

**Churchill County School District  
Churchill County Middle School  
2024-2025 School Performance Plan**



# 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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# Comprehensive Needs Assessment

## Student Success

### Student Success Summary

Results from the 2023-2024 high stakes assessment have produced some areas of success. In the area of ELL students who have met the average growth percentile Target has continuously increased in the last three consecutive years. more so, the percent of these students doubled from the previous school year. There was also a significant decrease in chronic absenteeism in the past two years.

	21-22'	22-23'	23-24'
<b>ELL Met AGP Target</b>	6.2	8	17.1
<b>Chronic Absenteeism</b>	19	25.2	20

Student ethnicities have remained relatively Consistent in the last three consecutive School years.

<b>Ethnicity Categories</b>	21-22'	22-23'	23-24'
<i>White</i>	60.7	58.7	60
<b>African American</b>	2.4	1.3	1.3
<i>Hispanic/Latino</i>	23.8	24.6	24.3
<b>Asian</b>	1.4	1.2	0.9
<i>American Indian</i>	5.4	5.6	4.9
<b>Pacific Islander</b>	0.3	0.5	0.8
<b>2+ Races</b>	5.4	7.8	7.4

The results further indicate a continuous decrease in overall student performance on the high stakes assessment for the past three consecutive years in mathematics, English language arts, and science.

	21-22'	22-23'	23-24'
<b>Math Proficiency</b>	16.1	15.6	11.8
<b>ELA Proficiency</b>	35.6	30.9	25.9
<b>Science Proficiency</b>	28.4	30.7	23.3

Total index points acquired, through the Nevada school performance framework, indicate a fluctuation. there was a significant decrease from 2021-2022 school year down to the 2022-2023 school year. there is an increase from that until the previous school year with four more points attained.

	21-22'	22-23'	23-24'
<b>Total Index Points</b>	24.5	13	17

Churchill County Middle School has utilized a variety of benchmark assessments in previous years. one District wide measure of assessment, alternative to the smarter balanced assessment consortium, was the utilization of measures Of academic progress (MAP). this assessment was administered three times throughout the school year, providing results in mathematics and reading. however in the 2023-2024 school year this test was not utilized. further, there has been inconsistent Administration providing adequate student results.

Additional results indicate that Churchill County Middle School is performing lower in the areas of mathematics, English language arts, science,ELL who met average growth percentile targets, and chronic absenteeism ( except for the high school).

	21-22'	22-23'	23-24'	21-22'	22-23'	23-24'	21-22'	22-23'	23-24'
<b>Math Proficiency</b>	16.1	15.6	11.8	25.9	25.9	24.8	16.2	17.9	13.3
<b>ELA Proficiency</b>	35.6	30.9	25.9	38.9	35.2	35.6	44.7	45.3	35.3
<b>Science Proficiency</b>	28.4	30.7	23.3	21	12	10.1	24.1	16.6	8
<b>ELL Met AGP Target</b>	6.2	8	17.1	37.5	33.3	44.8	<5	<5	17.2
<b>Chronic Absenteeism</b>	19	25.2	20	26.6	24	15.8	29.7	31.1	36.6

	21-22'	22-23'	23-24'	21-22'	22-23'	23-24'	21-22'	22-23'	23-24'
	<b>**CCMS**</b>	<b>**CCMS</b>	<b>**CCMS</b>	<b>NUMA</b>	<b>NUMA</b>	<b>NUMA</b>	<b>*CCHS**</b>	<b>**CCHS**</b>	<b>**CCHS**</b>

Further results have also produced some consistencies and irregularities from Churchill County Middle School compared to the school district. in the area of mathematics, there are similarities in overall proficiency rates. English language arts had comparability in the 2021 - 2022 school year, but have seen significant decrease compared to District comparisons for the last two consecutive years. however in the past 2 years the area of science has produced results identifying higher student proficiency for the last two consecutive years. and another area to mention for success is the levels of chronic absenteeism are lower than the school district.

	21-22'	22-23'	23-24'	21-22'	22-23'	23-24'
<b>Math Proficiency</b>	16.1	15.6	11.8	16.5	19	13.6
<b>ELA Proficiency</b>	35.6	30.9	25.9	36.7	48.8	37.6
<b>Science Proficiency</b>	28.4	30.7	23.3	28.4	16.6	8
<b>ELL Met AGP Target</b>	6.2	8	17.1	6.2	29.6	17.2
<b>Chronic Absenteeism</b>	19	25.2	20	35.7	33.1	31.1
	<b>CCMS**</b>	<b>CCMS**</b>	<b>CCMS**</b>	<b>**CCSD</b>	<b>**CCSD</b>	<b>**CCSD</b>

The results indicated here warrant and intervention for both mathematics and English language arts. further increased proficiency in science is also required. although there is still a decrease of chronic absenteeism, it is still an area to consider as a possible attribute to low student performance. proper investigation and determination of curriculum and educator effectiveness is required. the consistent decrease in overall proficiencies in the three core subject areas require the curriculum effectiveness, along with adequate professional development and trainings.

For their analysis warrant investigation of Educator Effectiveness in the specialty area, specifically in the areas of mathematics, English language arts, and science. although some of the teachers are licensed, there is a high number of educators possessing only a substitute license and not something subject specific.

### Student Success Strengths

The area strength highly noted is the increase of ELL students who met their adequate growth proficiency Target in the last three consecutive years. these students have demonstrated a solid increase of overall proficiency who are meeting their AGP target. further chronic absenteeism decreased significantly from the previous school year. Although science Has decreased over the last 3 years, proficiency scores remain higher than that of the district.

- Chronic absenteeism decreased from 25.2% in the 2022-2023 school year, down to 20% for the 2023-2024 school year.
- chronic absenteeism remains much lower than the district performance, where the district percentages were 31.1% in the 2022-2023 school year and 31.1% in the 2023-2024 school year
- science proficiency remains above District performance for the last two consecutive years. CCMS had a 30.7% proficiency rate in a 2022-2023 school year whereas the district had a 16.6% proficiency rate in the same year. 2023-2024 proficiency rate for CCMS was 23.3% versus the district of 8% proficient
- ethnicity rates remain the same with white being around 60% and hispanic/latino at around 24%. all remaining ethnicity groups remain about the same for the past three consecutive years
- there was an increase in total index points for the last two years. the 2022-2023 school year marked a total index points earned as 13; and the 2023-2024 school year increased up to 17 points.

### **Problem Statements Identifying Student Success Needs**

**Problem Statement 1 (Prioritized):** Chronic absenteeism has decreased, there is still a significant decrease in overall student performance For proficiency on the high-stakes assessment in the areas of mathematics, English language arts, and Science. Further, total index points increased from the previous school year From 13 to 17 total points, there is still not enough yielded growth in MGP or AGP for both subject areas. **Critical Root Cause:** Student learning loss and attendance due to a lack of consistency in curriculum, culture and student performance, as measured on high stakes assessment. Further, a large percentage of teaching staff are licensed Substitutes, or Educators certified under non-core subject areas. Aligning instructional design to meet student need with standards-based learning centers, whole group instruction, small

# Adult Learning Culture

## Adult Learning Culture Summary

The adult learning culture at CCMS is definitely unique. Current teachers are a compilation of licensed and certified teachers in their content area, certified teachers who teach outside of their content area, long term substitutes, and daily substitute teachers. CCMS also possesses a high level of staff absences on a daily basis. The culture includes quite a spectrum of teachers in their years of experience. Some of these teachers are brand new to the profession, and some of them have been teachers for over three decades. Additionally we have a percentage of retirees who are teaching high level content areas such as mathematics. Although the school has great mission statements and embedded philosophies, there is quite a variety of adult intention to model around the success of all students. With two new curriculums being introduced, some staff feel overwhelmed with accountability and implementation practices. These curriculums are lofty and very geared towards higher performing students. Simply put, there is much room to grow and create a systematic approach to where all students learn and are held with accountability using fidelity. Lastly there is quite a variety in classroom management protocols that do affect student success.

## Adult Learning Culture Strengths

The adult learning strengths first to identify is the ability for growth. Staff is definitely able to be trained on best practices for implementation using the curriculum, proactive classroom management techniques, constructive feedback, and overall teacher growth effectiveness. CCMS also possesses some outstanding teachers who are able to share best practices with one another create improvements in the areas of school culture, academic success, and student growth. Staff attendance is also on the rise, as we are targeting that for school improvement. Staff is also receptive to high levels of administrator presence in the classroom conducting walk-through observations, informal observations, and formal observations, all targeted to increase overall student success.

## Problem Statements Identifying Adult Learning Culture Needs

**Problem Statement 1 (Prioritized):** CCMS experienced significant major disciplinary actions this year. Further the data reveals "from Infinite Campus and Staff Surveys" an overarching challenge with consistent implementation of school policies and protocols, coupled with varied approaches to positive behavior approach systems. Additionally a lack of appropriate teaching materials, effective curriculum, and certified teachers. **Critical Root Cause:** Student discipline events rose by 150% from the 2022-2023 school year into the 2023 -2024 school year. The 2023-24 school year revealed over 2,000 documented disciplinary acts. Additionally, there were 4 students who were expelled. Another related cause of the problem is a lack of consistent curriculum and proper training associated. This lack of consistency across all 3 grade levels has been wel

# Connectedness

## Connectedness Summary

The adult connectedness in our school has many positive aspects. Overall, staff feels that they are part of a system that is moving towards growth, and positivity set upon school cultural success. There has been changes in administration and teaching. This welcomes some new proactive approaches to determining correct pathways to increase overall student and school growth. Staff and families have both been surveyed on their opinions on how to provide a positive learning environment for all. Staff has been receptive and responsive to surveys implemented throughout the beginning of the school year. Families have also played an intricate part of school direction where opportunities for collaboration exist, such as open house, parent teacher conferences, assemblies, and volunteering availabilities.

## Connectedness Strengths

CCMS has definite strengths for connectedness within the school. 94.7% of staff agree or strongly agree they feel supported by other teachers at the school. Additionally 97.4% of staff feel they get along well with other members of the school. 86.2% of staff agree or strongly agree they feel like they are an important part of the school. 89.5% of staff agree or strongly agree that they enjoy working in teams in collaborative measures. 75.3% of staff feel that they are connected to other teachers within the school. 63.7% of teachers feel that the school promotes academic success for all students. 84.2% of staff feel that students are treated equally regardless of race, ethnicity, or culture. 89.5% of staff feel that they are safe at the school.

## Problem Statements Identifying Connectedness Needs

**Problem Statement 1:** Student Proficiency rates, as measured by the High Stakes Assessment, have significantly decreased over the last 3 consecutive years. Additionally, student discipline has significantly increased. **Critical Root Cause:** Inconsistent behavioral Tactics for managing students, coupled with newly enrolled 6th grade students who are not familiar with the Schools policies and protocols, intermixed with ramifications of parental viewpoints of student behavior, expectations and academic success.



# Stakeholder Engagement

## Stakeholder Engagement Summary

Prompt	Response
<p>In 2-3 sentences, describe how the district engages required stakeholder groups in the needs assessment and decision making processes including: Parents and families, students at risk of failure and dropping out, educators and school leaders, community groups, historically underrepresented groups (ELs and MLs, racially &amp; ethnically diverse stakeholders, indigenous populations, economically disadvantaged, transient populations), private and charter schools, and other hard-to-reach groups.</p>	<p>CCSD Engages stakeholder groups for decision making processes with families through outreach methods such as Facebook, weekly reports, parent teacher conferences, Title I and Title VI meetings, and community newsletters and events. This communication method encompasses various demographics such as varied ethnicity groups, economically disadvantaged, indigenous populations, and alternative educational settings, such as charter schools and private schools. CCSD strives to bridge the gaps between all populations, seeking to bridge students across our community, regardless of educational settings.</p>
<p>What lessons did you learn from your stakeholder groups that are informing your improvement priorities for the upcoming school year?</p>	<p>It is definite that in our setting a need for regular community presence in the school is needed. With that families are now going to be encouraged to be more of a role in their child's education than previous years. More school events where open community activities are occurring will take place for the 2024 - 2025 school year.</p>
<p>What has worked well in your previous engagement efforts?  What might you do differently to increase or improve engagement moving forward?</p>	<p>Positive previous engagement efforts include transparency and regular communication to all stakeholders. This is done through weekly communications from administration, the district level newsletter, updates through Infinite Campus, and other very communication platforms.</p>

## Stakeholder Engagement Strengths

Churchill County is a small connected community that has existed for many decades. With that various parties are well vetted in the system in the current state of education in our local area. Stakeholders have a strong presence in all aspects of our school and the school district. this multigenerational setting is unique we're much of the community is aware of one another, where communication is strong throughout the area.

# Priority Problem Statements

**Problem Statement 1:** Chronic absenteeism has decreased, there is still a significant decrease in overall student performance For proficiency on the high-stakes assessment in the areas of mathematics, English language arts, and Science. Further, total index points increased from the previous school year From 13 to 17 total points, there is still not enough yielded growth in MGP or AGP for both subject areas.

**Critical Root Cause 1:** Student learning loss and attendance due to a lack of consistency in curriculum, culture and student performance, as measured on high stakes assessment. Further, a large percentage of teaching staff are licensed Substitutes, or Educators certified under non-core subject areas. Aligning instructional design to meet student need with standards-based learning centers, whole group instruction, small

**Problem Statement 1 Areas:** Student Success

**Problem Statement 2:** CCMS experienced significant major disciplinary actions this year. Further the data reveals "from Infinite Campus and Staff Surveys" an overarching challenge with consistent implementation of school policies and protocols, coupled with varied approaches to positive behavior approach systems. Additionally a lack of appropriate teaching materials, effective curriculum, and certified teachers.

**Critical Root Cause 2:** Student discipline events rose by 150% from the 2022-2023 school year into the 2023 -2024 school year. The 2023-24 school year revealed over 2,000 documented disciplinary acts. Additionally, there were 4 students who were expelled. Another related cause of the problem is a lack of consistent curriculum and proper training associated. This lack of consistency across all 3 grade levels has been wel

**Problem Statement 2 Areas:** Adult Learning Culture

# 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 - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews
- State and federal planning requirements

## Accountability Data

- State assessment performance report
  - Smarter Balanced Assessment Consortium : WIDA Assessment
- Comprehensive, Targeted, and/or Additional Targeted Support data
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- Migrant
- At-risk
- EL
- Section 504 data
- Homeless data
- Foster
- Gifted and talented data
- Dyslexia data

- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Social Emotional Learning
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends
- School safety data

### **Employee Data**

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- School leadership data
- School department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher retention
- Teacher evaluation
- Administrator evaluation

### **Parent/Family/Community Data**

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Community surveys and/or other feedback
- Volunteer opportunities, attendance, and participation

### **Support Systems and Other Data**

- Organizational structure data
- Master schedule
- Course offerings
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity building resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

**Goal 1:** Chronic absenteeism will decrease by 3%, to an annual measure of 17%


**Aligns with District Priority**


**Annual Performance Objective 1:** Chronic Absenteeism will reduce schoolwide for all students, regardless of risk indicator.

**Evaluation Data Sources:** Infinite Campus

Improvement Strategy 1 Details	Reviews			
<p><b>Improvement Strategy 1:</b> Various assigned staff (counselors, safe school professionals, secretaries) will make daily attendance calls to increase overall student attendance. A tiered, consistent plan will be developed targeting absenteeism. For example, students who miss 1-2 day days will receive a call by the attendance secretary (or assigned staff and automated attendance calls). Students after 3 truanancies will be referred to the SARB contract. Once students receive 5 truanancies, Juvenile Probation Office (JPO) will be involved with an officer, administrator, school representative, and parent. Students absent more than 10+ (unverified) days will receive a home visit. Students who are depicting attendance concerns could also be placed on an attendance contract. An Attendance Committee (made up of counselors, administrators, and safe school professionals) will also be created to address this concern. Further, similar to attendance contracts, students depicting behavioral challenges will be placed on Plans of Behaviors to decrease behavioral incidents. The school staff, student, and families will work together to create a successful environment with determined success plans (with fidelity) for attendance and behavior. Additionally, students who depict perfect attendance will receive various incentive rewards, such as quarterly parties and school recognition.</p> <p><b>Formative Measures:</b> *These measures will be tracked using Google drives, which will be shared amongst all identified staff. Also, the student information monitoring system, Infinite Campus, will be used to track student attendance and behavior.                      *Student attendance will be monitored daily.                      *CCMS administration will monitor student behavior and discipline daily.                      *CCMS administration, or designees, will provide results to teachers, students, and families of attendance and discipline. Results and methods will be tracked and/or recorded</p> <p><b>Position Responsible:</b> Persons responsible for this goal is administration, counselors, safe school professionals, identified secretaries, and any relevant parties designated for this duty.</p> <p><b>Student Groups This Strategy Targets:</b>                      FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk                      - <b>Evidence Level:</b>                      Moderate</p> <p><b>Problem Statements/Critical Root Causes:</b> Student Success 1</p>	Status Check			EOY Reflection
	Nov	Jan	Mar	June
	N/A			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Annual Performance Objective 1 Problem Statements:**

**Student Success**

**Problem Statement 1:** Chronic absenteeism has decreased, there is still a significant decrease in overall student performance For proficiency on the high-stakes assessment in the areas of mathematics, English language arts, and Science. Further, total index points increased from the previous school year From 13 to 17 total points, there is still not enough yielded growth in MGP or AGP for both subject areas. **Critical Root Cause:** Student learning loss and attendance due to a lack of consistency in curriculum, culture and student performance, as measured on high stakes assessment. Further, a large percentage of teaching staff are licensed Substitutes, or Educators certified under non-core subject areas. Aligning instructional design to meet student need with standards-based learning centers, whole group instruction, small

**Goal 2:** Churchill County Middle School will increase student proficiency in ELA by 5% for the 24-25 SY.

**Aligns with District Priority**


**Annual Performance Objective 1:** Student Proficiency Rate will increase in ELA from 25.9% to 31% for the 2024-25 school year.


**Aligns to the following state priorities:**


Implementing reading & math resources, CCR in secondary, Workforce, Innovation


**Evaluation Data Sources:** Smarter Balanced Assessment Consortium: Informal Teacher assessments, newly adopted SAVAAS curriculum measures; performance on measure of academic progress performance.

Improvement Strategy 1 Details	Reviews			
<p><b>Improvement Strategy 1:</b> Since CCMS is utilizing a new ELA curriculum, there is no existing baseline for assessment goals. We intend to evaluate MAP assessment trends to determine differentiation and support for all students, while ensuring increased participation in the assessment to inform classroom instruction/intervention.</p> <p><b>Formative Measures:</b> student participation in assessment, assessment results from IReady, MAP, and SBAC.</p> <p><b>Position Responsible:</b> CCMS admin, teachers, support staff and community liaisons.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- <b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p><b>Problem Statements/Critical Root Causes:</b> Student Success 1</p>	Status Check			EOY Reflection
	Nov	Jan	Mar	June
	N/A			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Annual Performance Objective 1 Problem Statements:**

Student Success
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**Goal 3:** Churchill County Middle School will increase math proficiency by 6%, as measured by IReady Math Curriculum assessments and MAP.

**Aligns with District Priority**

**Annual Performance Objective 1:** Churchill County Middle School will increase math proficiency from 11.8% to 17%.

**Aligns to the following state priorities:**

Implementing reading & math resources, Math in 4-8, CCR in secondary, Workforce, Innovation

**Evaluation Data Sources:** IReady, MAP and Smarter Balanced Assessment Consortium, Informal Teacher assessments, newly adopted Iready curriculum measures; performance on measure of academic progress performance.

Improvement Strategy 1 Details	Reviews			
<p><b>Improvement Strategy 1:</b> Since CCMS is utilizing a new math curriculum, there is no existing baseline for assessment goals. We intend to evaluate MAP assessment trends to determine differentiation and support for all students, and ensure increased attendance for assessments to inform classroom practices.</p> <p><b>Formative Measures:</b> student participation in assessment, assessment results from IReady, MAP, and SBAC.</p> <p><b>Position Responsible:</b> CCMS admin, teachers, support staff and community liaisons.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- <b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- <b>Evidence Level:</b> Moderate</p> <p><b>Problem Statements/Critical Root Causes:</b> Student Success 1 - Adult Learning Culture 1</p>	Status Check			EOY Reflection
	Nov	Jan	Mar	June
	N/A			

**Annual Performance Objective 1 Problem Statements:**

Student Success
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## Adult Learning Culture

**Problem Statement 1:** CCMS experienced significant major disciplinary actions this year. Further the data reveals "from Infinite Campus and Staff Surveys" an overarching challenge with consistent implementation of school policies and protocols, coupled with varied approaches to positive behavior approach systems. Additionally a lack of appropriate teaching materials, effective curriculum, and certified teachers. **Critical Root Cause:** Student discipline events rose by 150% from the 2022-2023 school year into the 2023 -2024 school year. The 2023-24 school year revealed over 2,000 documented disciplinary acts. Additionally, there were 4 students who were expelled. Another related cause of the problem is a lack of consistent curriculum and proper training associated. This lack of consistency across all 3 grade levels has been wel