

Humboldt County School District
French Ford Middle School
2024-2025 Status Check with Notes



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Goals

Goal 1: Student Success

Annual Performance Objective 1: Math: FFMS 5th/6th grade students will demonstrate 3% growth from 30.20% (22-23 Math proficiency) to 33.20% (23-24 Math proficiency) on the Math 2023-2024 SBAC assessment.

Evaluation Data Sources: SBAC State Assessment, Common Formative Math Data, Math MAP

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Teaching and Learning Cycle (ANET data driven process)</p> <p>Expected Results/Impact: Student Achievement in math will increase based on tier I focused instruction and additional supplemental supports</p> <p>1. Teaching and Learning Cycle Steps: All 5th and 6th grade math teachers will be data driven through the HCSD Math Project and the Teaching and Learning Cycle within the unit during quarterly data cycles at the end of the unit and common formative assessments.</p> <p>a. Intentional Planning by Unit with input from HCSD Math Project b. Data Analysis- At the end of each unit with support of the Unit Common Formative or District Interim. Teams will determine what standards are critical for reteach and isolate student misconceptions and plan for intervention reteach. All 5th and 6th grade math teachers will have accountability of implementation through data analysis at the end of every unit. c. Reteach and Reassess: Each grade level math team will develop a reteach plan that include a reassessment. d. Teams will reflect on the process and determine next steps for intervention based on students that did not master. They will also reflect on practices or standards that need continual coverage in next math units.</p> <p>2. Math Facts Focus a. All 5th and 6th grade math teachers will use Rocket math or a math facts implementation for math fact fluency with extrinsic prizes daily within math classrooms.</p> <p>3. Math Intervention a. All 5th and 6th grade math teachers will create a weekly intervention and enrichment plan quarterly for students to fill learning gaps and progress students. b. Targeted remediation in math for identified students in after school tutoring</p> <p>ESSA Evidence: Achievement Network/ Strong Level 1 (NDE Evidence Provider List), Rocket Math Promising Level 4</p> <p>Formative Measures: TLC Process is tracked on data form, Rocket Math platform, Math Intervention Data Tracker- reviewed every 3 weeks Position Responsible: FFMS Administration, FFMS Leadership Team, FFMS Math PLC Teams and Specialists</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Strong, Has Rationale Problem Statements/Critical Root Causes: Student Success 1, 2</p>	<div> <div>Jan</div> <div>  65% </div> </div> <p>January Lessons Learned</p> <p>Teachers are embracing the new math curriculum materials and the problem based learning approach in this first year of implementation. Math facts are going well, because we adopted a school wide approach using Rocket Math. It supports teachers with online tracking of student progress and reporting features. Math intervention is going well. Small group intervention data is collected through a pre/post assessment and focuses on one standard at a time. These small groups change every 3 weeks so intentional instruction mirrors what is being done in tier I instruction. Interim data show a positive trend for 5th at 68% of students near standard in Geometry and 48% near standard in Volume. In 6th grade, 54% of students were near standard on the Rational Number System.</p> <p>January Next Steps/Need</p> <p>Continue to implement the TLC for math with a combination of teams using daily formative assessments to track student progress and match it with common formatives. Continue to use Rocket Math. 6th grade will continue interventions to support low scores on the Number System assessment with reteaching opportunities in all upcoming math units.</p> <div> <div>Mar</div> <div></div> </div> <p>March Lessons Learned</p> <p>March Next Steps/Need</p> <div> <div>May</div> <div></div> </div> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>



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Goal 1: Student Success

Annual Performance Objective 2: ELA: FFMS 5th/6th grade students will demonstrate 3% growth from 33.56% (22-23 ELA proficiency) to 36.56% (23-24 ELA proficient) on the ELA 2023-2024 SBAC assessment.

Evaluation Data Sources: SBAC State Assessment

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Improvement Strategy: Teaching and Learning Cycle</p> <p>Expected Results/Impact: Student Achievement in ELA will increase based on tier I focused instruction and additional supplemental supports</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. All ELA teams 5th and 6th grade will implement the Teaching and Learning Cycle to be data driven and students will be able to cite textual evidence from texts, the SLG focus, and reteaching focus once a quarter minimum. 2. Increase the Volume of Reading <ol style="list-style-type: none"> a. All teachers, the IST Team and FFMS Librarian (library) will increase the volume of reading by determining independent reading level time, create expectations, extrinsic rewards, AR reading program, 3 times a week. 3. Increase the Volume of Writing <ol style="list-style-type: none"> a. All ELA teachers will increase the volume of writing daily around text, using scaffolded supports such as graphic organizers, paragraphs citing textual evidence to support claims, etc. 4. Intervention and Support Strategies <ol style="list-style-type: none"> a. All ELA teachers will use appropriate scaffolds beyond Wit, for example a menu of read to self, read to partner, audio read, small group choral read, vocabulary scaffolds, picture supports, context clues within the text, definitions or dictionary, graphic organizers, etc. daily to increase volume of reading. b. All ELA student MAPs data and WIDA will be reviewed for placement in Just Words phonics instruction with a focus on subpopulations including ML and IEP students with a focus on those students in the 30 percentile or lower. c. Targeted remediation in ELA for identified students in after school tutoring <p>ESSA Evidence: Achievement Network/ Strong Level 1 (NDE Evidence Provider List)</p> <p>Formative Measures: SBAC Interims- Quarterly Data, End of Module Assessments, Focus Task Questions, DRC Smarter Teacher Tools resources, NWEA Reading MAP, STAR Reader group placements</p> <p>Position Responsible: All 5th and 6th grade teachers, Administration, CIS, Counselor, Social Worker & Paraprofessionals</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups</p> <p>- Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 3, 4</p>	<div> <div>Jan</div> <div>  75% </div> <div>January Lessons Learned</div> <div> <p>The ELA team has worked to blend both tier I and tier II as a united 5th-6th grade team. They worked with the New Teacher Training Center to dive into using their ELA interim assessments and match it directly to classroom instruction. Volume of Writing has increased with the adoption of Writing with Design. Teachers have had two formal trainings with a clear implementation plan linked to the Wit and Wisdom Reading curriculum. During intervention time, ELA teachers are focused on increasing student writing through a similar process of using pre/post formative data to support students in 3 week cycles. To support Volume of Reading, the FFMS library has become a place where students work on Accelerated Reading assessment and are celebrated on their accomplishments. Administrators are monitoring classrooms during walkthroughs to ensure students are doing the majority of the reading (75% of the time) during ELA instruction time. FFMS ELA teams continues to track their interim data.</p> </div> <div>January Next Steps/Need</div> <div> <p>Next steps are to continue to use interim data for tier I and tier II supports. Data in 5th showed 60% of students near standard on Read Informational Text and 59% near standard on Read Literary Text. In 6th grade, 65% of students were near standard on Read Informational Text and 37% were near standard on the ELA Performance Task. More work will be dedicated to supporting students on growing their skills on the performance task through the activities done in the Volume of Writing.</p> </div> </div> <div> <div>Mar</div> <div>March Lessons Learned</div> <div>March Next Steps/Need</div> </div> <div> <div>May</div> <div>May Lessons Learned</div> <div>May Next Steps/Need</div> </div>



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Goal 1: Student Success

Annual Performance Objective 3: FFMS will increase ML student proficiency on the Math and ELA SBAC by 10% as measured by the Spring 2024 SBAC assessment. (CAP Requirement)

Evaluation Data Sources: SBAC State Assessment, WIDA Assessment, NNRPDP survey data

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Improvement Strategies: Develop and implement a school wide ML language acquisition program based on data</p> <p>Action Steps:</p> <p>Tier I (All Classrooms)</p> <ol style="list-style-type: none">1. Implement in all core subjects recommendation #1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.<ol style="list-style-type: none">a. Choose a brief, engaging piece of informational text that includes academic vocabulary as a plat-form for intensive academic vocabulary instruction.b. Choose a small set of academic vocabulary for in-depth instruction.c. Teach academic vocabulary in depth using multiple modalities (writing, speaking, listening).d. Teach word-learning strategies to help students independently figure out the meaning of words. <p>Tier II (ML Small Group Instruction)</p> <ol style="list-style-type: none">2. Implement in all core subjects recommendation #4 : Provide small-group instructional intervention to students struggling in areas of literacy and English language development.<ol style="list-style-type: none">a. Use available assessment information to identify students who demonstrate persistent struggles with aspects of language and literacy development.b. Design the content of small-group instruction to target students' identified needs.c. Provide additional instruction in small groups consisting of three to five students to students struggling with language and literacy.d. For students who struggle with basic foundational reading skills, spend time not only on these skills but also on vocabulary development and listening and reading com- prehension strategies.e. Provide scaffolded instruction that includes frequent opportunities for students to practice and review newly learned skills and concepts in various contexts over several lessons to ensure retention. <p>Personnel</p> <ol style="list-style-type: none">3. Hire a site based ML Coach to provide ongoing support with classroom observations, support for ML para pros, and provide monthly CAP PD for staff <p>ESSA Evidence:</p> <p>Recommendation #1: [ESSA Level 1]</p> <p>Recommendation #4: [ESSA Level 2]</p> <p>What Works Clearinghouse: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/</p>	<p>Jan</p>  <p>January Lessons Learned</p> <p>The interventions that we have in place for supporting are ML students is demonstrating student growth. There is planning support for ML paras that targets specific language supports related to WIDA scores and MAP data. An intense intervention for all ML students is done daily where data demonstrates that 72% of the ML students increased from fall to winter on their MAP scores.</p> <p>January Next Steps/Need</p> <p>Continue with services in tier II throughout the school year. Once the new WIDA Access data is released we will use it to continue to create groups to grow language skills. We continue to increase our parent involvement with at least three times per school year that we goal set with parents and make them aware of their child's progress.</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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Formative Measures: SBAC Interim Data, WIDA Access Data, MAP Reading, Pre/Post Quarterly Assessments

Position Responsible: FFMS Staff, FFMS Administrator, ML FFMS Coach, ML Paraprofessionals

Student Groups This Strategy Targets:
EL

- **Evidence Level:**
Strong, Moderate

Problem Statements/Critical Root Causes: Student Success 6



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Goal 2: Adult Learning Culture

Annual Performance Objective 1: By the end of the 2024-2025 school year, at least 85% of teachers participating in FFMS Professional Learning (PD) sessions (Monthly ML PD, Smarter Balance New Teacher Center PD, Engagement Strategies PD, Writing by Design PD, Ellevations PD) will demonstrate an increase of at least one point on a 5-point scale measure their confidence in applying new instructional strategies learned in the PD opportunities.

Evaluation Data Sources: Survey Data from ML Training 23-24, Needs assessment with staff on PD needs

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Professional Development Plan for 24-25 to include: ML Strategies and ELD Standards with NNRPDP and Ellevations Strategies, New Teacher Center Project with Smarter Balance Interims, Mentoring and Coaching Conversations PD, and Writing by Design, SAVVAS Math Training</p> <p>Action Steps: ML Professional Learning</p> <ol style="list-style-type: none"> 1. Collaborate with Northeastern Nevada Regional Professional Development Program (NNRPDP) to build capacity in FFMS ML Coach to plan and implement monthly ML staff training (Ongoing) 2. Ellevations Strategies Training School Wide (October 2024) 3. ML Paraprofessional training monthly with NNRPDP and district ML paraprofessionals 4. FFMS ML Paraprofessionals train weekly with Educator Effectiveness Coordinator on ML intervention <p>New Teacher Center Project with Smarter Balance</p> <ol style="list-style-type: none"> 1. Math Series: 7 training events to build teacher capacity on using Smarter Balance Interims in a continuous improvement cycle (August 2024-December 2024) 2. ELA Series: 7 training events to build teacher capacity on using Smarter Balance Interims in a continuous improvement cycle (August 2024-January 2025) <p>Mentoring and Coaching Conversations</p> <ol style="list-style-type: none"> 1. Monthly Admin mentoring focused on vision/mission, review of data, walkthroughs (ongoing) 2. Monthly Admin Coaching Conversations with classroom observations and walkthrough feedback (ongoing) <p>Writing by Design</p> <ol style="list-style-type: none"> 1. Basic Structure of Materials and Digital Platform (10/9/24) 2. Lesson Design based on student data (11/7/2024) <p>SAVVAS Math Training</p> <ol style="list-style-type: none"> 1. Basic Introduction (August 2024) 2. Lesson Design (October 2024) <p>Formative Measures: After each PD opportunity staff will be given a survey to measure learning pre/post by each training</p> <p>Position Responsible: FFMS Staff and Administrators</p> <p>Student Groups This Strategy Targets: EL</p> <p>- Evidence Level: Strong, Moderate</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1, 2</p>	<div> <div>Jan</div> <div>  75% </div> <div>January Lessons Learned</div> <div>All of the PD has been successful this year. Each PD opportunity shows positive growth from the teacher learning data. We continue to implement the PD calendar and seek feedback at the end of the year for revisions for next year.</div> <div>January Next Steps/Need</div> <div>We continue to implement the PD calendar and seek feedback at the end of the year for revisions for next year.</div> </div> <div> <div>Mar</div> <div>March Lessons Learned</div> <div>March Next Steps/Need</div> </div> <div> <div>May</div> <div>May Lessons Learned</div> <div>May Next Steps/Need</div> </div>



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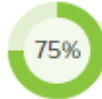


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Goal 3: Connectedness

Annual Performance Objective 1: By the end of the 2024-2025 school year, FFMS will reduce the number of chronically absent 5th-6th grade students by 5% as measured by fall to spring attendance reports.

Evaluation Data Sources: District and State Chronic Absenteeism Reports

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Partner with Community in Schools to educate students and families on what chronic absenteeism is, how it is calculated, and provide weekly tiered notification and supports to students and families who are deemed chronically absent which will support a 5% decrease in chronic absenteeism on the NV State Report Card for FFMS.</p> <p>Action Steps:</p> <ol style="list-style-type: none">1. Message out Tier 1 what chronic absenteeism is and how it is calculated through our website and social media.2. Create an attendance committee at the school site that meets weekly to review attendance reports and makes phone calls, sends tiered letters, and sets up parent meetings to support attendance.3. Create Tiered letters for absenteeism.4. Celebrate students who come to school by recognizing whole classes who are in attendance daily over announcements and by displaying class Emblems outside doors when all students are present.5. Celebrate students who attend school by impromptu attendance celebrations such as sit where you want to at lunch parties.6. Provide family and student supports such as counseling, social worker, SRO, Communities in Schools, etc for those struggling with chronic absenteeism.7. Establish a school site truancy committee to support at-risk students who are experience extreme chronic absenteeism. <p>ESSA Evidence: Communities in School Strong Tier I (NDE Evidence Provider List)</p> <p>Formative Measures: Weekly attendance tracker, Parent Communication with letters, notices, and phone calls, Daily and monthly incentives list for students in attendance</p> <p>Position Responsible: FFMS Staff, Social Worker, CIS Coordinator, FFMS Administration</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups</p> <p>- Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p>	<p>Jan</p>  <p>January Lessons Learned</p> <p>All attendance celebrations and interventions are in place. We continue to pin point those students that are more chronic. We are excited to have our new District Attendance Coordinator help us narrow down interventions to support our most chronic students.</p> <p>January Next Steps/Need</p> <p>Continue to try new things to engage all students that are still chronically absent with celebrations and additional district level supports.</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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