement Strategy 1 Details</b>		<b>Reviews</b>
<p><b>Improvement Strategy 1:</b> 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><b>Action Step's Expected Result/Impact:</b> Students will practice math skills throughout the school year which will lead to math success.</p> <p><b>Action Steps:</b>                      Certified staff will meet in PLCs to use bi-weekly math spiral review data to create additional practice during short teaching and learning cycles.                      Certified staff will administer common math assessments and use the performance data to create reteach and reassessment plans to support intentional math instruction.                      Certified staff will use a variety of question stems when assessing students to expose students to various content and assessment vocabulary.                      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> <p><b>Position Responsible:</b> Principal and DDI Team Leader</p> <p><b>Identify All That Apply:</b>                      FRL, EL, IEP, Migrant, Title 1-C Eligible, Foster/Homeless, Racial/Ethnic Groups</p> <p><b>- Evidence Level:</b>                      Strong</p> <p><b>Problem Statements/Critical Root Causes:</b> Student Success 3</p>	<p><b>Nov</b></p>  <p><b>November Lessons Learned</b>                      Math interim data for quarter one shows the following proficiency rates:                      K-89%                      1-85%                      2-76% (Meets or Near)                      3 and 4th-51% (Above or Near)</p> <p>Teachers continue to implement spiral math review and adjust based on the quiz every other week. Teachers are tracking math standard progress.</p> <p><b>November Next Steps/Need</b>                      Stay the course</p> <p><b>January Lessons Learned</b>                      Math interim data for quarter two shows the following proficiency rates:                      K-86%                      1-76%                      2-76% (Meets or Near)                      3rd-56% (Above or Near)                      4th-74% (Above or Near)</p> <p>Teachers continue to implement spiral math review and adjust based on the quiz every other week. Teachers are tracking math standard progress.</p> <p><b>January Next Steps/Need</b>                      Stay the course</p> <p><b>Mar</b></p>  <p><b>March Lessons Learned</b>                      Math interim data for quarter three shows the following</p>	

 <p>proficiency rates:  K-83%  1-83%  2-68% (Meets or Near)</p> <p>3rd and 4th grade students took a practice performance task for reading and math. Teachers target additional skills that students needed to be successful on these tasks.</p> <p>Teachers continue to implement spiral math review and adjust based on the quiz every other week. Teachers are tracking math standard progress and designed math spiral review tasks for the standards that are not yet mastered.</p> <p style="text-align: center;"><b>March Next Steps/Need</b></p> <p>Next year, the SBAC preview and practice for performance tasks needs to take place early in the year so students have plenty of time to practice similar tasks. Do a second round closer to the SBAC.</p> <p style="text-align: center;"><b>June Lessons Learned</b></p> <p>54% of students are meeting the 50th percentile or higher on the Math MAP assessment.</p> <p style="text-align: center;"><b>June Next Steps/Need</b></p> <p>Continue to use spiral math review as part of our math short teaching and learning cycles.</p>	<p style="text-align: center;"><b>June</b></p> 
<p style="text-align: center;">  No Progress       Accomplished </p>	<p style="text-align: center;">  Continue/Modify       Discontinue </p>




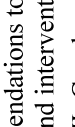




**Inquiry Area 1: Student Success**

**School Goal 4:** All students identified as Multilingual Learners (utilizing the Nevada Department of Education's assessment measure, WIDA ACCESS) will increase ELA and math proficiency (as measured by the Smarter Balanced Assessment Consortium) from 23% proficient in math and from 15% proficient to 20% proficient in ELA.

**Evaluation Data Sources:** Math and ELA SBAC

**Summative Evaluation:** Met School Goal

**Next Year's Recommendation:** Continue goal with an increased target

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.</p> <p><b>Action Step's Expected Result/Impact:</b> Multilingual students will build content knowledge using the vocabulary explicitly taught.</p> <p><b>Action Steps:</b> Collaborate with Northeastern Nevada Regional Professional Development Program (NNRPDP) to develop and implement professional learning for all staff during the 2023–2024 academic year, based on a professional learning model designed to support the teaching of academic content and literacy to English Learners from the Institute of Education Sciences professional learning model (2022), which in turn is based on the four recommendations outlined in the What Works Clearinghouse Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School (Institute of Education Sciences, 2014).</p> <p>Implement evidence-based recommendations to increase language acquisition development through academic content-area instruction and intervention.</p> <p><b>Position Responsible:</b> Principal, ML Coaches, ML Paraprofessionals</p> <p><b>Identify All That Apply:</b> EL</p> <p><b>- Evidence Level:</b> Strong</p> <p><b>Problem Statements/Critical Root Causes:</b> Student Success 4</p>	<p><b>Nov</b>  <b>November Lessons Learned</b> Teachers have begun to implement explicit academic vocabulary instruction. Based on Quarter 1 Interims we have 50% (5/10) above or near the math target and 30% (3/10) above or near the ELA target. <b>November Next Steps/Need</b> Continue to implement explicit academic vocabulary instruction</p> <p><b>Jan</b>  <b>January Lessons Learned</b> Evidence of academic vocabulary instruction through informal walkthroughs and formal observations. Based on Quarter 2 Interims we have 57% (4/7) above or near the math target and 71% (5/7) above or near the ELA target. <b>January Next Steps/Need</b> stay the course</p> <p><b>Mar</b>  <b>March Lessons Learned</b> Teachers identified academic vocabulary when planning for quarter 4. Teachers continue to explicitly teach academic vocabulary. <b>March Next Steps/Need</b> Teachers will continue to teach academic Tier II words from recommendation 1.</p> <p><b>June</b>  <b>June Lessons Learned</b> Based on the spring MAP assessment 30% of identified ML students are proficient on both the ELA and Math MAP assessment. SBAC results were 20% proficient in ELA and 40% proficient in math. <b>June Next Steps/Need</b> Continue with targeted ML support, customize the ILP for each student based on their WIDA Access scores.</p>
<p><b>No Progress</b> </p> <p><b>Accomplished</b> </p> <p><b>Continue/Modify</b> </p> <p><b>Discontinue</b> </p>	


**Inquiry Area 2: Adult Learning Culture**

**School Goal 1:** All staff participating in professional learning around Foundational Reading Skills and best practices for Multilingual learners and score 80% or higher on the Check for Understanding and post surveys for the professional learning.

**Evaluation Data Sources:** Panorama Staff Perception Survey, Lexia LETRS Data Platform

**Summative Evaluation:** Met School Goal

**Next Year's Recommendation:** Continue monitoring professional learning opportunities

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Staff will participate in professional learning at least twice per month in the science of reading and language acquisition to support multilingual learners.</p> <p><b>Action Step's Expected Result/Impact:</b> Staff will have increased certainty with teaching students foundational skills to improve reading and writing skills, as well as working with multilingual learners.</p> <p>Action Steps:</p> <p>Participate in a minimum of monthly professional learning sessions with Lexia's LETRS.</p> <p>Collaborate with Northeastern Nevada Regional Professional Development Program (NNRPDP) to develop and implement professional learning for all staff during the 2023-2024 academic year, based on a professional learning model designed to support the teaching of academic content and literacy to English Learners from the Institute of Education Sciences professional learning model (2022), which in turn is based on the four recommendations outlined in the What Works Clearinghouse Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School (Institute of Education Sciences, 2014).</p> <p>Utilize the [pre] self-reflection survey responses to tailor professional learning session design and content in alignment with the evidence-based recommendations and to provide a baseline for evaluating increased proficiency in implementing the four, evidence-based recommendations through [post] self-reflection survey responses.</p> <p>Participate in monthly, specific professional learning for administrators (both district and site-level) to further develop the skills and knowledge necessary for effectively leading and implementing the HCSD Title III English Learner program.</p> <p>Certified staff will request support for behavior or academic concerns with students through the MTSS Team. MTSS team member case managers will meet with certified staff weekly to develop a plan to address the concern.</p> <p>The site instructional coach, the district instructional coach, SPED mentors, QRIS Coach, ML site coaches, and peer mentors will provide mentorship to staff as needed.</p> <p><b>Position Responsible:</b> NNRPDP, principal, and vice principal</p> <p><b>Identify All That Apply:</b> FRL, IEP, Migrant, Title 1-C Eligible, Foster/Homeless, Racial/Ethnic Groups</p> <p><b>- Evidence Level:</b> Strong</p> <p><b>Problem Statements/Critical Root Causes:</b> Adult Learning Culture 1</p>	<p><b>Nov</b>  <b>November Lessons Learned</b></p> <p>Teachers have attended 4 LETRS professional learning sessions and completed all the materials in Unit 1. The average score on the Check for Understandings is 84%.</p> <p>Teachers have attended 3 ML professional learning sessions with NNRPDP.</p> <p><b>November Next Steps/Need</b></p> <p>Academic vocabulary experiences for math</p> <p><b>January Lessons Learned</b></p> <p>Teachers have now completed Unit 2 in LETRS. The average score for the Unit 2 assessment is 84%.</p> <p>Teachers have attended 1 more ML professional learning session with NNRPDP.</p> <p><b>January Next Steps/Need</b></p> <p>Look at Pre K data for LETRS</p> <p><b>March Lessons Learned</b></p> <p>K-4 staff have almost completed sessions 1-4 in unit 3 in LETRS.</p> <p>PK staff had three virtual sessions with the LETRS coach. They have completed Unit 1 and the average score on the assessment was 82%.</p> <p>All staff attended two more ML professional learning sessions with NNRPDP.</p> <p><b>March Next Steps/Need</b></p> <p>Continue with professional learning.</p> <p><b>June Lessons Learned</b></p> <p>The K-4 average score on LETRS assessments 1-4 was 83.25%.</p> <p>The PK average score on LETRS 1-4 assessments was 84.5%</p> <p><b>June Next Steps/Need</b></p> <p>K-4 will continue with LETRS PD. PK staff will have sessions on ECERS and CLASS.</p>



No Progress



Accomplished



Continue/Modify



Discontinue




### Inquiry Area 3: Connectedness

**School Goal 1:** Reduce the Chronic Absenteeism Rate from 26.2% during the 2022-2023 school year to 20% during the 2023-2024 school year as measured by daily attendance data compiled in Panorama.

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

**Summative Evaluation:** No progress made toward meeting School Goal

**Next Year's Recommendation:** Continue working on improving chronic absenteeism

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> GVES staff will collaborate with the Communities and Schools (CIS) staff to monitor attendance daily.</p> <p><b>Action Step's Expected Result/Impact:</b> 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>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>The CIS site coordinator will provide breakfast to students who have perfect attendance each quarter.</p> <p>The CIS site coordinator will make phone calls each day to students who have unexcused absences for that day.</p> <p>The PTA, Pre-K, and the Family Engagement Committee will host monthly family events.</p> <p>Classroom teachers will implement quarter STEAM Personalize Learning Projects during their designated grade level STEAM block.</p> <p>Staff will provide activities that build a sense of community with their students each day during breakfast, SEL time, or to wrap up the end of the school day.</p> <p>Staff will provide targeted tier 2 SEL groups to students weekly based on PBIS universal screener data.</p> <p>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><b>Position Responsible:</b> GVES Staff, Communities in Schools Site Coordinator, Principal, and Vice Principal, Boys and Girls Club Staff</p>	<p><b>Nov</b>  Currently the average daily attendance rate is 93%. We have 23% of our student population flagged as chronically absent.</p> <p><b>November Next Steps/Need</b> Hand tickets out in the classroom to make it important.</p> <p><b>Jan</b>  <b>January Lessons Learned</b> For semester 1 the average daily attendance rate was 92.3%. We have 25.5% of our student population flagged as chronically absent.</p> <p>As of 1/24/24 we have 29 (6%) students who will be chronically absent regardless of attendance changes and 61 (13%) students that have already missed 12-17 days. We have 36% sitting at an absenteeism rate of 10% or higher.</p> <p><b>January Next Steps/Need</b> CIS person rebooted attendance tickets can still have perfect attendance if you are tardy can still get weekly points, even if tardy</p> <p><b>Mar</b>  <b>March Lessons Learned</b> As of 4/17/24 the average daily attendance rate is 92.2%. We have approximately 26% of student population flagged as chronically absent.</p> <p>At the end of quarter 3, here are the percent of students</p>

**Identify All That Apply:**  
 FRL, EL, IEP, Migrant, Title 1-C Eligible, Foster/Homeless, Racial/Ethnic Groups  
**- Evidence Level:**  
 Strong

**Problem Statements/Critical Root Causes:** Connectedness 1

that are chronically absent.

- Pre-K 33.5%
- K 36.8%
- 1 22.81%
- 2 17.19%
- 3 18.97%
- 4 12.70%

**March Next Steps/Need**

Continue with the attendance incentives

**June Lessons Learned**

Approximately 30% of the student were chronically absent during the school year.

**June Next Steps/Need**

Continue to work on addressing chronic absenteeism.

**June**



No Progress



Accomplished



Continue/Modify



Discontinue