

Humboldt County School District

McDermitt Combined School

School Performance Plan: A Roadmap to Success

McDermitt Elementary School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Mr. Rober Lindsay

School Website: [McDermitt Website](#)

Email: rlindsay@hcsdnv.com

Phone: 775-299-5595

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on 10/5/2022

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Currently do not have a Principal	Principal(s) <i>(required)</i>
Penny Lancaster	Dean of Students
Tammy Barnett Lori Egan	Teacher(s) <i>(required)</i>
Brandy Tobey Teola Tom Marcy Northrup	Paraprofessional(s) <i>(required)</i>
Darla Camas	Parent(s) <i>(required)</i>
	Student(s) <i>(required for secondary schools)</i>
Jane Crutcher	Tribes/Tribal Orgs <i>(if present in community)</i>
Kerry Barnett	Specialized Instructional Support Personnel <i>(if appropriate)</i>

School Demographics and Performance Information

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 [McDermitt ES](#)



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● Low teacher-to-student ratio K-12. ● MGP Math Growth 73% in 22-23 ● MGP ELA Growth 69% in 22-23 	<ul style="list-style-type: none"> ● <i>Low ELA Proficiency</i> ● <i>Low Math Proficiency</i> ● <i>Low Foundational Skills K-5th</i> ● <i>Instructional Schedules current structure in a multi-grade classroom</i>
<p>Problem Statement:</p> <p>Foundational Skills If students do not demonstrate proficiency in reading foundational skills understanding it has long term effects on accuracy, fluency and comprehension. Currently, 10% are demonstrating a need for additional support in foundational skills instruction beyond the K-2nd classrooms.</p> <p>ELA Proficiency Low ELA Proficiency on the SBAC/ACT makes it difficult for students to access the content in higher grade levels due to struggles with comprehending text and material. McDermitt ES students currently have a two-year trend of less than 8% of all 3rd-4th students being proficient in ELA.</p> <p>Math Proficiency Students who are not proficient in math struggle to maintain all of the gaps in learning as they advance into higher grades. Currently 0% of 3rd-4h grade students are proficient in math.</p> <p>Critical Root Causes of the Problem:</p> <p>Foundational Skills/ELA Proficiency The current instructional program's structure, combined with the challenges of managing a multi-grade classroom, is leading to fragmented instructional time, which limits the ability of teachers to dedicate sufficient daily minutes to foundational skills. This lack of focused time on foundational skills may hinder students' mastery of essential concepts, potentially impacting their overall academic progress. In addition, some foundation skills are being taught by unlicensed paraprofessionals due to the multi-grade classrooms to ensure students receive instruction in</p>	



their grade level standards.

Math Proficiency

Math proficiency at the elementary school is due to insufficient alignment between the curriculum materials and state standards, coupled with inadequate professional development for teachers to effectively deliver math instruction. Additionally, there may be a lack of targeted interventions and resources to support struggling students in mastering foundational math skills.

Student Success

School Goals:

Foundational Skills

By the end of 2023, K-2nd will score 70% or higher in the four domains as measured by the Spring MAP Fluency Assessments.

ELA Proficiency

By the end of 2023, McDermitt Elementary will increase ELA proficiency in grades 3rd-8th grades by 3% (8% to 11%) as measured by the Spring ELA SBAC assessment.

Math Proficiency

By the end of 2023, McDermitt Elementary will increase Math proficiency in grades 3rd-8th grades by 3% (0% to 3%) as measured by the Spring Math SBAC assessment.

Formative Measures:

- NWEA Growth MAP data, NWEA Growth MAP Fluency, ELA and Math SBAC Scores, ELA and Math ACT Scores, ELA and Math Interim Data

Aligned to Nevada’s STIP Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5



Improvement Strategy: ANET Data Driven System

Evidence Level: Tier I (Strong)

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Teaching and Learning Cycle
 - K-4th teachers will plan weekly with their ANET coach determining common formative assessments and student access to high cognitive demand tasks. This will be measured with ongoing feedback with a weekly Admin walkthrough followed by feedback.
- Institute Formative and Interim Assessment Expectations with Teaching and Learning Cycle
 - K-4th: At the end of each nine weeks McD grade levels will conduct a TLC that includes a data meeting, reteach/action plan, reassessment, and reflection in skills learned toward focused standard
- Develop an intervention system for reading that includes foundational skills practice
 - Elementary: Daily intervention for students in foundational skills, Students will be grouped based on skill and engage in daily intervention in foundational skills

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Updated schedule for Elementary and Secondary with times, resources needed, curriculum materials for use, and progress monitoring tools
- Revise paraprofessional schedules
- Communication to parents on new approach

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Implementing something new can be a challenge.
 - Potential Solution: Highlight the positive outcomes of the change as data is represented in student outcomes.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- General Fund (Salaries, Curriculum Materials, Infrastructure) \$500,000
- 1003a ANET partnership \$37,500
- Title I- Paraprofessional \$45,000
- ARP- Social Worker \$36,000

Lead: *Who is responsible for implementing this strategy?*
Elementary certified teachers



Resource Equity Supports¹: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: McDermitt does not have any students that qualify for EL services.
- Support: N/A

Foster/Homeless:

- Challenge: Ensuring students have the right support in place for academic growth in the proposed changes to the schedule.
- Support:
 - McDermitt works with individual students and families to determine, on a case by case base, through wrap-around services that include the McDermitt social worker, tribal social worker, guidance counselor, and local tribal resources including a therapist housed on the McDermitt campus who specializes in family, marriage, and substance abuse support.
 - Intervention time is built into both Elementary and Secondary schedule for struggling students.

Free and Reduced Lunch:

- Challenge: This is a challenge that describes the entire McDermitt school which is a 100% FRL.
- Support:
 - McDermitt works with local community agencies such as Nevada Food Bank and Communities in Schools to provide outside resources to families and students in need.
 - Additional tutoring services are available for all students that demonstrate a need during after school.

Migrant:

- Challenge: McDermitt has no identified migrant students at this time.
- Support: N/A

Racial/Ethnic Groups:

- Challenge: To ensure all student cultural heritage is honored in their learning.
- Support:
 - McDermitt staff works closely to collaborate with the local tribe through the NIEE grant, Native American Education NV, and political resources to ensure that McDermitt students and families have access to services throughout Nevada to provide ongoing professional development to our educators.

Students with IEPs:

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- Challenge: Ensure the right support and scaffolds are in place for all tier I instruction.
- Support:
 - Staff ensure students have opportunities for support with Academic and Social Emotional support during the school day and access to community resources. McDermitt also leverages the partnership with Communities and Schools as a direct resource.

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● Staff willingness to engage in professional development and collaborate at a team 	<ul style="list-style-type: none"> ● Data Drive Instruction ● Developing daily instruction that meets the rigor associated with the standards
<p>Problem Statement: Based on teacher feedback, McDermitt’s ES teachers report the need for specific professional learning for addressing the learning gap in struggling readers.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> ● All ELA foundational skills (phonemic awareness, phonics, word recognition, fluency) as well as comprehension are not taught by a licensed teacher. Due to the multi-grade classes in elementary some components of the Literacy Block are instructed by paraprofessionals. 	

Adult Learning Culture	
<p>School Goal: By the end of the school year 100% of teachers in the multi-grade classroom will demonstrate proficiency in teaching foundational reading skills and comprehension activities by implementing the Teaching and Learning Cycle components in their weekly lesson plans through the support of their ANET coach as measured by student achievement growth on SBAC and administrator walkthroughs.</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> ● Current weekly PLC/Wednesday Staff schedules 	<p>Aligned to Nevada’s STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p> <p><input checked="" type="checkbox"/> STIP Goal 3 <input checked="" type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5</p>



Improvement Strategy: ANET School Level Partnership

Evidence Level: -Strong Achievement Network

Home Page.(n.d.). Retrieved October 24, 2017, from <http://achievementnetwork.org>

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Professional Learning Systems Restructure
 - Structures for PLC/Weekly Late Start:
 - Calendar of dates for each PLC/Topics for Late Start PD
 - Weekly agendas/universal agenda and note taking templates that align with the TLC
- School Level Partnership with ANET
 - Develop a coaching cycle for teacher with support of ANET coach
 - Elementary Teachers will co-plan all lessons the first nine weeks with the ANET coach. For Q2-Q4 teachers will plan on their own and receive feedback from their ANET coach.
 - Feedback loops with frequent administrator walkthroughs

Resources Needed: *What resources do you need to implement this improvement strategy?*

- School Level Partnership and calendar visits with Achievement Network (ANet)
- Calendar of visits with ANET
- Blocked time to create the systems
- Feedback loops for teachers and leader

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- Implementation Challenge: Staff expectations and accountability, effective use of teaching time
- Potential Solution: Revisit expectations often, classroom observations with feedback, restructure of foundational skills in the primary elementary grades.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

Lead: *Who is responsible for implementing this strategy?*
McDermitt Staff



- General Fund (Salaries, Curriculum Materials, Infrastructure) \$500,000
- 1003a ANET partnership \$37,500
- Title I- Paraprofessional \$45,000, RP- Social Worker \$36,000

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: McDermitt currently does not have ELL students.
- Support: N/A

Foster/Homeless:

- Challenge: Ensuring teachers and staff have the right supports in place in and out of the classroom to support students with needs if they are homeless or in a foster home.
- Support: Provide ongoing support during weekly PLC and PD time to support teachers with dealing with students that are foster and homeless. Ensure teachers are aware of all the school and community resources available for students and the referral process to the social worker.

Free and Reduced Lunch:

- Challenge: 100% of all students at McDermitt are in this “at risk” category.
- Support: Develop a professional learning track that supports teachers with how to use formative data to drive instruction and build intervention.

Migrant:

- Challenge: McDermitt currently does not have ELL students.
- Support: N/A

Racial/Ethnic Groups:

- Challenge: Ensure all curriculum materials support teachers with honoring customs and cultures with Fort McDermitt and other ethnicities represented in the school population.
- Support: Highlight opportunities for PD where teachers can incorporate traditions and customs into the tier I instruction.

Students with IEPs:

- Challenge: Ensuring teachers know the right scaffold to use during tier I instruction that provides students with opportunities for productive struggle.
- Support: Ensure PD opportunities are offered during the weekly PLC/PD structure that incorporate strategies for productive struggle in



the classroom that do not lower the rigor or expectations of standards.

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • PBIS system is working at McDermitt • Diamond award provided to McDermitt staff for implementation of tier I, II and III PBIS systems. 	<ul style="list-style-type: none"> • Chronic Absenteeism
<p>Problem Statement: McDermitt's average chronic absenteeism for Elementary students is 34%.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • McDermitt staff has a lack of communication and parent education opportunities with Stakeholders around the connection between attendance and student achievement. 	

Connectedness	
<p>School Goal: McDermitt School will decrease the number of students chronically absent K-4 by 5% (34% to 29%) by communicating and educating with students and parents on the connection of attendance and student achievement measured by Spring 2022 to Spring 2023 chronic absenteeism rates.</p> <p>Formative Measures: Panorama Data, Chronic Absenteeism Reports</p>	<p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p> <p>X STIP Goal 3 X STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5</p>



Improvement Strategy: *Communities in Schools*

Evidence Level: Tier I, Strong

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- School Attendance Systems
 - Attendance team: Principal, Dean of Students, Head Secretary, Student Service Coordinator
 - Every two weeks attendance is reviewed, identify which students begin on Tier I
 - Celebration system for K-6 including incentives (quarterly)
 - Develop a celebration system for 7th-12th
 - Families are noticed using a three tiered system
 - T1- Parent letters
 - T2- Parent letters, Parent support meetings (school site)
 - T3- Include tribal resources and referral to truancy court
- Parent and Student Attendance Outreach (Education)
 - Quarterly parent meetings to present data school wide on academics, MTSS and chronic absenteeism and ensure the outcome is that parents leave with resources and an understanding how chronic absenteeism affects student achievement.
 - Provide individual parents during these meetings their child's profile (academic formative and interim data, behavioral and attendance). If a parent/guardian does not attend, the information will be mailed home.
 - Provide students with their school wide data and their individual profiles and those that fall into the chronically absent category can establish a quarterly goal for improvement.

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Attendance Team: Social Worker, Student Success Coordinator, Head Secretary, Administration
- Attendance documents
- Calendar
- MTSS data

Lead: *Who is responsible for implementing this strategy?*
McDermitt Staff, Counselor



Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge: Parent/guardian commitment to student daily attendance*
- *Potential Solution: Maintain consistency of expectations*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Communities in Schools District Partnership \$32,500 per school (district coordinator)
- General Fund- Counselor/Social Worker \$210,000

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: N/A
- Support: N/A

Foster/Homeless:

- Challenge: Ensuring that the school and teachers are constantly tracking these students in need and offering support.
- Support: Ensure all the district level supports are in place for transportation, school supplies and basic needs (clothes, alarm clock, breakfast/lunch program).

Free and Reduced Lunch:

- Challenge: Ensuring every barrier is solved to ensure students attend school on a regular basis.
- Support: Attendance celebrations is a school wide to support all students who demonstrate regular attendance. ENSure regular communication with parents/families is notifying average and chronic attendance rates.

Migrant:

- Challenge: N/A
- Support: N/A

Racial/Ethnic Groups:

- Challenge: Ensure this is a classroom focus for all students across the school
- Support: Classroom level attendance interventions are in place to encourage classrooms to gain rewards for student attendance.



Students with IEPs:

- Challenge: Engaging parents in the importance of attendance.
- Support: Ensure that McD Counselor and Social Worker support students through their case management for attendance through parent engagement communication and working with teachers to support classroom interventions.

School Community Outreach

This section highlights our school’s deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Open House/Annual Title I Parent Meeting and School BBQ	8/15/23	<ul style="list-style-type: none"> ● Parents did not provide any formal written feedback to the proposed plan
Data Walk (Staff/Key Stakeholders)	9/14/24	<ul style="list-style-type: none"> ● Reviewed data: strengths in early foundation skills, ELA and Math Proficiency needs to change and something new needs to be developed to target specific student needs ● Gathered Walkthrough data with ANET Coach
Staff/Key Stakeholders Events 1-2 Review	9/27/23	<ul style="list-style-type: none"> ● Developed key problem statements and narrowed goals- began discussing potential root causes
Staff/Key Stakeholders Events 2-3 Review	10/1/23	<ul style="list-style-type: none"> ● Developed root causes and potential actions steps
Staff/Key Stakeholders Finalized Plan Review	11/2/23	<ul style="list-style-type: none"> ● Finalized plan and determined communication to students and all parents