

# **Humboldt County School District**

## **French Ford Middle School**

### **2025-2026 School Improvement Plan**

**Classification: 1 Star School**

Title I, ATSI, AB219



# Mission Statement



## FFMS Student Belief Statements

- **We believe in ourselves**—when we believe, we can achieve our goals and succeed in anything we set our minds to.
- **We believe that teamwork makes the dream work.** When we work together with our teachers, families, and classmates, we can do amazing things.
- **We believe our school is a place where everyone belongs.** We all help each other grow, learn, and stay positive.
- **We believe that with support, effort, and confidence, we can reach our dreams—because success starts with believing in ourselves.**

# Vision



## FMS Vision Statement

Students, parents and staff will work together to ensure FFMS students believe, achieve, and succeed in their dreams and goals for the future.

# 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.](#))

# Table of Contents

Comprehensive Needs Assessment .....	5
Student Success .....	5
Adult Learning Culture .....	8
Connectedness .....	11
Priority Problem Statements .....	17
Comprehensive Needs Assessment Data Documentation .....	19
Inquiry Areas .....	20
Inquiry Area 1: Student Success .....	20
Inquiry Area 2: Adult Learning Culture .....	22
Inquiry Area 3: Connectedness .....	24

# Comprehensive Needs Assessment

## Student Success

### Student Success Areas of Strength

#### School Performance Plan – Strengths & Growth Focus (2024–2025)

FFMS demonstrated strong positive growth in ELA and encouraging progress in Math from 2024 to 2025, meeting the schoolwide focus on increasing student achievement through intentional, data-driven instruction. Significant gains were also made for multilingual learners, showing progress toward the CAP requirement.

#### English Language Arts (ELA)

From Spring 2024 to Spring 2025, ELA proficiency increased by **+4.01% in 5th grade**, **+3.41% in 6th grade**, and **+3.41% overall**. This growth reflects the collective effort to significantly increase students' reading volume and deepen comprehension. Implementation of **Accelerated Reader**, **Stop/Drop/Read**, and an expectation for students to spend **75% of the time actively reading** provided daily opportunities for engagement with text. Teachers strategically embedded **writing around texts**, requiring students to **cite evidence to support claims**, and incorporated **targeted Tier 1 vocabulary instruction** for multilingual learners across reading, writing, speaking, and listening domains. Instruction was consistently **data-driven**, following the teaching and learning cycle with ongoing reteaching to ensure mastery of standards.

For **multilingual learners in ELA**, proficiency increased from **0% in both grades in 2023–24** to **13% in 5th grade** and **4% in 6th grade** in 2024–25, representing an **overall increase of 8 percentage points**.

#### Mathematics

Mathematics scores demonstrated **overall growth of +0.76%**, with **6th grade improving by +2%** from 2024 to 2025. This progress was fueled by intentional use of the **teaching and learning cycle** with targeted reteaching, implementation of **Rocket Math** to build computational fluency, and a **weekly Tier II intervention block** addressing missing standards and skills. Data reviews occurred every three weeks to adjust instruction and ensure that intervention time directly addressed students' most pressing needs.

For **multilingual learners in Math**, proficiency moved from **0% in both grades in 2023–24** to **0% in 5th grade** and **9% in 6th grade** in 2024–25, resulting in an **overall increase of 6 percentage points**.

#### WIDA ACCESS Growth

FFMS multilingual learners demonstrated significant improvement on the WIDA ACCESS assessment. In **2022–23**, **24%** of EL students made growth on WIDA ACCESS, compared to **44% in 2024–25**, nearly doubling the rate of growth. Additionally, the number of students **exiting EL services** increased from **2 of 33 students (6%) in 2024** to **7 of 32 students (22%) in 2025**, showing notable progress toward English language proficiency.

#### Summary

The positive ELA growth, coupled with targeted math gains, demonstrates that FFMS's emphasis on **data-driven instruction**, **increased literacy engagement**, **intentional vocabulary support for ML students**, and **structured intervention cycles** is moving the school toward its 2024–2025 Nevada goals of achieving **3% growth in Math/ELA overall** and **10% growth for multilingual learners**. The substantial gains in **EL SBAC proficiency** and **WIDA**

**ACCESS growth and exit rates** highlight the impact of these focused instructional strategies on student achievement.

### Student Success Areas for Growth

#### Areas for Growth 2025-26

While FFMS has demonstrated positive momentum in both student growth and proficiency, continued focus is needed to meet and exceed our SBAC goals in ELA, Math, and for multilingual learners. Our priority moving forward is to sustain and accelerate growth by refining our Tier I, II, and III systems of support.

In **ELA and Math**, FFMS will continue to increase SBAC performance by leveraging **iReady** data to target Tier II supports during a **designated intervention time**. Students will receive small-group, skills-based instruction focused on closing specific learning gaps. The successful initiatives that increased our volume of reading and writing in ELA and math fluency work will continue, with additional emphasis on ensuring students are consistently applying their skills across content areas.

To strengthen **schoolwide classroom management and student support**, FFMS will implement the **Boys Town Model**. This will enhance Tier I support for all classrooms while providing Tier II and Tier III interventions for individualized student needs. The addition of a **behavior specialist** will further support staff in implementing effective strategies and ensure students receive consistent, targeted behavioral interventions.

For **multilingual learners**, FFMS will maintain and refine Tier I and Tier II programming with a focus on daily, direct instruction aligned to the **WIDA ACCESS** components: Reading, Writing, Speaking, and Listening. These intentional supports will help ensure that EL students continue to make accelerated progress toward language proficiency while mastering grade-level content.

Through these efforts, FFMS will build on current successes to ensure all students—especially those in need of additional academic or language support—demonstrate measurable growth and increased proficiency in ELA, Math, and English language development.

### Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	MI Students lack in multiple oral opportunities	Staff will receive PD monthly around ML
Foster/ Homeless	Lack of trauma based strategies for all staff	Staff will receive PD through Boys Tow

Student Group	Challenge	Solution
Free and Reduced Lunch	Students have a lack of internet resource access	FFMS will check out Chromes and hot s
Migrant/ Title1-C Eligible	NA	NA
Racial/ Ethnic Minorities	Students have a lack of connectedness to school	FFMS will assign one caring adult to sup work at a Tier II
Students with IEPs	Students have a lack of individualized instruction at their skill level	FFMS will utilize iReady to individualize i

### Problem Statements Identifying Student Success Needs

**Problem Statement 1 (Prioritized):** Problem Statement 1: Overall math proficiency is low and is necessary for student achievement, success, and SEL as math knowledge builds upon previous understanding. The following SBAC data supports the problem identification exposing a minimal growth in overall 5th and 6th grade math proficiency (22-23=30.20% and 23-24=23.46% and 24-25=24.22% this is a +0.76%).

**Critical Root Cause:** Critical Root Cause: In Math, FFMS lacked a data driven structured intervention system to offer remediation/enrichment opportunities for students with learning gaps using small targeted skill-based group instruction daily.

**Problem Statement 2 (Prioritized):** PS: 3: Overall ELA proficiency is low and is necessary for student achievement, success, and SEL as ELA knowledge builds upon previous understanding. The following SBAC data supports the problem identification, exposing a minimal positive trend in proficiency of 3.41% (22-23=33.56% and 23-24=28.27%, 24025=31.88% this is a +3.41% upward trend).

**Critical Root Cause:** RC: In ELA, FFMS lacked a data driven structured intervention system to offer remediation/enrichment opportunities for students with learning gaps using small targeted skill-based group instruction daily.

**Problem Statement 3 (Prioritized):** PS:3: On pre survey results 60% of FFMS staff responded they were in the developing phase of applying the professional learning focused on academic vocabulary from IES recommendation #1. On the post survey results 82% of FFMS staff responded they were in the developing phase of applying the professional learning focused on academic vocabulary from IEP recommendation #1.

**Critical Root Cause:** RC: Staff report increased awareness of strategies for supporting ML students with academic vocabulary; however, a need remains for more consistent application and focus to achieve full implementation that positively impacts ML students' achievement outcomes with focus on ELD standards and DOK levels.

# Adult Learning Culture

## Adult Learning Culture Areas of Strength

### Areas of Strengths:

FFMS is committed to fostering a collaborative and growth-oriented adult learning culture that directly impacts student success. The school's 2024–2025 goal was for at least 85% of teachers participating in Professional Learning opportunities to demonstrate an increase of at least one point on a 5-point scale in their confidence applying newly learned instructional strategies.

This goal was achieved, with **86% of teachers reporting efficacy growth** based on pre- and post-staff survey data. Teachers participated in a robust menu of professional learning opportunities, including **Monthly ML PD, Smarter Balance New Teacher Center PD, Engagement Strategies PD, Writing by Design PD, and Ellevations PD.**

Evidence of the depth of professional growth includes **64% of teachers reporting they could effectively apply an alternative teaching strategy when the first approach did not work**, demonstrating increased instructional adaptability and responsiveness to student needs. In addition, the **majority of staff integrated weekly academic vocabulary PD content** into their classroom instruction, strengthening Tier I supports and providing consistent language development opportunities for all students.

These results highlight that FFMS's investment in varied, targeted, and ongoing professional learning—combined with intentional follow-up and classroom application—has cultivated a professional culture where educators are more confident, flexible, and skillful in meeting the diverse needs of their learners.

## Adult Learning Culture Areas for Growth

### Areas of Growth

#### Areas for Growth – Adult Learning Culture

Building on the strong foundation of professional collaboration and instructional growth established in 2024–2025, FFMS will continue to refine and deepen its adult learning culture to maximize student achievement. While last year's data reflects notable gains in teacher efficacy and adaptability, we recognize the need for more targeted alignment between our professional learning goals and measurable outcomes for instructional practice.

For 2025–2026, FFMS will implement a **pre- and post-survey system** directly tied to our specific professional learning priorities. This will allow us to measure shifts in shared beliefs and instructional behaviors around key focus areas:

- **Success Criteria & Rigor** – All staff will build a collective belief in the value of clearly communicated success criteria for student learning, ensuring rigorous expectations are consistently upheld across classrooms.
- **Purposeful PLC+ Work** – Teams will strengthen their understanding that PLC+ collaboration can directly shape daily instruction, guiding intentional lesson design and responsive teaching.
- **Daily Checks for Understanding** – All staff will incorporate meaningful checks for understanding in both math and ELA, using results to adjust

instruction in real time.

- **Student Engagement vs. Compliance** – All staff who directly instruct students will develop a shared understanding of the **85% engagement expectation** throughout the school day, emphasizing authentic learning engagement rather than passive compliance.
- **Academic Vocabulary at High DOK Levels** – Teachers will consistently provide opportunities for all students, especially multilingual learners, to read, write, speak, and listen to academic vocabulary daily, ensuring these tasks occur at a rigorous Depth of Knowledge level.

By aligning professional learning with these targeted growth areas—and holding ourselves collectively accountable through data from pre/post surveys, PLC+ reflection, and classroom observation—FFMS will continue to evolve as a school where adult learning directly and measurably impacts student learning outcomes.

FFMS staff will demonstrate an increase of shared beliefs of teacher impact on student learning in the areas of professional collaboration, intentional instructional planning with daily plans, checks for understanding, student engagement practices, ML instructional practices, academic vocabulary and student success criteria as measured by a pre-post staff survey taken in the fall and spring.

#### Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Lack of teacher knowledge around best practices for ML learning and Access areas	FFMS will provide direct PD to support staff learning around ML best practices and Access areas
Foster/Homeless	Lack of understanding of trauma based approaches often experienced by these students	FFMS will provide training on trauma based approaches to all staff using the Boys town Model.
Free and Reduced Lunch	Lack of resources for students	Teachers will have access to current resource list to share with parents.
Migrant/Title1-C Eligible	NA	NA
Racial/Ethnic Minorities	Lack of connectedness to students	Staff will utilize the Boys Town Model to engage in positive student relationships

Student Group	Challenge	Solution
Students with IEPs	Lack of shared vision for success criteria for students on IEPs	PD around scaffolding and supports for students on IEPs to better engage in classroom learnin

### Problem Statements Identifying Adult Learning Culture Needs

**Problem Statement 1 (Prioritized):** On pre survey results 50% of FFMS staff responded they were in the developing phase of applying the professional learning focused, intentional instructional planning with daily plans, daily checks for understanding, student engagement practices, ML instructional practices, academic vocabulary best practices and student success criteria as measured by a pre-post staff survey taken in the fall and spring.

**Critical Root Cause:** Cause: Staff report the need for additional direct PD and PLC time around these initiatives

**Problem Statement 2 (Prioritized):** Staff indicate a need for a shared understanding of expectations around the areas of practices identified above.

**Critical Root Cause:** Staff report an uncertainty and need for additional professional learning with specific focus on curriculum material implementation, intentional instructional planning with daily plans, checks for understanding, student engagement practices, ML instructional practices, academic vocabulary and student success criteria and DOK levels.

# Connectedness

## Connectedness Areas of Strength

### Connectedness Areas of Strength:

During the 2024–2025 school year, French Ford Middle School placed a strong emphasis on fostering meaningful connections between school, families, and the broader community. Through a variety of engaging family events—including Back to School Night, ML Parent Night, Night at the Museum, the Science Expo Fair, and Literacy Night—FFMS created welcoming spaces where families could actively participate in their students' educational experiences.

Each event drew more than 300 parents, guardians, and family members, reflecting a high level of community investment in our school. These gatherings not only celebrated student learning and achievement but also strengthened the partnership between home and school, allowing families to see firsthand the instructional strategies, student projects, and collaborative efforts that drive success at FFMS.

The strong turnout and positive feedback from these events demonstrate that our families value opportunities to engage with their children's education and connect with our staff. Moving forward, FFMS will continue to build on this momentum, expanding event offerings and deepening family-school relationships to ensure every student feels supported, valued, and connected.

## Connectedness Areas for Growth

### Areas for Growth – Connectedness

While FFMS experienced strong family turnout and engagement during the 2024–2025 school year, we recognize the opportunity to make our connectedness efforts more intentional, inclusive, and impactful. Despite over 300 attendees at each major family engagement event, recent survey data indicates that only **14% of families feel genuinely engaged** in our school community. This highlights a critical area for growth: while families are attending events, they may not yet feel meaningfully involved or connected to the broader school experience.

For 2025–2026, our goal is to shift from one-time event participation to deeper, ongoing engagement. We will focus on increasing **two-way communication**, providing more opportunities for families to contribute their voices in decision-making, and ensuring all families feel valued as partners in student learning.

To achieve this, we will:

- Expand the variety and timing of family events to reach families with different schedules and needs, including virtual and hybrid options.
- Strengthen multilingual outreach and personalized invitations to encourage participation from underrepresented families.
- Integrate interactive, learning-focused components into each event so families leave with actionable strategies to support learning at home, particularly in literacy, STEM, and academic vocabulary.
- Implement feedback tools at each event to gather real-time input from families on how we can improve our school-home partnership.

By intentionally addressing these areas, FFMS will build a more inclusive, two-way relationship with families—one in which all parents and caregivers feel welcomed, heard, and empowered to actively contribute to their child's academic success.

**Connectedness Equity Resource Supports**

Student Group	Challenge	Solution
<p><b>English Learners</b></p>	<ul style="list-style-type: none"> <li>• Language Barriers</li> <li>• Cultural Differences</li> <li>• Work Schedule</li> <li>• Limited Two-way communication</li> </ul>	<p><b>Increase Language Access</b>            Ensure all school communications (flyers, newsletters, phone calls, etc.) are translated into families' home languages. Provide interpreters at all major school events and offer multilingual signage to create a more welcoming environment.</p> <p><b>Understanding the ML Program</b>            Offer two conferences with ML paraprofessionals to go over the most recent data. Have a night that explains how students qualify for ML services, what instruction and support they receive, and how families can monitor progress and advocate for their child.</p> <p>To promote meaningful engagement and ensure all families have a voice, we are enhancing our two-way communication practices. One key strategy is offering surveys in both English and Spanish to gather feedback from families about their experiences, needs, and suggestions. Surveys will be accessible through QR codes shared via flyers, emails, and at school events, making it easy for families to participate using their phones.</p>

Student Group	Challenge	Solution
<p><b>Foster/Homeless</b></p>	<p><b>Frequent Moves and School Transitions:</b> Students may change placements or living arrangements frequently, disrupting routines and making consistent attendance difficult.</p> <p><b>Lack of Basic Needs:</b> Insecure access to food, clothing, hygiene items, or a safe place to sleep can lead to physical and emotional exhaustion, making it harder to attend school regularly.</p>	<p><b>Implement a check-in/check-out system</b> with trusted adults for students with repeated absences, creating accountability and connection.</p> <p><b>Engage families early</b> with translated communication, home visits, and support from family liaisons to build trust and identify needs.</p> <p>Use multiple communication methods—including phone calls, text messages, and paper flyers—to ensure families receive timely and accessible information. Assign staff to conduct outreach and build personal relationships with families who may be less likely to engage.</p> <p><b>Connect Families with Resources</b> Partner with local organizations to provide access to resources such as food, clothing, housing assistance, and mental health services. Host a resource fair or maintain a resource hub in the school office.</p>

Student Group	Challenge	Solution
<p><b>Free and Reduced Lunch</b></p>	<p><b>Limited Access to Resources</b> Some families may lack reliable transportation, internet access, or flexible work schedules, making it difficult to attend conferences, school events, or access digital communication platforms.</p> <p><b>Economic Stressors</b> Families facing financial hardship may prioritize basic needs like housing, employment, and childcare, leaving limited time, energy, or resources to engage in school events or activities.</p>	<p><b>Implement a check-in/check-out system</b> with trusted adults for students with repeated absences, creating accountability and connection.</p> <p><b>Engage families early</b> with translated communication, home visits, and support from family liaisons to build trust and identify needs.</p> <p>Use multiple communication methods—including phone calls, text messages, and paper flyers—to ensure families receive timely and accessible information. Assign staff to conduct outreach and build personal relationships with families who may be less likely to engage.</p> <p><b>Connect Families with Resources</b> Partner with local organizations to provide access to resources such as food, clothing, housing assistance, and mental health services. Host a resource fair or maintain a resource hub in the school office.</p>
<p><b>Migrant/Title1-C Eligible</b></p>	<p>NA</p>	<p>NA</p>
<p><b>Racial/Ethnic Minorities</b></p>	<p><b>Lack of Trust or Fear of Institutional Systems</b> Some families may be hesitant to engage with schools due to previous negative experiences or concerns related to immigration status, which can create a barrier to open, trusting relationships with school staff</p>	<p><b>Build Trust and Address Concerns</b> Create safe spaces for families to share their concerns confidentially and provide reassurance about the school’s commitment to privacy and support, especially regarding immigration-related fears</p>

Student Group	Challenge	Solution
<p><b>Students with IEPs</b></p>	<p><b>Communication Barriers</b> Families sometimes experience inconsistent or unclear communication from school staff regarding IEP meetings, progress updates, or accommodations, leading to feelings of frustration or exclusion.</p> <p><b>Complexity of Special Education Processes</b> The legal and procedural aspects of IEP development and implementation can be confusing and overwhelming, making it difficult for families to fully understand their child's rights, goals, and services.</p> <p>Families of students with IEPs often emphasize what their child cannot do, rather than highlighting their strengths and progress. This deficit-focused perspective can leave families feeling discouraged and disconnected from the school community. It may also limit opportunities to build on students' abilities and successes, which are essential for fostering confidence and motivation</p>	<p><b>Collaborative Goal Setting</b> Involve families in setting meaningful, achievable goals that build on their child's strengths, making them active partners in the planning process.</p> <p><b>Regular and Clear Communication</b> Establish consistent, two-way communication channels that allow families to ask questions, provide feedback, and share their insights about their child's abilities and interests.</p> <p><b>Build Stronger Partnerships</b> Student involvement fosters a collaborative atmosphere between students, families, and educators, encouraging shared responsibility for success.</p>

### Problem Statements Identifying Connectedness Needs

**Problem Statement 1 (Prioritized):** Surveys are administered twice annually--once at the beginning and once at the end of the school year--and families often do not directly associate these surveys with the family engagement events held throughout the year. As a result, despite strong event attendance, survey responses may not fully reflect the positive experiences or sense of connection fostered during those events. This timing and separation between events and survey administration may contribute to the perception gap between attendance and feelings of connectedness

**Critical Root Cause:** The root cause of the disconnect between high family engagement event attendance and low feelings of connectedness in survey responses is that the surveys are administered independently of these events and at times when families do not directly associate their responses with their event experiences. Additionally, the nature of the events may focus more on participation rather than fostering deep, meaningful relationships and ongoing communication, limiting families' sense of true connection to the school community.

**Problem Statement 2 (Prioritized):** While we host great family engagement events with strong participation, we need to develop strategies that connect families to our school on a daily basis. Our goal is to create a school environment where families consistently feel a sense of belonging and are aware of the many amazing things happening every day, fostering deeper, ongoing relationships beyond occasional even

**Critical Root Cause:** The root cause of families feeling disconnected outside of engagement events is a lack of consistent, ongoing communication and interaction that keeps families informed and involved in daily school life. Current efforts focus heavily on isolated events, without sufficient structures or channels that promote everyday connection, belonging, and awareness of student achievements and school activities.

**Problem Statement 3:** We need to find effective ways to tell the story of French Ford Middle School and empower teachers to share the stories of their classrooms, highlighting the amazing learning experiences and successes happening daily. This will help strengthen our school community's connection and showcase the positive impact of our work.

**Critical Root Cause:** The root cause of limited storytelling about French Ford Middle School and classroom successes is the absence of structured platforms and consistent communication channels that enable teachers and staff to share their daily achievements and student learning stories effectively with families and the broader community.

# Priority Problem Statements

**Problem Statement 1:** Problem Statement 1: Overall math proficiency is low and is necessary for student achievement, success, and SEL as math knowledge builds upon previous understanding. The following SBAC data supports the problem identification exposing a minimal growth in overall 5th and 6th grade math proficiency (22-23=30.20% and 23-24=23.46% and 24-25=24.22% this is a +0.76%).

**Critical Root Cause 1:** Critical Root Cause: In Math, FFMS lacked a data driven structured intervention system to offer remediation/enrichment opportunities for students with learning gaps using small targeted skill-based group instruction daily.

**Problem Statement 1 Areas:** Student Success

**Problem Statement 2:** PS: 3: Overall ELA proficiency is low and is necessary for student achievement, success, and SEL as ELA knowledge builds upon previous understanding. The following SBAC data supports the problem identification, exposing a minimal positive trend in proficiency of 3.41% (22-23=33.56% and 23-24=28.27%, 24025=31.88% this is a +3.41% upward trend).

**Critical Root Cause 2:** RC: In ELA, FFMS lacked a data driven structured intervention system to offer remediation/enrichment opportunities for students with learning gaps using small targeted skill-based group instruction daily.

**Problem Statement 2 Areas:** Student Success

**Problem Statement 3:** PS:3: On pre survey results 60% of FFMS staff responded they were in the developing phase of applying the professional learning focused on academic vocabulary from IES recommendation #1. On the post survey results 82% of FFMS staff responded they were in the developing phase of applying the professional learning focused on academic vocabulary from IEP recommendation #1.

**Critical Root Cause 3:** RC: Staff report increased awareness of strategies for supporting ML students with academic vocabulary; however, a need remains for more consistent application and focus to achieve full implementation that positively impacts ML students' achievement outcomes with focus on ELD standards and DOK levels.

**Problem Statement 3 Areas:** Student Success

**Problem Statement 4:** Staff indicate a need for a shared understanding of expectations around the areas of practices identified above.

**Critical Root Cause 4:** Staff report an uncertainty and need for additional professional learning with specific focus on curriculum material implementation, intentional instructional planning with daily plans, checks for understanding, student engagement practices, ML instructional practices, academic vocabulary and student success criteria and DOK levels.

**Problem Statement 4 Areas:** Adult Learning Culture

**Problem Statement 5:** On pre survey results 50% of FFMS staff responded they were in the developing phase of applying the professional learning focused, intentional instructional planning with daily plans, daily checks for understanding, student engagement practices, ML instructional practices, academic vocabulary best practices and student success criteria as measured by a pre-post staff survey taken in the fall and spring.

**Critical Root Cause 5:** Cause: Staff report the need for additional direct PD and PLC time around these initiatives

**Problem Statement 5 Areas:** Adult Learning Culture

**Problem Statement 6:** Surveys are administered twice annually--once at the beginning and once at the end of the school year--and families often do not directly associate these surveys with the family engagement events held throughout the year. As a result, despite strong event attendance, survey responses may not fully reflect the positive experiences or

sense of connection fostered during those events. This timing and separation between events and survey administration may contribute to the perception gap between attendance and feelings of connectedness

**Critical Root Cause 6:** The root cause of the disconnect between high family engagement event attendance and low feelings of connectedness in survey responses is that the surveys are administered independently of these events and at times when families do not directly associate their responses with their event experiences. Additionally, the nature of the events may focus more on participation rather than fostering deep, meaningful relationships and ongoing communication, limiting families' sense of true connection to the school community.

**Problem Statement 6 Areas:** Connectedness

**Problem Statement 7:** While we host great family engagement events with strong participation, we need to develop strategies that connect families to our school on a daily basis. Our goal is to create a school environment where families consistently feel a sense of belonging and are aware of the many amazing things happening every day, fostering deeper, ongoing relationships beyond occasional even

**Critical Root Cause 7:** The root cause of families feeling disconnected outside of engagement events is a lack of consistent, ongoing communication and interaction that keeps families informed and involved in daily school life. Current efforts focus heavily on isolated events, without sufficient structures or channels that promote everyday connection, belonging, and awareness of student achievements and school activities.

**Problem Statement 7 Areas:** Connectedness

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## **Student Success**

- Curriculum Based Measures
- End-of-Unit Assessments
- Tier I Instructional Materials Assessments
- Other
  - iReady - primary data source

## **Adult Learning Culture**

- Lesson Plans
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- Staff surveys and/or other feedback

## **Connectedness**

- Community surveys and/or other feedback
- Perception/survey data
- Volunteer opportunities, attendance, and participation

# Inquiry Areas

## **Inquiry Area 1: Student Success**

### **SMART Goal 1: ELA Goal:**

By Spring 2026, 60% of 5th graders and 60%% of 6th graders will demonstrate that they met their stretch goal as measured by the iReady Diagnostic Assessment in ELA.

### **Math Goal:**

By Spring 2026, 60% of 5th graders and 60% of 6th graders will demonstrate that they met their stretch goal as measured by the iReady Diagnostic Assessment in Math.

### **ML Goal**

By Spring 2026, 60% of ML 5th graders and 60% of ML 6th graders will demonstrate that they met their stretch goal as measured by the iReady Diagnostic Assessment in ELA & Math.

(CAP Requirement)

**Aligns with District Goal**

Improvement Strategy 1 Details				Status Checks									
<b>Improvement Strategy 1:</b> Improvement Strategy: Implement iReady-based Tier II interventions for all 5th and 6th grade students in ELA and Math, providing 70 minutes weekly per subject of small-group, targeted skills-based instruction, supported by ongoing data analysis, professional development, and ELD-aligned academic vocabulary instruction.				Status Check									
				Nov	Feb	May							
				<table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Tier II Intervention Structure Schedule 70 minutes weekly per subject (ELA &amp; Math) for Tier II small-group, targeted instruction. Group students based on iReady diagnostic and ongoing progress monitoring data. Adjust groupings regularly to align with student growth and skill needs.</td> <td>Dr. Molina &amp; Mrs. Cabatbat FFMS Certified Staff</td> <td>August 2025 - June 2026</td> </tr> </tbody> </table> <p><b>Position Responsible:</b> Administration/FFMS Certified Staff</p> <p><b>Resources Needed:</b> iReady Programming and training for the year, funding for future years</p> <p><b>Evidence Level</b>            Level 1: Strong: ESSA Evidence: Strong - Research on iReady shows significant positive effects on reading and math achievement when implemented for targeted intervention.</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1, 2</p>			Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Tier II Intervention Structure Schedule 70 minutes weekly per subject (ELA & Math) for Tier II small-group, targeted instruction. Group students based on iReady diagnostic and ongoing progress monitoring data. Adjust groupings regularly to align with student growth and skill needs.	Dr. Molina & Mrs. Cabatbat FFMS Certified Staff
Action #	Actions for Implementation	Person(s) Responsible	Timeline										
1	Tier II Intervention Structure Schedule 70 minutes weekly per subject (ELA & Math) for Tier II small-group, targeted instruction. Group students based on iReady diagnostic and ongoing progress monitoring data. Adjust groupings regularly to align with student growth and skill needs.	Dr. Molina & Mrs. Cabatbat FFMS Certified Staff	August 2025 - June 2026										

**SMART Goal 1 Problem Statements:**

Student Success
<p><b>Problem Statement 1:</b> Problem Statement 1: Overall math proficiency is low and is necessary for student achievement, success, and SEL as math knowledge builds upon previous understanding. The following SBAC data supports the problem identification exposing a minimal growth in overall 5th and 6th grade math proficiency (22-23=30.20% and 23-24=23.46% and 24-25=24.22% this is a +0.76%). <b>Critical Root Cause:</b> Critical Root Cause: In Math, FFMS lacked a data driven structured intervention system to offer remediation/enrichment opportunities for students with learning gaps using small targeted skill-based group instruction daily.</p> <p><b>Problem Statement 2:</b> PS: 3: Overall ELA proficiency is low and is necessary for student achievement, success, and SEL as ELA knowledge builds upon previous understanding. The following SBAC data supports the problem identification, exposing a minimal positive trend in proficiency of 3.41% (22-23=33.56% and 23-24=28.27%, 24-25=31.88% this is a +3.41% upward trend). <b>Critical Root Cause:</b> RC: In ELA, FFMS lacked a data driven structured intervention system to offer remediation/enrichment opportunities for students with learning gaps using small targeted skill-based group instruction daily.</p>

## Inquiry Area 2: Adult Learning Culture

**SMART Goal 1:** By May 2026, FFMS staff will demonstrate increased shared beliefs in the impact of teacher actions on student learning in the areas of professional collaboration, intentional daily instructional planning, checks for understanding, student engagement practices, multilingual learner instructional strategies, academic vocabulary instruction, and clearly communicated student success criteria. Growth will be measured by a pre- and post-staff survey administered in the fall and spring, with an expected increase in agreement ratings from baseline to end-of-year results.

**Formative Measures:** Pre-Post Survey, teacher feedback walkthrough tools, lesson plans

**Aligns with District Goal**

Improvement Strategy 1 Details				Status Checks		
<b>Improvement Strategy 1:</b> Improvement Strategy - Adult Learning Culture Strategy: Provide targeted professional development, collaborative lesson-planning support, and structured monthly feedback cycles to strengthen teacher capacity in the areas of professional collaboration, intentional daily instructional planning, checks for understanding, student engagement practices, multilingual learner (ML) instructional strategies, academic vocabulary instruction, and clearly communicated success criteria for student learning.				<b>Status Check</b>		
				<b>Nov</b>	<b>Feb</b>	<b>May</b>
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Ongoing PD (ESSA Evidence: Moderate - Level II): Deliver sustained professional learning aligned to the seven focus areas, incorporating modeling, guided practice, and reflection. Collaborative PLC+ Lesson Planning (ESSA Evidence: Strong - Level I): Dedicate time for teams to co-plan lessons embedding success criteria, academic vocabulary, and engagement strategies. Monthly Instructional Feedback Cycles (ESSA Evidence: Promising - Level III): Conduct monthly walkthroughs and coaching conversations to provide actionable next steps and track progress. Monitoring & Data Use (ESSA Evidence: Strong - Level I): Use pre-/post-staff surveys, lesson plan reviews, and student engagement data to evaluate growth and adjust supports.	Dr. Molina/ Mrs. Cabatbat/ Boys Town Model, NRPDPD, Mrs. Peterson	August 2025 - June 2026			
<b>Position Responsible:</b> Administration, Contracted partners, ML Coach <b>Resources Needed:</b> Time, PD materials, Walkthrough Tools  <b>Evidence Level</b> Level 1: Strong: Monitoring data use strong, Collaborative PLC + strong Level 2: Moderate: ESSA Evidence: Moderate - Level II) Level 3: Promising: Feedback cycles <b>Problem Statements/Critical Root Cause:</b> Adult Learning Culture 1, 2						

### SMART Goal 1 Problem Statements:

## Adult Learning Culture

**Problem Statement 1:** On pre survey results 50% of FFMS staff responded they were in the developing phase of applying the professional learning focused, intentional instructional planning with daily plans, daily checks for understanding, student engagement practices, ML instructional practices, academic vocabulary best practices and student success criteria as measured by a pre-post staff survey taken in the fall and spring. **Critical Root Cause:** Cause: Staff report the need for additional direct PD and PLC time around these initiatives

**Problem Statement 2:** Staff indicate a need for a shared understanding of expectations around the areas of practices identified above. **Critical Root Cause:** Staff report an uncertainty and need for additional professional learning with specific focus on curriculum material implementation, intentional instructional planning with daily plans, checks for understanding, student engagement practices, ML instructional practices, academic vocabulary and student success criteria and DOK levels.

**Inquiry Area 3: Connectedness**

**SMART Goal 1:** SMART GOAL By the end of the 2025-2026 school year, French Ford Middle School will increase family engagement as measured by the Panorama survey from 14% to 25% & event attendance data for a target of 50% of families for each event.

**Formative Measures:** Panorama Survey, Surveys after each event & Event Attendance Data

**Aligns with District Goal**

Improvement Strategy 1 Details	Status Checks		
<p><b>Improvement Strategy 1:</b> Improvement Strategy - Family Engagement &amp; Connectedness</p> <p>Strategy: Strengthen two-way communication, increase visibility into daily school life, center student voice, and use real-time feedback to create deeper, more meaningful partnerships between FFMS families and the school community.</p> <p>What Students Will Gain:</p> <p>A stronger sense of belonging as their families are more informed, involved, and celebrated in the school community.</p> <p>Increased family support for learning at home through transparent communication and visibility into daily school activities.</p> <p>Greater motivation and ownership of learning as student voice and leadership are elevated in school events and decision-making.</p> <p>More responsive school practices that reflect family input, leading to higher engagement and stronger relationships between staff, students, and families.</p>	Status Check		
	Nov	Feb	May

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	<p>Strengthen Two-Way Communication (ESSA Evidence: Moderate - Level II) Provide surveys, announcements, and event information in multiple languages via QR codes, text messaging, and printed copies. Use classroom newsletters, robo calls, class emails, and the school newsletter to share consistent updates and invite feedback. Leverage social media to extend reach and encourage ongoing dialogue. Increase Visibility into Daily School Life (ESSA Evidence: Strong - Level I) Launch a Monthly Smore Digital Newsletter featuring classroom spotlights, student celebrations, upcoming events, and teacher highlights; distribute via email, text, school website, and social media. Post Daily Social Media Updates to highlight classroom activities, student work, teacher shoutouts, and "behind-the-scenes" learning moments. Center Student Voice and Leadership (ESSA Evidence: Promising - Level III) Implement Student-Led IEPs and student-led conferences to foster deeper, more personalized conversations between families and educators. Engage students in planning and presenting at school events to promote pride and increase family participation. Measure and Respond to Feedback (ESSA Evidence: Promising - Level III) Administer short, event-specific surveys (2-3 questions) after each family engagement event to collect immediate feedback. Use QR codes and printed copies to make surveys accessible to all families. Review Panorama Family Engagement Data mid-year to identify trends, adjust strategies, and target outreach in underrepresented groups.</p>	<p>Dr. Molina/ Mrs. Cabatbat, FFMS Staff, FFMS students, FFMS families</p>	<p>August 2025-2026</p>

**Position Responsible:** Administration, staff, students & families

**Resources Needed:** Technology, time, surveys

**Evidence Level**

Level 1: Strong: Increase Visibility into Daily School Life

Level 2: Moderate: Strengthen Two-Way Communication

Level 3: Promising: Center Student Voice and Leadership, Measure and Respond to Feedback

**Problem Statements/Critical Root Cause:** Connectedness 1, 2

No review	No review	No review
-----------	-----------	-----------

**SMART Goal 1 Problem Statements:**

## Connectedness

**Problem Statement 1:** Surveys are administered twice annually--once at the beginning and once at the end of the school year--and families often do not directly associate these surveys with the family engagement events held throughout the year. As a result, despite strong event attendance, survey responses may not fully reflect the positive experiences or sense of connection fostered during those events. This timing and separation between events and survey administration may contribute to the perception gap between attendance and feelings of connectedness. **Critical Root Cause:** The root cause of the disconnect between high family engagement event attendance and low feelings of connectedness in survey responses is that the surveys are administered independently of these events and at times when families do not directly associate their responses with their event experiences. Additionally, the nature of the events may focus more on participation rather than fostering deep, meaningful relationships and ongoing communication, limiting families' sense of true connection to the school community.

**Problem Statement 2:** While we host great family engagement events with strong participation, we need to develop strategies that connect families to our school on a daily basis. Our goal is to create a school environment where families consistently feel a sense of belonging and are aware of the many amazing things happening every day, fostering deeper, ongoing relationships beyond occasional even. **Critical Root Cause:** The root cause of families feeling disconnected outside of engagement events is a lack of consistent, ongoing communication and interaction that keeps families informed and involved in daily school life. Current efforts focus heavily on isolated events, without sufficient structures or channels that promote everyday connection, belonging, and awareness of student achievements and school activities.