

**Humboldt County School District
Grass Valley Elementary School
2025-2026 School Improvement 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.

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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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

PK-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.

PK-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 Areas for Growth

PK-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.

PK-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): 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.

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 2 (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.

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

Connectedness

Connectedness Areas of Strength

- 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 Areas for Growth

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

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): 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.

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, students don't have enough choice or learner-centered activities that motivate them to come to school.

Priority Problem Statements

Problem Statement 1: 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.

Critical Root Cause 1: 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 1 Areas: Student Success

Problem Statement 2: 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.

Critical Root Cause 2: Students do not have enough intentional practice with multi-step problems including varied vocabulary.

Problem Statement 2 Areas: Student Success

Problem Statement 3: Not all grade levels are recording all the work they are doing during PLC meetings related to the Teaching and Learning Cycle.

Critical Root Cause 3: During the reflection portion of the Teaching and Learning Cycle, teams are not recording the impact of reteaching so that those ideas can be used for future planning.

Problem Statement 3 Areas: Adult Learning Culture

Problem Statement 4: 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.

Critical Root Cause 4: 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, students don't have enough choice or learner-centered activities that motivate them to come to school.

Problem Statement 4 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Inquiry Areas

Revised/Approved: May 22, 2025

Inquiry Area 1: Student Success

SMART Goal 1: Increase the number of kindergarten through 4th grade students proficient in reading foundational skills from 57% in Spring 2025 as measured by the MAP Fluency Assessment to 60% by Spring 2026 as measured by the iReady Reading Diagnostic (phonological awareness, phonics, high-frequency words, and vocabulary).

Aligns with District Goal

Improvement Strategy 1 Details						Status Checks		
Improvement Strategy 1: PK-4 staff will implement data-driven ELA small skills groups using assessment data from MAP Fluency, Foundations Assessments, and other formative measures.						Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May		
1	Certified staff will use bi-weekly ELA progress monitoring data to create targeted skills groups during short teaching and learning cycles.	Certified Staff	Bi-Weekly	No review	No review	No review		
2	CIS staff in collaboration with certified teaching staff will facilitate targeted instruction daily using the Core 5 by Lexia for identified students in K-4th grade.	Certified and CIS Staff	Daily					
3	Students will keep a writing portfolio, highlighting one piece of writing per quarter that they are proud of related to all content areas.	Certified Staff and Students	Quarterly					
4	Certified staff will use a standards grading rubric aligned with curricular materials to inform grades reported to students and families.	Administration and Certified Staff	Weekly					
5	Staff will request support through the MTSS team when students are not making adequate process through skills groups.	MTSS Team and Certified Staff	As Needed					
Evidence Level								
Problem Statements/Critical Root Cause: Student Success 1								
Resources and Funding Needed: Extra Duty Planning Stipends - Title I School Site - \$2,400, MTSS Team Stipends - District Funds								

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: 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. **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.

Inquiry Area 1: Student Success

SMART Goal 2: Increase the number of students meeting their individual math growth goals from 43% in Spring 2025 as measured by the Math MAP to 50% by Spring 2026 as measured by the iReady Math Diagnostic.

Aligns with District Goal

Improvement Strategy 1 Details				Status Checks	
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.				Status Check	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb
1	Certified staff will track student progress on the Nevada Academic Content Standards using a standard tracking document.	Certified Staff	Bi-Weekly	No review	No review
2	Certified staff will use a standards grading rubric aligned with curricular materials to inform grades reported to students and families.	Administration and Certified Staff	Weekly		
3	Staff will request support through the MTSS team when students are not making adequate process through skills groups.	MTSS Team and Certified Staff	As Needed		

Evidence Level

Problem Statements/Critical Root Cause: Student Success 2

Resources and Funding Needed: MTSS Team Stipend - District Funds

SMART Goal 2 Problem Statements:

Student Success
Problem Statement 2: 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. Critical Root Cause: Students do not have enough intentional practice with multi-step problems including varied vocabulary.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the academic year, 100% TLC Teams will develop action plans, reassessments, and provide evidence of instructional practice change in grade level reflection tool at the end of each the TLC.

Aligns with District Goal

Improvement Strategy 1 Details				Status Checks		
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 weekly PLC meetings.				Status Check	Feb	May
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
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.			No review	No review	No review
2	Teams will meet weekly to focus on 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.					
4	Staff will self-select a Professional Learning Teams to build capacity related to a variety of instructional practices that support student success. Each team will have an anchor text to guide the learning, and they will plan a project culminating their learning.					
<p>Problem Statements/Critical Root Cause: Adult Learning Culture 1 Resources and Funding Needed: Substitute Teachers - Title I School Site, Professional Texts - Title I School Site</p>						

SMART Goal 1 Problem Statements:

Adult Learning Culture
<p>Problem Statement 1: Not all grade levels are recording all the work they are doing during PLC meetings related to the Teaching and Learning Cycle. Critical Root Cause: During the reflection portion of the Teaching and Learning Cycle, teams are not recording the impact of reteaching so that those ideas can be used for future planning.</p>

Inquiry Area 3: Connectedness

SMART Goal 1: Reduce the Chronic Absenteeism Rate from 16.5% during the 2024-2025 school year to 16% during the 2025-2026 school year as measured by daily attendance data compiled in from Infinite Campus.

Aligns with District Goal

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: GVES staff will collaborate with the Communities and Schools (CIS) staff to support attendance initiatives.				Nov	Feb	May
Action #	Actions for Implementation	Person(s) Responsible	Timeline	No review	No review	No review
1	The CIS site coordinator will track weekly perfect attendance, provide 5 PBIS points to students each week.	CIS Staff	Weekly			
2	The CIS site coordinator will make phone calls each day for students in pre-kindergarten through 1st grade who have unexcused absences for that day.	CIS Staff	Daily			
3	The PTA and the Family Engagement Committee will host family events, which will include an academic spotlight.	PTA, GVES Staff, and Administration	Quarterly			
4	Staff will provide targeted tier 2 SEL groups to students weekly based on PBIS universal screener data.	Social Worker, CIS Staff, Counselor	Weekly			
5	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.	Boys and Girls Club Staff	Daily			
6	Classroom teachers will implement quarterly Learning Projects and or Assessments linked with curricular goals that are learner-centered.	Certified Staff	Quarterly			
7	Each student will have an assigned staff member who will serve as their Champion. They will meet with their champion one time per month.	GVES Staff	Monthly			
8	Students will participate in self-selected, interest-based clubs.	GVES Staff	3 Times Per Month			
Evidence Level						
Problem Statements/Critical Root Cause: Connectedness 1						
Resources and Funding Needed: CIS Partnership Cost Share - ESSER III - \$32,500						

SMART Goal 1 Problem Statements:

Connectedness

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. **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, students don't have enough choice or learner-centered activities that motivate them to come to school.

School Funding Summary

Title I District						
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount	
				Sub-Total	\$0.00	
Budgeted Fund Source Amount					\$0.00	
				+/- Difference	\$0.00	
Title I School Site						
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount	
1	1	1	Extra Duty Planning Stipends		\$2,400.00	
2	1	1	Professional Texts		\$0.00	
2	1	1	Substitute Teachers		\$0.00	
				Sub-Total	\$2,400.00	
Budgeted Fund Source Amount					\$7,800.00	
				+/- Difference	\$5,400.00	
ESSER III						
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount	
3	1	1	CIS Partnership Cost Share		\$32,500.00	
				Sub-Total	\$32,500.00	
Budgeted Fund Source Amount					\$176,000.00	
				+/- Difference	\$143,500.00	
District Funds						
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount	
1	1	1	MTSS Team Stipends		\$0.00	
1	2	1	MTSS Team Stipend		\$0.00	
				Sub-Total	\$0.00	
Budgeted Fund Source Amount					\$37,700.00	
				+/- Difference	\$37,700.00	

Title III

Inquiry Area	SMART Goal	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					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$521,000.00
+/- Difference					\$521,000.00
Grand Total Budgeted					\$743,500.00
Grand Total Spent					\$34,900.00
+/- Difference					\$708,600.00