

Humboldt County School District
McDermitt Elementary School
2024-2025 Status Check with Notes



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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Goals

Goal 1: Student Success: By the end of the 2024-2025 school year, the percentage of K-6 students meeting or exceeding their projected growth targets will increase by 10 percentage points, with at least 42% of students meeting their ELA growth targets and 62% meeting their Math growth targets on the NWEA MAP Growth Assessment.

Aligns with District Priority

Annual Performance Objective 1: Math Objective: By the end of the 2024-2025 school year, the percentage of K-6 students meeting or exceeding their projected growth targets in Math will increase from 52% to 62% on the NWEA MAP Growth Assessment through targeted math interventions and data-driven instructional practices.

Reading Objective: By the end of the 2024-2025 school year, the percentage of K-6 students meeting or exceeding their projected growth targets in ELA will increase from 32% to 42% on the NWEA MAP Growth Assessment by implementing evidence-based literacy strategies and providing targeted support for foundational reading skills.






Aligns to the following state priorities:

Implementing reading & math resources, Literacy in K-3

Evaluation Data Sources: NWEA MAP Growth Data 23-24, SBAC Proficiency 22-23 and 23-24, Formative Data (curriculum embedded assessments), Interim Assessment Data (SBAC Interims) 23-24

Summative Evaluation: Continue

Next Year's Recommendation: Ensure that our certified teachers are delivering a majority of this content to each student they serve.

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Improvement Strategy: Data Driven Instruction ESSA Evidence Level: Achievement Network (Strong) NDE Provider List</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Implement High Quality Curriculum: K-1st: Heggerty (Phonemic Awareness), Foundations (Phonics), Geodes (Fluency/Decodable Readers), Wit and Wisdom (Comprehension/Knowledge Building) 2. Implement Data Driven Systems (Teaching and Learning Cycle) <ol style="list-style-type: none"> a. K-6th 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. b. Institute Formative and Interim Assessment Expectations with Teaching and Learning Cycle. 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 c. Develop an intervention system for reading that includes utilizing formative assessments to develop targeted skills groups on short 3-5 week cycles. <p>Resources Needed:</p> <p>Funding resources for this plan can be accessed through the McDermitt Administration.</p> <p>Updated Schedules</p> <p>Partnership with Achievement Network</p> <p>Weekly plan for Wednesday Release</p> <p>Tier I and Tier II Schedules</p> <p>Formative and Interim Assessment Schedules</p> <p>TLC Calendar</p> <p>Formative Measures: MAP Growth Fall, Winter, and Spring SBAC Interims Quarter 1, 2, 3 (24-25)</p> <p>Position Responsible: McDermitt Elementary Staff and McDermitt Administrators</p> <p>Student Groups This Strategy Targets: FRL, Students with Disabilities, Chronically Absent</p> <p>- Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 1, 2, 3</p>	<p>Jan</p>  <p>January Lessons Learned</p> <p>Some important content is being taught by Instructional assistants, and not the certified instructor.</p> <p>January Next Steps/Need</p> <p>Reset expectation. Established instructional context for key instructional content.</p> <p>Mar</p> <p>March Lessons Learned</p> <p>March Next Steps/Need</p> <p>May</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>
<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>	

Goal 2: Adult Learning Culture: 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 effectively implementing the components of the Teaching and Learning Cycle in their instruction. Success will be measured by student achievement growth on the MAP Growth assessment and through administrator walkthroughs assessing the integration of the TLC components. Teachers will receive ongoing support from their ANET coach to ensure effective implementation.

Aligns with District Priority

Annual Performance Objective 1: By the end of the school year, 100% of students in the multi-grade classroom will show growth in foundational reading skills and comprehension, as measured by a 10% increase in their MAP Growth assessment scores in reading, with evidence of teachers implementing the components of the Teaching and Learning Cycle in their instruction, supported by regular administrator walkthroughs and feedback from their ANET coach.


Aligns to the following state priorities:

Implementing reading & math resources, Literacy in K-3, Math in 4-8


Evaluation Data Sources: NWEA MAP Growth, Surveys from ANET Partnership and Coaching experience, Implementation Plan


Summative Evaluation: Continue/Modify

Next Year's Recommendation: Holding on this for now

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Improvement Strategy: Monthly Professional Learning from ANET Coach for Leadership Development and Data Driven Professional Learning Systems Restructure ESSA Evidence: ANET (Strong) NDE EBI Provider List</p> <p>Structures for PLC/Weekly Late Start:</p> <ol style="list-style-type: none"> 1. Calendar of dates for each PLC/Topics for Late Start PD 2. Weekly agendas/universal agenda and note taking templates that align with the TLC 3. School Level Partnership with ANET 4. Develop a coaching cycle for teacher with support of ANET coach 5. 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. 6. Feedback loops with frequent administrator walkthroughs <p>Formative Measures: Panorama Survey, ANET survey Position Responsible: McDermitt ES Staff, McDermitt Administrators</p> <p>Student Groups This Strategy Targets: FRL, Students with Disabilities, At Risk - Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1, 2</p>	<p>Jan</p>  <p>January Lessons Learned McD teachers have no grade level collaborators and no multi grade level collaborators.</p> <p>January Next Steps/Need Utilize upcoming district wide learning day to provide opportunities for grade level any school type collaboration.</p> <p>Mar</p> <p>March Lessons Learned</p> <p>March Next Steps/Need</p> <p>May</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 3: Connectedness Goal: McDermitt School will decrease the number of students chronically absent K-6 by 5% (38% to 33%) by communicating and educating with students and parents on the connection of attendance and student achievement measured by Spring 2024-2025 chronic absenteeism rates.

Aligns with District Priority

Annual Performance Objective 1: McDermitt School will decrease the number of students chronically absent K-6 by 5% (38% to 33%) by communicating and educating with students and parents on the connection of attendance and student achievement measured by Spring 2024-2025 chronic absenteeism rates.






Aligns to the following state priorities:

Literacy in K-3, Math in 4-8

Evaluation Data Sources: Chronic Absenteeism Reports, Panorama Data Platform

Summative Evaluation: Continue

Next Year's Recommendation: Hold

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Improvement Strategy: Attendance Committees ESSA Evidence Level: Attendance Works (Strong)</p> <p>Action Steps: School Attendance Systems</p> <ol style="list-style-type: none"> 1. Attendance team: Principal, Dean of Students, Head Secretary, Student Service Coordinator 2. Every two weeks attendance is reviewed, identify which students begin on Tier I 3. Celebration system for K-6 including incentives (quarterly) 4. Develop a celebration system for 7th-12th 5. Families are noticed using a three tiered system <ol style="list-style-type: none"> a. T1- Parent letters b. T2- Parent letters, Parent support meetings (school site) c. T3- Include tribal resources and referral to truancy court <p>Parent and Student Attendance Outreach (Education)</p> <ol style="list-style-type: none"> 1. 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. <ol style="list-style-type: none"> a. 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. b. 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>Formative Measures: Monthly Chronic Absenteeism Reports, Attendance Committee Notes Position Responsible: McD Attendance Committee</p> <p>Student Groups This Strategy Targets: Chronically Absent - Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p>	<p>Jan January Lessons Learned</p> <p> PBIS is affecting attendance positively. Head Lice is an ongoing issuer affecting attendance at McD.</p> <p>January Next Steps/Need</p> <p>Continue and expand PBIS amongst elementary students. Secure Head Lice kits to be used at school and distributed.</p> <p>Mar March Lessons Learned</p> <p>March Next Steps/Need</p> <p>May May Lessons Learned</p> <p>May Next Steps/Need</p>
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