

Douglas County School District



Gardnerville Elementary School

2025-2026 School Improvement Plan

Vision

Gardnerville Elementary School is a great place to learn because every member of the GES Family matters. We provide meaningful, intentional, and purposeful learning experiences that honor what is best for students. With high expectations, we prepare students to be lifelong learners and contributing members of society.

Table of Contents

Comprehensive Needs Assessment	4
Student Success	5
Adult Learning Culture	9
Connectedness	12
Data Documentation for CNA	15
Student Success	16
Adult Learning Culture	16
Connectedness	16
Inquiry Areas	17
Inquiry Area 1 : Student Success	18
Inquiry Area 2 : Adult Learning Culture	19
Inquiry Area 3 : Connectedness	21



Comprehensive Needs Assessment

Student Success

Areas of Strength

GES SBAC Data - Our Recent History

Grades 3-5 have performed consistently (within 3-4%) in ELA and Math on the SBACs over these last three years. For ELA around 50% of the students grades 3-5 scoring proficient in ELA and 40% in math.

	22-23 ELA 51.8%		23-24 ELA 52.4%		24-25 ELA 49%		22-23 Math 38.55%		23-24 Math 43.5%		24-25 Math 39%	
3	25:51	49%	44:71	61.9%	22:48	46%	25:51	49%	42:71	59.2%	24:48	50%
4	29:62	46.8%	25:54	46.3%	33:66	50%	22:62	35.5%	23:54	42.6%	22:65	34%
5	32:53	60.4%	31:68	45.6%	22:44	50%	17:53	32.1%	18:68	26.5%	14:43	33%

Spring 2025									
ELA SBAC Achievement Levels									
School & grade	(1) Devel oping	(2) At Standards	(3) Meeti ng Stand ards	(4) Excee ding Stand ards	Grand Total	Devel oping %	At Standards %	Meetin g Stand ards %	Excee ding Stand ards %
GES	43	38	45	32	158	27.2%	24.1%	28.5%	20.3%
3	15	11	13	9	48	31.3%	22.9%	27.1%	18.8%
4	18	15	17	16	66	27.3%	22.7%	25.8%	24.2%
5	10	12	15	7	44	22.7%	27.3%	34.1%	15.9%

Spring 2025									
Math SBAC Achievement Levels									
School & grade	(1) Devel oping	(2) At Standards	(3) Meeti ng Stand ards	(4) Excee ding Stand ards	Grand Total	Devel oping %	At Standards %	Meetin g Stand ards %	Exceed ing Stand ards %
GES	44	52	41	19	156	28.2%	33.3%	26.3%	12.2%
3	14	10	15	9	48	29.2%	20.8%	31.3%	18.8%
4	19	24	18	4	65	29.2%	36.9%	27.7%	6.2%
5	11	18	8	6	43	25.6%	41.9%	18.6%	14.0%

All Students Spring 2025 SBAC ELA percent proficient is 10% higher than Math.

Special Education- 24-25 ELA SBAC Grades 3-5

Seven of the 24 (29.2%) students in special education scored proficient. This is an improvement over 23-24: 4 of 27 or 14.8% were proficient.

English Learners 24-25 ELA SBAC Grades 3-5

Two of 11 (18.2%) EL students scored proficient on the ELA SBAC. This is an increase over 24-25, where 1 of 19 (5.3%) scored proficient.

Fall 25-26 **Reading MAP** Number and Percent of students score At/Above the 65%

Gr 1 24 64.9%

Gr 2 19 47.5%

Gr 3 17 39.5%

Gr 4 15 30%

Gr 5 34 54%

Gr 1-5 109 46.8%

Areas for Growth

GES student performance in math has lagged reading/ELA for numerous years. A focus on math, specifically problem solving and persevering in solving math problems (mathematical practice 1). A concerted, school-wide effort and focus on math instruction, both best first math instruction (tier 1) and tier 2 math interventions (during site designated WIN Time (What I Need) is the plan.

All Students Spring 2025 SBAC ELA percent proficient is 10% higher than Math.

Special Education- 24-25 ELA SBAC Grades 3-5

Seven of the 24 (29.2%) students in special education scored proficient. Zero of the seven students in 4th grade scored proficient. This has implications for 5th grade in 25-26.

English Learner - 24-25 ELA SBAC Grades 3-5

Two of the 11 (18.2%) students in the English Learner program scored proficient. Of the 3 EL students in grade 4, zero scored proficient. This has implications for 5th grade in 25-26.

Free-Reduced Lunch 24-25 ELA SBAC Grades 3-5

Twenty-eight of 81 (34.6%) students in the FRL category scored proficient. This is a decrease over the 23-24 performance where 47 of 75 (37.3%) scored proficient.

Special Education- 24-25 MATH SBAC Grades 3-5

Seven of the 24 (29.2%) students in special education scored proficient. One of the seven students in 4th grade and 1 student in 5th grade scored proficient. This has implications for 4th grade in 25-26.

English Learner - 24-25 MATH SBAC Grades 3-5

Two of the 11 (18.2%) students in the English Learner program scored proficient. Of the 3 EL students in grade 4, zero scored proficient. This has implications for 5th grade in 25-26. Same as ELA.

Free-Reduced Lunch 24-25 MATH SBAC Grades 3-5

Twenty-one of 79 (26.6%) students in the FRL category scored proficient. This is the same as the 23-24 performance.

Fall 25-26 **Math MAP** Number and Percent of students score At/Above the 65%

Gr 1 20 55.6%

Gr 2 14 35%

Gr 3 23 53.5%

Gr 4 26 52%

Gr 5 21 33.3%

Gr 1-5 104 44.8%

Our Fall Math MAP data lags our Fall Reading MAP data.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Of the 3 EL students in grade 4, zero scored proficient. This has implications for 5th grade in 25-26.	The EL Specialist will continue to focus on language development around math.
Foster/Homeless	We do not have a statistically significant number of Foster/Homeless population.	For our students who are known to be Foster/Homeless GES and DCSD work to support them.
Free and Reduced Lunch	Students performed higher in ELA than math in 24-25.	A focus on math, specifically problem solving and persevering in solving math problems (mathematical practice 1). A concerted, school-wide effort and focus on math instruction, both best first math instruction (tier 1) and tier 2 math interventions (during site designated WIN Time (What I Need) is the plan.
Migrant/Title1-C Eligible	NA	
Racial/Ethnic Minorities		
Students with IEPs	24-25 ELA SBAC Grades 3-5 Zero of the 7 students in grade 4 scored proficient. This has implications for 5th grade in 25-26. 24-25 Math SBAC Grades 3-5 Seven of the 24 (29.2%) students in special education scored proficient. One of the seven students in 4th grade and 1 student in 5th grade scored proficient. This has implications for 4th grade in 25-26.	A focus on math, specifically problem solving and persevering in solving math problems (mathematical practice 1). A concerted, school-wide effort and focus on math instruction, both best first math instruction (tier 1) and tier 2 math interventions (during site designated WIN Time (What I Need) is the plan.

Problem Statements Identifying Student Success Needs

Problem Statement	Critical Root Cause
1 GES student performance in math has lagged reading/ELA for numerous years.	GES has historically focused and provided more time and interventions in the area of reading. In the last 5-8 years, interventions in reading and to the primary grades only. In 24-25 school year, interventions in reading were provided K-5.

 = Priority

Adult Learning Culture

Areas of Strength

The GES Staff is a committed force of educators. We have a mix of strong veteran educators and bright creative upstarts. GES staff are committed to doing what is best for students.

DCSD and GES have trained certified classroom k-pre-algebra teachers (K-5 at GES) have been formally trained in Routines for Reasoning. The Lesson Study Model is utilized for this professional learning.

GES has trained all certified classroom staff K-5 in Reciprocal Teaching commencing in Spring 2025 and again in Fall 2025.

In the Fall of 2024, 39 GES Staff members took the Nevada Staff Working Conditions Survey. Of the 39, 19 were certified staff and 20 were classified staff. This was a strong participation rate when comparing GES to other Douglas County School District elementary schools. The Working Conditions Topics were rated on a 4 point score, 1 being Least Positive to 4 being Most Positive.

In the Fall of 2024, 39 GES Staff members took the Nevada Staff Working Conditions Survey. Of the 39, 19 were certified staff and 20 were classified staff. This was a strong participation rate when comparing GES to other Douglas County School District elementary schools. The Working Conditions Topics were rated on a 4 point score, 1 being Least Positive to 4 being Most Positive.

Areas for Growth

DCSD and GES are focused on Multi Tiered Systems of Support (MTSS), specifically Tier I Response to Instruction (Best First Instruction) and Positive Behavior Interventions & Supports (PBIS).

GES will have a small leadership team attend professional development on MTSS overt the course of the 25-26 school year. The leadership team will bring the learning back to the entire GES team for implementation/refinement of PBIS Practices.

The 39 GES Staff who took the Nevada Staff Working Conditions Survey ranked the following topics as the Least Positive: Manageable Workload, District/Charter Leadership Supports, Staff Autonomy, Instructional Resources and Support, Salary and Benefits and School Leadership and Climate Supports had sores ranging from 2.2 (Manageable Workload) to 2.8 (School Leadership and Climate Supports). The 2.8 score for the topic, School Leadership and Climate Support was also reflected on the 2024-25 NEPF annual survey comments regarding communication.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	EL students need Tier 1 (best first standards based instruction) and Tier 2 (targeted EL instruction from the EL Specialist and Instructional Aide) to advance in ELA and math.	What I Need (WIN) times built into the GES master schedule provides for all EL students K-5 targeted EL instruction from 3 to 5 days a week week without missing grade level standards based instruction.
Foster/Homeless	F/H students need Tier 1 (best first standards based instruction) and Tier 2 (targeted EL instruction from the Literacy Specialist and other certified "specials" [PE, Media, Art/Music,	What I Need (WIN) times built into the GES master schedule provides for all students K-5 targeted intervention from 3 to 5 days a week week without missing grade level standards based

	Counselor]) to advance in ELA and math.	instruction.
Free and Reduced Lunch	FRL students need Tier 1 (best first standards based instruction) and Tier 2 (targeted EL instruction from the Literacy Specialist and other certified "specials" [PE, Media, Art/Music, Counselor]) to advance in ELA and math.	What I Need (WIN) times built into the GES master schedule provides for all students K-5 targeted intervention from 3 to 5 days a week week without missing grade level standards based instruction.
Migrant/Title1-C Eligible	NA	
Racial/Ethnic Minorities	NA	
Students with IEPs	SPED students need Tier 1 (best first standards based instruction) and Tier 2 (Specially Designed Instruction from the Special Education Teacher with support of Instructional Aides) to advance learning in ELA, math, and IEP goals.	What I Need (WIN) times built into the GES master schedule provides for all SPED students K-5 Specially Designed Instruction (SDI) from 3 to 5 days a week based on their IEP services without missing grade level standards based instruction.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement	Critical Root Cause
1 Providing Tier 2 instruction to meet the needs of all students, including EL, F/H, FRL and SPED without sacrificing Tier 1 instruction, has been a challenge historically.	The enrollment of students at GES has declined over the last 5-8 years. In 25-26, enrollment is 286 students. Over 50 of the 286 students (17.5%) receive special education services. Typically, 10% of a school's enrollment receive special education services.
2 the 2025 NEPF Survey and the 2024 Nevada Staff Working Conditions Survey found Communication, School Leadership and Climate Supports were identified as areas for improvement.	During the 24-25 school year, staff meetings were reduced from twice monthly to once monthly and there were a number of new school activities that surprised certified staff.

★ = Priority

Connectedness

Areas of Strength

GES parents and community come out in large numbers for events that involve their children (e.g., art shows, music performances, drama performances, etc.). In 24-25, our registrar really guided parents through the enrollment and first day of school paperwork during kindergarten orientation. This proved to be very successful and need to be expanded to others, especially for the parents/guardians of new students.

In 23-24, the GES Family Engagement Team hosted it's first Community Health Fair. Building on the impact of this Team, in 24-25, a member of this team will join the Parent Teacher Student Organization (PTSO) at their monthly meetings. The next is step is to incorporate a member or members of the Student Ambassador Leadership Team (SALT) in the monthly PTSO meetings. This will positive momentum continues in 25-26. The Fall 2025 Health Fair was a success and it connected families to resources before the first day of school.

Areas for Growth

Communication at all levels is an opportunity for growth. DCSD and GES are transitioning to ParentSquare, a robust communication platform.

At GES, we learned that parents struggle with using Infinite Campus' Parent Portal and this can impact school to home communication. It is most concerning for staff members in the case of an emergency. We are proactive with our kindergarten parents. GES takes the time on the first 2 days of kindergarten to bring all parents in by appointment and walk them through the complete enrollment process (e.g., Infinite Campus Parent Portal, Free Reduced Lunch Application, etc.).

The GES Wildly Important Goal (WIG): Baseline data from 24-25 NEPF Administrator Survey - {Certified} Staff Input found an opportunity to improve communication noted in the written responses of the 11 staff who took the survey. Specifically: Lack of clarity, timeliness, and follow-through in communication. Thirty-nine GES staff members took the Nevada Workplace Survey in Spring 2025. Those results also echoed an opportunity to focus on clear and timely communication from site administration to staff.

Equity Resource Supports

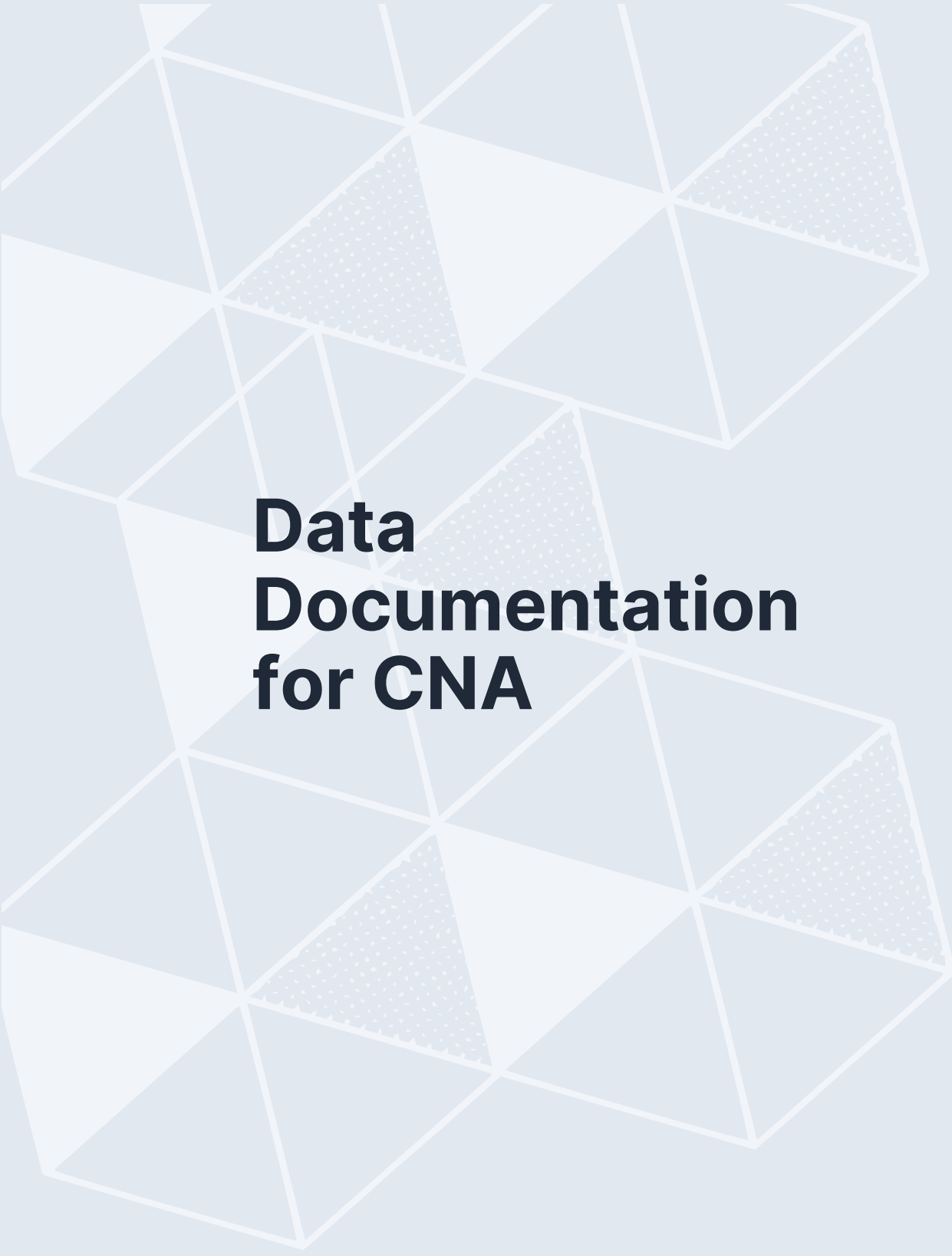
Student Group	Challenge	Solution
English Learners	Timely communication in the parent/guardian home language is a challenge as we have multiple languages represented in our student body.	DCSD and GES are transitioning to ParentSquare, a robust communication platform. All message are translated to the required home language.
Foster/Homeless	Communication at all levels is an opportunity for growth.	DCSD and GES are transitioning to ParentSquare, a robust communication platform. Messages are translated, delivered via email, text and phone.
Free and Reduced Lunch	Timely communication in the parent/guardian home language is a challenge as we have multiple languages represented in our student body.	DCSD and GES are transitioning to ParentSquare, a robust communication platform. Messages are translated, delivered via email, text and phone.

Migrant/Title1-C Eligible	NA	
Racial/Ethnic Minorities	Timely communication in the parent/ guardian home language is a challenge as we have multiple languages represented in our student body.	DCSD and GES are transitioning to ParentSquare, a robust communication platform. Messages are translated, delivered via email, text and phone.
Students with IEPs	Timely communication in the parent/ guardian home language is a challenge as we have multiple languages represented in our student body.	Communication at all levels is an opportunity for growth. DCSD and GES are transitioning to ParentSquare, a robust communication platform. Messages are translated, delivered via email, text and phone.

Problem Statements Identifying Connectedness Needs

Problem Statement	Critical Root Cause
1 Timely communication to all parents/guardians including those whose home language is not English is a challenge.	Educating households on the tools and locations to access timely communication is an ongoing challenge.
2 The results from the 24-25 NEPF Survey and the Nevada Working Conditions Survey for certified staff found clear and timely communication to all GES staff about school activities, events, staff meetings, professional development, etc. was found to be an opportunity for the 25-26 school year.	Staff comments related to the 24-25 NEPF survey, "My site administrator could grow in the following areas:" reflected a need for improved clear and timely communication from site administration.

 = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- ☒ Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- ☒ MAP Growth Assessment
- ☒ Smarter Balanced (SBAC)
- ☒ WIDA Screener

Adult Learning Culture

- ☒ Other
 - CALL Survey Data from 24-25
 - NEPF Survey Data from 24-25

Connectedness

- ☒ Attendance
- ☒ Demographic data
- ☒ Enrollment
- ☒ Enrollment trends
- ☒ PBIS/MTSS data



Inquiry Areas

Inquiry Area 1

Student Success

SMART Goal 1

ALL GES students grades 3-5 will demonstrate growth on the 25-26 Math SBAC.

Formative Measures: All students grades 1-5 will demonstrate growth from Fall to Winter iReady Math Diagnostic.

Improvement Strategy 1

All GES teachers will focus on best first standards-based math instruction, including the bi-weekly implementation of Routines for Reasoning (e.g., 3 Reads) for improved student performance in math.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Thoughtful planning for best first standards-based math instruction, including the bi-weekly implementation of Routines for Reasoning (e.g., 3 Reads) .	GES Classroom Teachers & Site Administration	Aug. 18, 2025 through June 2026

Status Checks

In progress

November

January

March

June

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

All GES classroom teachers will implement the appropriately trained portion instructional pedagogy of Routines for Reasoning (i.e., 3 Reads) as part of their bi-weekly math instruction.

Formative Measures: Administrator formal and in-formal observations. Teacher self-reporting during Tier 1 PLC agendas.

Improvement Strategy 1

All GES teachers will focus on best first standards-based math instruction, including the bi-weekly implementation of Routines for Reasoning (e.g., 3 Reads) for improved student performance in math.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Thoughtful planning for best first standards-based math instruction, including the bi-weekly implementation of Routines for Reasoning (e.g., 3 Reads) .	GES Teachers & Site Administration	Aug 18, 2025 through June 2026

Status Checks

In progress

November

January

March

June

SMART Goal 2

Overall communication satisfaction rating: Measured via anonymous surveys (e.g., Google Forms or school-wide polls) administered quarterly or biannually to staff.

Formative Measures: Questions include: "On a scale of 1-10, how satisfied are you with the timeliness and clarity of school updates?" Aggregate the percentage of responses rating 8+ as "satisfied." These are reviewed at key milestones (e.g., end of each quarter) to assess progress toward the WIG.

SMART Goal 3

In November 2024, staff took the NEPF Survey. On the NEPF Survey, staff responded on a scale of 1-10 their satisfaction with 9 different indicators related to communication: clarity, timeliness, clarity of email responses, clarity of verbal responses, clarity of advance agendas, timeliness of advance agendas, overall communication for the first quarter of the 25-26 school year.

Formative Measures: With 14 certified responses, 10 of the 14 noted satisfied -very satisfied or highly satisfied with the overall communication for the first quarter of the 25-26 school year.

First quarter data showed there are areas that continue to need improvement, specifically, clarity of verbal responses to emails, clarity of email responses to emails, and clarity of school updates.

SMART Goal 4

In the Fall of 2024, 39 GES Staff members took the Nevada Staff Working Conditions Survey. The 39 staff members reported an overall score of 2.8 out of 4.0 in the area of School Leadership and Climate Supports (tied to communication). There will be an increase of overall improved score on the Nevada Staff Working Conditions on the Fall 2026 Nevada Staff Working Conditions Survey.

Formative Measures: The 39 GES Staff who took the Nevada Staff Working Conditions Survey ranked the following topics as the Least Positive: Manageable Workload, District/Charter Leadership Supports, Staff Autonomy, Instructional Resources and Support, Salary and Benefits and School Leadership and Climate Supports had scores ranging from 2.2 (Manageable Workload) to 2.8 (School Leadership and Climate Supports). The 2.8 score for the topic, School Leadership and Climate Support was also reflected on the 2024-25 NEPF annual survey comments regarding communication.

Inquiry Area

3

Connectedness

SMART Goal 1

GES will support each other and our parent/guardian community in the use of ParentSquare to improve two-way communication.

Formative Measures: Quarterly accounting of school and classroom Parent Square Posts and Direct Messages.

Improvement Strategy 1

Dedicate time at bi-weekly Staff Meetings to check in with certified staff for needs with utilizing ParentSquare.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Seek training resources and opportunities to show/teach staff to maximize the use of ParentSquare.	Site Administration	Aug 18, 2025 through Dec. 2025
2	The GES Wildly Important Goal (WIG): Baseline data from 24-25 NEPF Administrator Survey - {Certified} Staff Input found an opportunity to improve communication noted in the written responses of the 11 staff who took the survey. Specifically: Lack of clarity, timeliness, and follow-through in communication.	Site Administration	Aug 18, 2025 through Dec. 2025

Status Checks

In progress

November

January

March

June