

Humboldt County School District
McDermitt Junior High 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 2025, McDermitt students in 7th-8th grade will demonstrate a 10% increase in Math and ELA overall SBAC scores.

Aligns with District Priority

Annual Performance Objective 1: By the end of 2025, McDermitt students in 7th-8th grade will demonstrate a 10% increase in Math and ELA overall SBAC scores.


Aligns to the following state priorities:

Implementing reading & math resources, Math in 4-8

Evaluation Data Sources: Math and ELA SBAC Scores, MAP Scores

Summative Evaluation: Continue

Next Year's Recommendation: Hold

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Improvement Strategy: NDE MRI Six Essential Requirements ESSA Evidence: Leadership Development: Achievement Network- Strong (NDE Provider List), MRI Six Essentials: Strong (NDE)</p> <p>Action Steps: 1. Six Essential a. Ensure Educator Quality i. McDermitt is actively recruiting for live teachers. Currently, McD HS has to contract with K-12 Elevate for Science services. The use of 1003a funds for signing bonus to attract teachers was employed during the 23-24 and 24-25 school years. ii. Students are provided with a paraprofessional during the Science Course for direct support with covering the materials and one-on-one tutoring. iii. Math classes include a live teacher and a highly skilled paraprofessional for double the support for students.</p> <p>b. Provide Consistent and Ongoing Support to School Leaders i. Partner with Achievement Network for Leadership Development</p> <p>c. Provide Job Embedded Learning Opportunities for Educators i. Early release where teachers engage in professional development weekly topics every Thursday. ii. PD is provided with the support of the Achievement Network Coach collaborating with McDermitt</p>	<p>Jan</p> <div style="display: flex; align-items: center;">  <p>Students need more practice with SBAC assessment question types.</p> </div> <p style="text-align: center;">January Next Steps/Need</p> <p>Each 7th and 8th grade class with the exception of PE now has a sponge activity consisting of SBAC practice questions.</p> <p>Mar</p> <p style="text-align: center;">March Lessons Learned</p> <p style="text-align: center;">March Next Steps/Need</p> <p>May</p> <p style="text-align: center;">May Lessons Learned</p> <p style="text-align: center;">May Next Steps/Need</p>

Administrator.

d. Adopt High Quality Instructional Materials

- i. Math curriculum: SAVVAS Envisions (state adopted list)
- ii. ELA curriculum: SAVVAS My Perspectives (state adopted list)

e. Implement Evidence Based Tutoring Solutions for Students

- i. Tutoring services conducted with NYPC grant
- ii. Intervention period embedded into students daily schedule to support Math and ELA learning gaps

f. Conduct Periodic Progress Monitoring

- i. Progress monitoring is done quarterly for common formative assessments (curriculum embedded)
- ii. Grade checks are done every two weeks
- iii. Interim assessments are required quarterly (SBAC Interims)

All funding resources are documented in the Title I spending plan, 1003a grant plan, and additional budget resources. For more information please contact the school.

Formative Measures: NWEA Map Fall, Winter, Spring (percentile rank growth)
SBAC Interims
Curriculum embedded assessments

Position Responsible: McDermitt Principal and Assistant Principal, McDermitt Staff

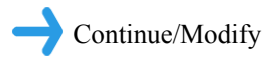
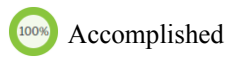
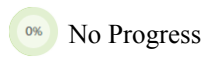
Student Groups This Strategy Targets:

FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups

- **Evidence Level:**

Strong

Problem Statements/Critical Root Causes: Student Success 1, 2, 3, 4



Goal 2: Adult Learning Culture: By the end of the year, the McD Secondary staff will participate in weekly professional learning sessions focused on instructional strategies, with at least 90% of staff attending each week.

Aligns with District Priority

Annual Performance Objective 1: By the end of the year, the McD Secondary staff will participate in weekly professional learning sessions focused on instructional strategies, with at least 90% of staff attending each week.
















Aligns to the following state priorities:

Workforce

Evaluation Data Sources: Linc platform teacher completion reports 23-24, Professional Learning completed in 23-24

Summative Evaluation: Continue

Next Year's Recommendation: May need to re-consider

Improvement Strategy 1 Details	Status Checks												
<p>Improvement Strategy 1: Weekly Professional Learning with emphasis on Data Driven supports and instructional strategies from the Teaching and Learning Cycle (Achievement Network) ESSA Evidence: ANET (Strong) NDE Evidence Provide List</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Professional Learning Systems Restructure: Secondary teachers will follow a similar sequence of learning guided by the McD Administrator with support from the ANET Coach. <ol style="list-style-type: none"> a. Every secondary teacher will participate in weekly professional learning on Wednesday Early Release b. Attendance will be tracked for professional learning c. Evidence of professional learning and implementation in the classroom will be collected and evaluated on a frequent basis 2. School Level Partnership with ANET <ol style="list-style-type: none"> a. Develop a Teaching and Learning Cycle by quarter with interim assessments b. Feedback on TLC will be provided by Admin and ANET Coach <p>All funding resources are documented in the Title I spending plan, 1003a grant plan, and additional budget resources. For more information please contact the school.</p> <p>Formative Measures: Weekly attendance, Staff Survey on PD Position Responsible: McDermitt Staff, McDermitt Administrators</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p>	<table border="0"> <tr> <td data-bbox="1283 115 1381 256"> <p>Jan</p>  </td> <td data-bbox="1381 115 2034 256"> <p>January Lessons Learned</p> <p>We continue to see positive movement as a result of our weekly efforts</p> </td> </tr> <tr> <td data-bbox="1283 256 1381 354"></td> <td data-bbox="1381 256 2034 354"> <p>January Next Steps/Need</p> <p>The staff appears ready to receive specific training on trauma informed instruction.</p> </td> </tr> <tr> <td data-bbox="1283 354 1381 418"> <p>Mar</p> </td> <td data-bbox="1381 354 2034 418"> <p>March Lessons Learned</p> </td> </tr> <tr> <td data-bbox="1283 418 1381 483"></td> <td data-bbox="1381 418 2034 483"> <p>March Next Steps/Need</p> </td> </tr> <tr> <td data-bbox="1283 483 1381 548"> <p>May</p> </td> <td data-bbox="1381 483 2034 548"> <p>May Lessons Learned</p> </td> </tr> <tr> <td data-bbox="1283 548 1381 974"></td> <td data-bbox="1381 548 2034 974"> <p>May Next Steps/Need</p> </td> </tr> </table>	<p>Jan</p> 	<p>January Lessons Learned</p> <p>We continue to see positive movement as a result of our weekly efforts</p>		<p>January Next Steps/Need</p> <p>The staff appears ready to receive specific training on trauma informed instruction.</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>
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Goal 3: Connectedness: McDermitt School will decrease the number of 7th-8th chronically absent by 10% communicating and educating with students and parents on the connection of attendance and student achievement measured by pring 2025 chronic absenteeism rates.






Aligns with District Priority

Annual Performance Objective 1: McDermitt School will decrease the number of 7th-8th chronically absent by 10% communicating and educating with students and parents on the connection of attendance and student achievement measured by pring 2025 chronic absenteeism rates.

Evaluation Data Sources: IC Chronic Absenteeism Reports

Summative Evaluation: Continue

Next Year's Recommendation: Hold

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Attendance Works Interventions ESSA Evidence: Attendance Works School Needs Assessment and Strategies https://www.attendanceworks.org/policy/federal-policy/essa-brief-states/</p> <p>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>All funding resources are documented in the Title I spending plan, 1003a grant plan, and additional budget resources. For more information please contact the school.</p> <p>Formative Measures: Weekly Attendance, Chronic Absenteeism Lists Position Responsible: McDermitt Staff, McDermitt Administrators</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Strong Problem Statements/Critical Root Causes: Connectedness 1</p>	<p>Jan January Lessons Learned  PBIS is positively affecting this measure, but the overall initiative at the secondary level is weak.</p> <p>January Next Steps/Need Bolster PBIS efforts through trauma informed instruction.</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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