

Humboldt County School District

McDermitt High School

2023-2024 School Improvement Plan

Classification: 1 Star School

Distinction Designations:

Title I

CSI



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.

Table of Contents

- Comprehensive Needs Assessment 4
 - Student Success 4
 - Adult Learning Culture 5
 - Connectedness 6
- Priority Problem Statements 7
- Comprehensive Needs Assessment Data Documentation 8
- Inquiry Areas 9
 - Inquiry Area 1: Student Success 9
 - Inquiry Area 2: Adult Learning Culture 11
 - Inquiry Area 3: Connectedness 12
- School Funding Summary 14
- Addendums 15

Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

1. Low teacher-to-student ratio K-12.

Student Success Areas of Growth

- Low ELA Proficiency
- Low Math Proficiency
- Inability to recruit highly qualified teachers
- Use of online platform for ELA and Science curriculum areas

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Graduation If students do not graduate it makes it very difficult for them to find long term jobs with high wages. **Critical Root Cause:** Graduation: Currently there is not a defined procedure to track students in 9th-12th grade credit sufficiency.

Problem Statement 2 (Prioritized): Math Proficiency Students who are not proficient in math struggle to maintain all of the gaps in learning as they advance into higher grades. It also holds students back as they continue to seek post secondary opportunities. **Critical Root Cause:** Math Proficiency The math instructional program for McHS does not include all six of the MRI Essentials for a success for school.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Staff willingness to engage in professional development and collaborate at a team

Adult Learning Culture Areas of Growth

Data Drive Instruction

Developing daily instruction that meets the rigor associated with the standards

Ongoing professional development with accountability to implement

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): There is no consistent professional learning for Secondary Teachers at McDermitt that has been implemented. **Critical Root Cause:** Staff buy-in for professional learning that targets at-risk learners

Connectedness

Connectedness Areas of Strength

PBIS system is working at McDermitt

Diamond award provided to McDermitt staff for implementation of tier I, II and III PBIS systems.

Connectedness Areas of Growth

Chronic Absenteeism

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): When students are chronically absent it makes it very difficult to show academic and social emotional growth. **Critical Root Cause:** McDermitt staff has a lack of communication and parent education opportunities with Stakeholders around the connection between attendance and student achievement.

Priority Problem Statements

Problem Statement 1: Math Proficiency Students who are not proficient in math struggle to maintain all of the gaps in learning as they advance into higher grades. It also holds students back as they continue to seek post secondary opportunities.

Critical Root Cause 1: Math Proficiency The math instructional program for McHS does not include all six of the MRI Essentials for a success for school.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Graduation If students do not graduate it makes it very difficult for them to find long term jobs with high wages.

Critical Root Cause 2: Graduation: Currently there is not a defined procedure to track students in 9th-12th grade credit sufficiency.

Problem Statement 2 Areas: Student Success

Problem Statement 3: There is no consistent professional learning for Secondary Teachers at McDermitt that has been implemented.

Critical Root Cause 3: Staff buy-in for professional learning that targets at-risk learners

Problem Statement 3 Areas: Adult Learning Culture

Problem Statement 4: When students are chronically absent it makes it very difficult to show academic and social emotional growth.

Critical Root Cause 4: McDermitt staff has a lack of communication and parent education opportunities with Stakeholders around the connection between attendance and student achievement.

Problem Statement 4 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- School goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Formative and summative reviews

Accountability Data

- State assessment performance report
- Comprehensive, Targeted, and/or Additional Targeted Support data

Student Data: Assessments

- State and federally required assessment information
- Current and longitudinal results, End-of-Course current and longitudinal results, Retest questions
- English Language Proficiency Assessment System results
- SAT, ACT, PSAT or ASPIRE
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged

Student Data: Behavior and Other Indicators



- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

Inquiry Areas

Inquiry Area 1: Student Success

School Goal 1: By the end of the 2024, McDermitt High School will have a graduation rate of 70% or higher.

Evaluation Data Sources: Credit sufficiency reports by grade level
Quarterly Tracking

Improvement Strategy 1 Details	Reviews			
<p>Improvement Strategy 1: NDE MRI Six Essential Requirements</p> <p>Action Step's Expected Result/Impact: McD expects that with these action steps McDermitt will have a higher graduation rate utilizing NDE's Six Essential Requirements.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Graduation <ol style="list-style-type: none"> a. Track bi-monthly the status of all grades 9th-12th credit sufficiency b. Institue a credit remediation and recovery process the proceeding semester for all students not meeting credit requirements by grade level c. Provide before and after school opportunities for credit recovery d. Students at risk of not graduating meet with Counselor for weekly check-ins for support 2. Six Essential <ol style="list-style-type: none"> a. Ensure Educator Quality <ol style="list-style-type: none"> i. McDermitt is actively recruiting for ELA and Science live teachers. Currently, McD HS has to contract with K-12 Elevate for ELA and Science services. ii. Students are provided with a paraprofessional during the ELA and Science Course for direct support with covering the materials and one-on-one tutoring. b. Provide Consistent and Ongoing Support to School Leaders <ol style="list-style-type: none"> i. Partner with Achievement Network for Leadership Development c. Provide Job Embedded Learning Opportunities for Educators <ol style="list-style-type: none"> i. Early release where teachers engage in professional development weekly topics ii. Linc professional Development will be embedded into the weekly practice iii. Teachers will be expected to complete a minimum of 2 cycles d. Adopt High Quality Instructional Materials <ol style="list-style-type: none"> i. Math curriculum: SAVAAS Envisions (state adopted list) 	Formative			Summative
	Nov	Jan	Mar	June
		 20%	 50%	

- e. Implement Evidence Based Tutoring Solutions for Students
 - i. Tutoring services conducted with NYPC grant
 - ii. Credit remediation and recovery are embedded into students daily schedule
- f. Conduct Periodic Progress Monitoring
 - i. Progress monitoring is done quarterly for common formative assessments
 - ii. Grade checks are done every two weeks
 - iii. Interim assessments are required quarterly

ESSA Evidence:
 Leadership Development: Achievement Network- Strong (NDE Provider List)
 MRI Six Essentials: Strong (NDE)

Position Responsible: McDermitt Principal, McDermitt Staff

Identify All That Apply:

FRL, IEP, Foster/Homeless, Racial/Ethnic Groups

- **Evidence Level:**

Strong

Problem Statements/Critical Root Causes: Student Success 1, 2

Resources and Funding Needed: ANET School Site Partnership - 1003a - \$17,500

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School Goal 1 Problem Statements:

Student Success







Problem Statement 1: Graduation If students do not graduate it makes it very difficult for them to find long term jobs with high wages. **Critical Root Cause:** Graduation: Currently there is not a defined procedure to track students in 9th-12th grade credit sufficiency.

Problem Statement 2: Math Proficiency Students who are not proficient in math struggle to maintain all of the gaps in learning as they advance into higher grades. It also holds students back as they continue to seek post secondary opportunities. **Critical Root Cause:** Math Proficiency The math instructional program for McHS does not include all six of the MRI Essentials for a success for school.

Inquiry Area 2: Adult Learning Culture

School Goal 1: McDermitt High School Teachers will complete a minimum of two Linc Professional Learning Cycles by the end of the 2024 school year.

Evaluation Data Sources: Linc platform teacher completion reports.

Improvement Strategy 1 Details	Reviews			
<p>Improvement Strategy 1: Professional Learning from Linc</p> <p>Action Step's Expected Result/Impact: 1. Professional Learning Systems Restructure</p> <ul style="list-style-type: none"> a. Every high school teacher will complete 2 Linc Professional Learning Cycles b. Linc cycles will be based on needs assessment data <p>2. School Level Partnership with ANET</p> <ul style="list-style-type: none"> a. Develop a coaching cycle for teacher with support of ANET coach b. Feedback loops on Departmentalized schedule/progress monitoring tools <p>Position Responsible: McDermitt Staff, McDermitt Administrator</p> <p>Identify All That Apply: FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p> <p>Resources and Funding Needed: ANET Partnership - 1003a - \$17,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				



School Goal 1 Problem Statements:

Adult Learning Culture
<p>Problem Statement 1: There is no consistent professional learning for Secondary Teachers at McDermitt that has been implemented. Critical Root Cause: Staff buy-in for professional learning that targets at-risk learners</p>

Inquiry Area 3: Connectedness

School Goal 1: McDermitt School will decrease the number of 9th-12th chronically absent by 10% communicating and educating with students and parents on the connection of attendance and student achievement measured by pring 2024 chronic absenteeism rates.

Evaluation Data Sources: IC Chronic Absenteeism Reports

Improvement Strategy 1 Details	Reviews			
<p>Improvement Strategy 1: Attendance Works Interventions</p> <p>Action Step's Expected Result/Impact: Action Steps:</p> <ol style="list-style-type: none"> 1. School Attendance Systems <ol style="list-style-type: none"> a. Attendance team: Principal, Head Secretary, Student Service Coordinator b. Every two weeks attendance is reviewed, identify which students begin on Tier I c. Develop a celebration system for 7th-12th d. Families are noticed using a three tiered system <ol style="list-style-type: none"> i. T1- Parent letters ii. T2- Parent letters, Parent support meetings (school site) iii. T3- Include tribal resources and referral to truancy court 2. Parent and Student Attendance Outreach (Education) <ol style="list-style-type: none"> a. 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. b. 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. c. 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. <p>ESSA Evidence: Attendance Works School Needs Assessment and Strategies https://www.attendanceworks.org/policy/federal-policy/essa-brief-states/</p> <p>Position Responsible: McDermitt Staff</p> <p>Identify All That Apply: FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

School Goal 1 Problem Statements:

Connectedness

Problem Statement 1: When students are chronically absent it makes it very difficult to show academic and social emotional growth. **Critical Root Cause:** McDermitt staff has a lack of communication and parent education opportunities with Stakeholders around the connection between attendance and student achievement.

School Funding Summary

1003a					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	ANET School Site Partnership		\$17,500.00
2	1	1	ANET Partnership		\$17,500.00
Sub-Total					\$35,000.00
Budgeted Fund Source Amount					\$35,000.00
+/- Difference					\$0.00
Grand Total Budgeted					\$35,000.00
Grand Total Spent					\$35,000.00
+/- Difference					\$0.00

Addendums

McDermitt High School
Resource Equity Supports 23-24

Student Success

English Learners

- Challenge: McDermitt High only has one student that qualifies for EL services.
- Support: Work collaboratively with EL staff within the district to offer support to build language acquisition support.

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.

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:

- 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.

Adult Learning Culture

English Learners

- Challenge: McDermitt only has one student identified as EL. It will be important for the secondary teachers to continue to support language acquisition in their lessons.
- Support: Ensure teachers have professional resources to support language acquisition in a secondary classroom.

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: Ensure that staff are connecting their learning in the Linc Platform to the needs of a foster/homeless student at McDermitt.

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.

Connectedness

English Learners

- Challenge: Ensuring language is not a barrier in all parent communication about chronic absenteeism.
- Support: Provide school notices about attendance in additional languages and provide translation services if parents request.

Foster/Homeless:

- Challenge: Developing the right type of support for students that are chronically absent living in a foster or homeless situation.
- 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: McDermitt currently has no migrant students.
- Support: N/A

Racial/Ethnic Groups:

- Challenge: Ensure the right types of supports for chronic absenteeism interventions honor students racial and ethnic backgrounds when communicating the importance of attendance.
- Support: Ensure culturally responsive interventions are in place for students that honor their racial or ethnic backgrounds.

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.