

Humboldt County School District

Winnemucca Grammar School

2024-2025 Status Check with Notes



Mission Statement

Winnemucca Grammar School will empower every student to be their best self academically, socially, and emotionally. We are committed to high expectations, best teaching practices, and fostering an inclusive, positive environment where everyone is inspired to grow and dream.

Vision

Winnemucca Grammar School is a family where everyone is safe to dream, grow, and achieve.

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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Goals

Goal 1: Student Success: K-2: Currently 49% of 1st and 2nd graders score below the 40th percentile on NWEA MAP Growth Assessment. By the Spring of 2024, Winnemucca Grammar School will reduce the number of students below the 40th percentile by 10% from 49% to 39%.

Aligns with District Priority

Annual Performance Objective 1: Student Success K-2: Currently 49% of 1st and 2nd graders score below the 40th percentile on NWEA MAP Growth Assessment. By the Spring of 2024, Winnemucca Grammar School will reduce the number of students below the 40th percentile by 10% from 49% to 39%.



Evaluation Data Sources: NWEA MAP , MAP Fluency Data,

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Improvement Strategy: Teaching Learning Cycle within PLC Teams</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Teachers will analyze student MAP data and assess students using MAP Fluency, PAST, and other assessments to gather more information to build a targeted intervention plan. 2. Every teacher will identify 2-3 students below the 40th percentile as a goal to move above the 40th percentile by the Spring of 2025. 3. PLC teams will meet to discuss how reading interventions are going to support students. 4. PLC teams will run Teaching and Learning Cycles to identify student success as well as student needs on grade level standards. 5. PLC teams will create student learning goals that align with moving students from below the 40th percentile and meet regularly to analyze and discuss progress. <p>ESSA Evidence: NDE Provider List (ANET)</p> <p>Formative Measures: MAP Fluency, Foundations Assessments, NWEA MAP Growth, RBG3 Assessments</p> <p>Position Responsible: Admin, Teacher, Instructional Coach</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: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p>	<div> <div>Jan</div> <div>  25% </div> <div> January Lessons Learned 22 students moved out from below the 40th percentile and 16 students moved below the 40th percentile. </div> <div> January Next Steps/Need Meet with PLCs to redesign interventions for students that did not make adequate progress. PLC data dive sharing ideas of how PLC teams are responding to data with strategies and instructional planning. </div> </div> <div> <div>Mar</div> <div>  35% </div> <div> March Lessons Learned Instructional coach has been meeting with teachers to discuss adequate progress on RBG3 plans. PLC teams continue the TLC cycles within their grade levels. </div> <div> Grade level teams did a data presentation of students' current levels based on winter MAP scores and collaborated on how they will respond to data in instruction. </div> <div> March Next Steps/Need Staff will continue to implement revised interventions based on the data. </div> <div> Admin will check in on TLC progress with grade level teams. </div> <div> Parent teacher conferences will be held and teachers will discuss student current levels and data. </div> <div> <div>May</div> <div> May Lessons Learned May Next Steps/Need </div> </div> </div>
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>	

Goal 2: Student Success 3rd-4th Grade: Last year 48.33% of 3rd Graders and 50% of 4th graders at Winnemucca Grammar School students were proficient on SBAC. Currently 50% of 4th grade students and 52% of 3rd grade students score above the 55th percentile on NWEA MAP Growth which correlates to proficiency on SBAC. By Spring, 55% of 4th graders and 57% of 3rd graders will score above the 55th percentile thus correlating to 55% of students being proficient on SBAC.

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Evaluation Data Sources: Evidence of Grade Level PLC teams TLC components: 1. Data Team Meeting Notes/Information, 2. Reteach Plans, 3. Reassessments, 4. Notes from Reflection

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Teaching and Learning Cycle Teacher Actions</p> <p>Formative Measures: Action Steps: During each weekly PLC Grade level teams will have dedicated time to complete components of the Teaching and Learning Cycle</p> <ol style="list-style-type: none"> Grade levels will meet 40 minutes per week with their grade level team to check in with TLC plan, review formative assessments, reassess, and reflect on process Assess (Data Meeting): Interim and Common Formative Data <ol style="list-style-type: none"> PLC teams will collaborate to draw conclusions on the data and narrow down the focus for reteach based on the greatest need within the grade level standards that were covered Teams will create a reteach based on data concerns that will have long term effects or data that shows the majority of the students did not master the standard assessed <ol style="list-style-type: none"> Reteach plan will include limited number of prioritized standards Include vetted resources in an intervention type lesson format to meet standards (resources include: HCSD RBG3 Binders, ANET Platform, Smarter Teacher Tools) Teams will create a reassessment to measure standards covered in the reteach plan. <ol style="list-style-type: none"> Grade level teams will develop a reassessment that measures the limited number of priority standards Have a system for recording which students demonstrated growth and which students are still in need of intervention Teams will reflect after each cycle. <ol style="list-style-type: none"> Grade level teams will demonstrate their adult learning by providing evidence of student data changes and adult learning that occurred during the cycle Grade level teams will collaborate with other grade level teams after each cycle. <ol style="list-style-type: none"> Grade level team will share out the whole staff twice a year to share takeaways from TLC, ideas, student proficiency success, supplementation success, etc. <p>ESSA Evidence: 1. 1-Strong Achievement NetworkHomePage.(n.d.). Retrieved October 24, 2017, from http://achievementnetwork.org (found on NDE Evidence Provider List)</p> <p>Position Responsible: WGS Administration, WGS Grade Level PLC teams</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>Problem Statements/Critical Root Causes: Student Success 2</p>	<div> <div>Jan</div> <div>  35% </div> <div> January Lessons Learned Teachers are using curriculum question sets to help assess student's comprehension and reteach as needed. Students are showing promising growth in Math with new curriculum. </div> <div> January Next Steps/Need Intervention groups for fourth graders falling below the 40th percentile will start mid February. to help students that are still struggling to read grade level text. </div> </div> <div> <div>Mar</div> <div>  45% </div> <div> March Lessons Learned Teachers collaborated to determine which students would most benefit from a Science of Reading intervention group using Foundations curriculum. ML paraprofessional managing skills based intervention groups using curriculum and classroom teacher guidance. </div> <div> March Next Steps/Need Using ELA performance tasks to teacher students grade level reading skills. </div> </div> <div> <div>May</div> <div> May Lessons Learned May Next Steps/Need </div> </div>



No Progress



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Goal 3: Adult Learning Culture: 53.4% of teachers answered 3/5 or less on PLC survey questions regarding Student Data Analysis and Instructional Decision Making. By the Spring Survey, 25% of teachers will answer 3/5 or less due to increased collective teacher efficacy surrounding student data analysis and instructional decision making.

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Evaluation Data Sources: Staff Survey 3 times per year

Summative Evaluation: Continue

Improvement Strategy 1 Details	Status Checks
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No Progress



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Goal 4: Connectedness: At Winnemucca Grammar School, 19.5% of K-4 students are chronically absent, significantly higher than the national average for early elementary education. During the 2024-2025 school year, Winnemucca Grammar School will decrease the percentage of chronically absent students by 5%.

Annual Performance Objective 1: Connectedness: At Winnemucca Grammar School, 19.5% of K-4 students are chronically absent, significantly higher than the national average for early elementary education. During the 2024-2025 school year, Winnemucca Grammar School will decrease the percentage of chronically absent students by 5%.

Evaluation Data Sources: Chronic Absenteeism data reports weekly, Panorama Student Survey Data twice a year

Summative Evaluation: Continue

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Communities in Schools Partnership</p> <ol style="list-style-type: none"> 1. Site Coordinator will partner with social worker and run a monthly attendance raffle. Every week, students that were present for the entire week get to enter the raffle. 2. Attendance Committee will meet weekly and discuss each student that has 7-10% or more missed school days. Committee will strategize, reach out to parents for support, send attendance letters, and utilize other strategies from Attendance Works. 3. Site Coordinator will provide education around the importance of attendance during parent teacher conference week. 4. Administrators will attend Parent Teacher Conferences with students on the chronically absent list to offer support to families and discuss attendance. <p>Formative Measures: Weekly Attendance Meetings, Monthly Attendance Data Analysis</p> <p>Position Responsible: CIS Site Coordinator, Vice Principal, Counselor, Secretary, Social Worker</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>Problem Statements/Critical Root Causes: Connectedness 1</p>	<div> <div> <div>Jan</div> <div>  <div>40%</div> </div> </div> <div> <div>January Lessons Learned</div> <p>Currently our chronic absenteeism rate is at 19.1%. Attendance Committee has started truancy meetings with families, committee members, and Officer Shea to help partner as a team to improve student attendance and achievement.</p> <div>January Next Steps/Need</div> <p>Attendance Committee will continue to plan surprise student appreciation days, track at-risk student's attendance, reach out to families, and promote attendance as a school goal.</p> </div> </div> <div> <div> <div>Mar</div> <div>  <div>50%</div> </div> </div> <div> <div>March Lessons Learned</div> <p>Sent out an attendance matters video for students and families to watch. Families complete a google form in order to track participation.</p> <div>March Next Steps/Need</div> <p>Admin and attendance committee members attending parent teacher conferences to support teachers and parents of students who are on the chronically absent list.</p> </div> </div> <div> <div>May</div> <div> <div>May Lessons Learned</div> <div>May Next Steps/Need</div> </div> </div>



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