

# Humboldt County School District

## McDermitt High School

### 2024-2025 Status Checks 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 2025, McDermitt High School will have a graduation rate of 73% or higher.  
**Aligns with District Priority**

**Annual Performance Objective 1:** By the end of the 2025, McDermitt High School will have a graduation rate of 73% or higher.

**Aligns to the following state priorities:**  
 CCR in secondary, Workforce

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

**Summative Evaluation:** Continue

**Next Year's Recommendation:** Continue this Goal

Improvement Strategy 1 Details	Status Checks
<p><b>Improvement Strategy 1:</b> NDE MRI Six Essential Requirements            ESSA Evidence Level:            Leadership Development: Achievement Network- Strong (NDE Provider List), MRI Six Essentials: Strong (NDE)</p> <p>McD expects that with these action steps McDermitt will have a higher graduation rate utilizing NDE's Six Essential Requirements.</p> <ul style="list-style-type: none"> <li>a. Ensure Educator Quality               <ul style="list-style-type: none"> <li>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.</li> <li>ii. Students are provided with a paraprofessional during the Science Course for direct support with covering the materials and one-on-one tutoring.</li> <li>iii. Math classes include a live teacher and a highly skilled paraprofessional for double the support for students.</li> </ul> </li> <li>b. Provide Consistent and Ongoing Support to School Leaders               <ul style="list-style-type: none"> <li>i. Partner with Achievement Network for Leadership Development</li> </ul> </li> <li>c. Provide Job Embedded Learning Opportunities for Educators               <ul style="list-style-type: none"> <li>i. Early release where teachers engage in professional development weekly topics every Thursday.</li> <li>ii. PD is provided with the support of the Achievement Network Coach collaborating with McDermitt</li> </ul> </li> </ul>	<p><b>Jan</b></p> <p>Switching out teachers in science has proven a difficult transition for many students.</p> <p><b>January Next Steps/Need</b></p> <p>Work with K-12 Elevate on expectations of continuity and instructional alignment.</p> <p><b>March</b></p> <p><b>March Lessons Learned</b></p> <p><b>March Next Steps/Need</b></p> <p><b>May</b></p> <p><b>May Lessons Learned</b></p> <p><b>May Next Steps/Need</b></p>

Administrator.

- d. Adopt High Quality Instructional Materials
- i. Math curriculum: SA VVAS 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

Funding sources for this plan can be accessed by contacting the McDermitt Administration.

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

**Position Responsible:** McDermitt Principal and Assistant Principal, McDermitt Staff

**Student Groups This Strategy Targets:**

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

- **Evidence Level:**  
Strong

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



No Progress



Accomplished



Continue/Modify



Discontinue

**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:**

CCR in secondary, Workforce

**Evaluation Data Sources:** Linc Spring PD module completion

**Summative Evaluation:** Continue

**Next Year's Recommendation:** Continue

Improvement Strategy 1 Details	Status Checks
<p><b>Improvement Strategy 1:</b> Improvement Strategy: Weekly Professional Learning with emphasis on Data Driven supports and instructional strategies from the Teaching and Learning Cycle (Achievement Network) ESSA Evidence Level: ANET (Strong) NDE Evidence Provide List</p> <p>Action Steps:</p> <ol style="list-style-type: none"> <li>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"> <li>Every secondary teacher will participate in weekly professional learning on Wednesday Early Release</li> <li>Attendance will be tracked for professional learning</li> <li>Evidence of professional learning and implementation in the classroom will be collected and evaluated on a frequent basis</li> </ol> </li> <li>School Level Partnership with ANET               <ol style="list-style-type: none"> <li>Develop a Teaching and Learning Cycle by quarter with interim assessments</li> <li>Feedback on TLC will be provided by Admin and ANET Coach</li> </ol> </li> </ol> <p>Funding sources for this plan can be accessed by contacting the McDermitt Administration.</p> <p><b>Formative Measures:</b> Weekly PD Attendance, PD Content, Implementation of Instructional Strategies (walkthrough)</p> <p><b>Position Responsible:</b> McDermitt Staff, McDermitt Administrators</p> <p><b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups</p> <p><b>- Evidence Level:</b> Strong</p> <p><b>Problem Statements/Critical Root Causes:</b> Adult Learning Culture 1</p>	<p><b>Jan</b></p>  <p>Our students have robust SEL needs. The lowest score on the risk indicator index is 14, ten beyond what might be considered at risk.</p> <p><b>January Next Steps/Need</b> Bring PD on Trauma Informed Instruction.</p> <p><b>Mar</b></p> <p><b>March Lessons Learned</b> <b>March Next Steps/Need</b></p> <p><b>May</b></p> <p><b>May Lessons Learned</b> <b>May Next Steps/Need</b></p>
<p>  No Progress          Accomplished          Continue/Modify          Discontinue       </p>	

**Goal 3:** Connectedness: 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 2025 chronic absenteeism rates.






**Aligns with District Priority**

**Annual Performance Objective 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 2025 chronic absenteeism rates.

**Evaluation Data Sources:** IC Chronic Absenteeism Reports

**Summative Evaluation:** Continue

**Next Year's Recommendation:** May need to revise

Improvement Strategy 1 Details	Status Checks
<p><b>Improvement Strategy 1:</b> Attendance Works Interventions  <b>ESSA Evidence:</b> Attendance Works School Needs Assessment and Strategies  <a href="https://www.attendanceworks.org/policy/federal-policy/essa-brief-states/">https://www.attendanceworks.org/policy/federal-policy/essa-brief-states/</a></p> <p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. School Attendance Systems               <ol style="list-style-type: none"> <li>a. Attendance team: Principal, Head Secretary, Student Service Coordinator</li> <li>b. Every two weeks attendance is reviewed, identify which students begin on Tier I</li> <li>c. Develop a celebration system for 7th-12th</li> <li>d. Families are noticed using a three tiered system                   <ol style="list-style-type: none"> <li>i. T1- Parent letters</li> <li>ii. T2- Parent letters, Parent support meetings (school site)</li> <li>iii. T3- Include tribal resources and referral to truancy court</li> </ol> </li> </ol> </li> <li>2. Parent and Student Attendance Outreach (Education)               <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ol> </li> </ol> <p>Funding sources for this plan can be accessed by contacting the McDermitt Administration.  <b>Formative Measures:</b> Weekly Attendance, Staff Survey  <b>Position Responsible:</b> McDermitt Staff, McDermitt Administrators</p> <p><b>Student Groups This Strategy Targets:</b>            FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups  <b>- Evidence Level:</b>            Strong</p> <p><b>Problem Statements/Critical Root Causes:</b> Connectedness 1</p>	<p><b>Jan</b></p>  <p>PBIS affects this measure. As the school environment becomes erratic and chaotic, our attendance drops.</p> <p><b>January Lessons Learned</b></p> <p><b>January Next Steps/Need</b>            Bolster PBIS efforts to include attendance measures.            Continue to enforce expectations that lend themselves to a safer and more predictable school day for students.</p> <p><b>Mar</b></p> <p><b>March Lessons Learned</b></p> <p><b>March Next Steps/Need</b></p> <p><b>May</b></p> <p><b>May Lessons Learned</b></p> <p><b>May Next Steps/Need</b></p>
<p> No Progress</p> <p> Accomplished</p> <p> Continue/Modify</p> <p> Discontinue</p>	