

Humboldt County School District

French Ford Middle School

2024-2025 School Performance Plan

Classification: 1 Star School

Distinction Designations:

Title I
ATSI



Mission Statement

Each student will discover a joy of learning while being held to high academic expectations, working to persevere through challenges and participating in community building to achieve Falcon Success.

Vision

Teamwork makes the Dreamwork

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Comprehensive Needs Assessment

Student Success

Student Success Summary

FFMS dropped from a two star school to a one star based on 23-24 data. The data revealed both low Math and ELA proficiency for both 5th and 6th grade, as well as, low growth. The data listed below are the percentages of students that were proficient on the SBAC assessments.

Math Areas for Growth	ELA Areas for Growth	ML Areas for Growth
<ul style="list-style-type: none"> • 5th-6th Meeting Math AGP 3 year trend shows a +2.98% increase • Math 1 year trend (23-24) 23.46% proficiency (-6.74% downward trend) 	<ul style="list-style-type: none"> • 5th-6th Meeting ELA AGP 3 year trend shows a +5.84% increase • 41% of 5th-6th grade students are meeting their fall to spring growth projections on NWEA MAP in Reading on NWEA MAP in Reading • ELA 1 year trend (23-24) 28.27% proficient (-5.09% downward trend) 	<ul style="list-style-type: none"> • 0% of ML students were proficiency on the Math and ELA SBAC • NWEA MAP scores indicate low growth for ML students in both Math and ELA spring to spring comparisons • 6% of 5th-6th ML students exited on the Access assessment • 24.25% of 5th-6th ML students met the AGP (1/2 pt growth) on the Access assessment • Identified as AB 219 CAP (22-23, 23,-24 and 24-25)

Student Success Strengths

When students have an opportunity for intervention differentiated to their instructional levels, students demonstrate growth. A positive trend was observed last year when students were reassessed on specific standards. Teachers utilized this data to continue to provide students with targeted intervention throughout the year.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): 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 downward trend in proficiency (22-23=30.20% and 23-24=23.46% this is a -6.74%).

Critical Root Cause: In Math, FFMS lacked a data driven structured intervention system to offer remediation/enrichment opportunities for students with learning gaps.

Problem Statement 2 (Prioritized): 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 downward trend in proficiency (22-23=30.20% and 23-24=23.46% this is a -6.74%).

Critical Root Cause: Low math scores may stem from gaps in alignment between curriculum materials and instructional strategies, along with inconsistencies in Tier I instruction across classrooms, making it challenging to deliver key concepts and skills effectively.

Problem Statement 3 (Prioritized): 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 downward trend in proficiency (22-23=33.56% and 23-24=28.27% this is a -5.09%).

downward trend). **Critical Root Cause:** In ELA, FFMS lacked a data driven structured intervention system to offer remediation/enrichment opportunities for students with learning gaps.

Problem Statement 4 (Prioritized): 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 downward trend in proficiency (22-23=33.56% and 23-24=28.27% this is a -5.09% downward trend). **Critical Root Cause:** ELA tier I instruction identifies a problem of over scaffolding for students and not allowing for productive struggle in reading the text on their own.

Problem Statement 5 (Prioritized): There is no ongoing assessment data to measure students writing abilities other than on the SBAC Performance Tasks. **Critical Root Cause:** FFMS ELA staff has determined there is insufficient opportunities for daily writing within the district adopted curriculum materials in all genre areas assessed on the SBAC.

Problem Statement 6 (Prioritized): FFMS has 0% of ML students demonstrating proficiency on the Math and ELA SBAC assessments **Critical Root Cause:** Lack of consistent implementation of strategies across classrooms. Lack of knowledge of recommended ESSA based strategies by staff.

Adult Learning Culture

Adult Learning Culture Summary

The Adult Learning at FFMS Middle School focused on supporting ML students during 23-24. The data collected from teacher surveys in a pre/post reveals that the majority of staff are still in the "developing" range which indicates that a continued focus is necessary (see data chart below). In addition, a needs assessment was conducted with staff members and additional topics were requested to support professional learning. The topics included Smarter Balanced Interims, best practices writing instruction to increase volume of writing, math training with new curriculum adoption and administrators wanted increased support through a mentoring partnership that would support leadership development and a specific emphasis on coaching conversations with teacher feedback.

Below is the data that was collected during the 23-24 school year during the NNRPDP partnership learning focused on supporting ML students.

	Novice	Developing	Proficient
Pre survey (Fall/October 2023)	20%	60%	20%
Post survey (Spring/May 2024)	13%	82%	5%

Adult Learning Culture Strengths

During the 2023-2024 school year, French Ford Middle School (FFMS) concentrated its professional learning efforts on building a comprehensive school-wide framework to support multilingual (ML) students, working in partnership with the Northeastern Nevada Regional Professional Development Program (NNRPDP). This district-initiated project stemmed from a needs assessment that highlighted a significant gap: the absence of cohesive, systematic support for ML students across schools.

The primary objective in this first year was to drive systemic instructional change, enabling instructional leaders to collaboratively lead with resources that enhance outcomes for both educators and ML students. This initiative supports building leaders at FFMS by blending new knowledge acquisition with immediate, hands-on implementation in their schools, reinforcing their capacity to effectively support multilingual learners.

To achieve sustainable instructional change, our leaders rely on educators, coaches, and paraprofessionals to create structured learning environments that drive ML student success. The project invests in their growth through evidence-based practices, equipping them to apply this new knowledge to their specific roles and contexts. This approach aligns with the Institute of Education Sciences' four research-based recommendations (2014).

Additionally, as FFMS was identified as a Corrective Action Plan School for 2023-2024, the team worked collaboratively to leverage monthly training from NNRPDP, focusing on strategies to develop academic vocabulary among ML students. This targeted approach aimed to directly address key areas for improvement, strengthening language acquisition and academic progress among ML learners at FFMS.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): 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:** 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.

Problem Statement 2 (Prioritized): Staff indicate a need for additional training on the following topics Smarter Balanced Interims and tools to support instruction and practice that benefit the Summative Assessment. There appears to be a lack of volume of writing included in the current adopted curriculum. Lastly, with the implementation of new math curriculum staff need formal training. **Critical Root Cause:** Staff report an uncertainty and need for additional professional learning with specific focus on curriculum material implementation, assessment alignment and DOK levels.

Connectedness

Connectedness Summary

Building on our success in reducing chronic absenteeism from 32% to 24%, FFMS will continue to deepen its collaboration with Communities in Schools, expanding resources to support families facing barriers to regular attendance. We aim to implement more individualized attendance plans for students who need extra support, including mentorship and enhanced family outreach. To maintain motivation, we plan to increase the frequency and variety of schoolwide and classroom attendance celebrations. Additionally, regular data reviews will allow us to quickly identify attendance trends and implement timely interventions, with a goal of lowering our chronic absenteeism rate below 20% next year.

Connectedness Strengths

This year, our school achieved a reduction in chronic absenteeism thanks to a collaborative partnership with Communities in Schools, which brought valuable resources and targeted support to our students and families. Schoolwide attendance celebrations, classroom-based incentives, and individual recognition for improved attendance helped to reinforce the importance of consistent school attendance. Our interventions ranged from personalized outreach to students with high absenteeism rates to daily check-ins and rewards, fostering a culture that values attendance as essential for academic success. Together, these efforts have positively impacted our attendance rates and strengthened our school community. FFMS chronic absenteeism rate went from 32% to 24% with these targeted efforts.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Overall School chronic absenteeism is high at 24% for the 2023-2024 school year. Students who have issues with attendance have a negative effect on academics and testing. **Critical Root Cause:** Lack of communication of Nevada Attendance laws for K-6 students between the school, students, and families Lack of communication of the definition of chronically absent and how it is calculated (excused absences and unexcused absences both count)

Priority Problem Statements

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 downward trend in proficiency (22-23=30.20% and 23-24=23.46% this is a -6.74%).

Critical Root Cause 1: Low math scores may stem from gaps in alignment between curriculum materials and instructional strategies, along with inconsistencies in Tier I instruction across classrooms, making it challenging to deliver key concepts and skills effectively.

Problem Statement 1 Areas: Student Success

Problem Statement 2: 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 downward trend in proficiency (22-23=30.20% and 23-24=23.46% this is a -6.74%).

Critical Root Cause 2: In Math, FFMS lacked a data driven structured intervention system to offer remediation/enrichment opportunities for students with learning gaps.

Problem Statement 2 Areas: Student Success

Problem Statement 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 downward trend in proficiency (22-23=33.56% and 23-24=28.27% this is a -5.09% downward trend).

Critical Root Cause 3: In ELA, FFMS lacked a data driven structured intervention system to offer remediation/enrichment opportunities for students with learning gaps.

Problem Statement 3 Areas: Student Success

Problem Statement 4: 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 downward trend in proficiency (22-23=33.56% and 23-24=28.27% this is a -5.09% downward trend).

Critical Root Cause 4: ELA tier I instruction identifies a problem of over scaffolding for students and not allowing for productive struggle in reading the text on their own.

Problem Statement 4 Areas: Student Success

Problem Statement 5: There is no ongoing assessment data to measure students writing abilities other than on the SBAC Performance Tasks.

Critical Root Cause 5: FFMS ELA staff has determined there is insufficient opportunities for daily writing within the district adopted curriculum materials in all genre areas assessed on the SBAC.

Problem Statement 5 Areas: Student Success

Problem Statement 6: FFMS has 0% of ML students demonstrating proficiency on the Math and ELA SBAC assessments

Critical Root Cause 6: Lack of consistent implementation of strategies across classrooms. Lack of knowledge of recommended ESSA based strategies by staff.

Problem Statement 6 Areas: Student Success

Problem Statement 7: Staff indicate a need for additional training on the following topics Smarter Balanced Interims and tools to support instruction and practice that benefit the Summative Assessment. There appears to be a lack of volume of writing included in the current adopted curriculum. Lastly, with the implementation of new math curriculum staff

need formal training.

Critical Root Cause 7: Staff report an uncertainty and need for additional professional learning with specific focus on curriculum material implementation, assessment alignment and DOK levels.

Problem Statement 7 Areas: Adult Learning Culture

Problem Statement 8: 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 8: 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.

Problem Statement 8 Areas: Adult Learning Culture

Problem Statement 9: Overall School chronic absenteeism is high at 24% for the 2023-2024 school year. Students who have issues with attendance have a negative effect on academics and testing.

Critical Root Cause 9: Lack of communication of Nevada Attendance laws for K-6 students between the school, students, and families Lack of communication of the definition of chronically absent and how it is calculated (excused absences and unexcused absences both count)

Problem Statement 9 Areas: Connectedness

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

Accountability Data

- Comprehensive, Targeted, and/or Additional Targeted Support data

Student Data: Assessments

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

Student Data: Student Groups

- Special programs
- Economically disadvantaged
- Special education
- At-risk
- EL
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI)

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data

Parent/Family/Community Data

- Parent/family engagement, opportunities, attendance, and participation

Support Systems and Other Data





- Organizational structure data
- Master schedule
- Communications data

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	Reviews			
<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</p> <p>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.</p> <p>c. Reteach and Reassess: Each grade level math team will develop a reteach plan that include a reassessment.</p> <p>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</p> <p>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</p> <p>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.</p> <p>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</p> <p>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</p> <p>- Evidence Level: Strong, Has Rationale</p> <p>Problem Statements/Critical Root Causes: Student Success 1, 2</p> <p>Resources and Funding Needed: Rocket Math - Title I School Site - \$2,500, HCSD Math Lead 6th - District Funds - \$1,500</p>	Status Check			EOY Reflection
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Annual Performance Objective 1 Problem Statements:

Student Success

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 downward trend in proficiency (22-23=30.20% and 23-24=23.46% this is a -6.74%). **Critical Root Cause:** In Math, FFMS lacked a data driven structured intervention system to offer remediation/enrichment opportunities for students with learning gaps.

Problem Statement 2: 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 downward trend in proficiency (22-23=30.20% and 23-24=23.46% this is a -6.74%). **Critical Root Cause:** Low math scores may stem from gaps in alignment between curriculum materials and instructional strategies, along with inconsistencies in Tier I instruction across classrooms, making it challenging to deliver key concepts and skills effectively.


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	Reviews			
<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> <p>Resources and Funding Needed: Paraprofessional for Just Words Instruction - Title I School Site - \$49,453, Web Based Reading Resources - Title I School Site - \$11,002, Writing by Design - Title I School Site - \$6,640, Supplemental Reading Materials - Title I School Site - \$2,375</p>	Status Check			EOY Reflection
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Annual Performance Objective 2 Problem Statements:

Student Success

Problem Statement 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 downward trend in proficiency (22-23=33.56% and 23-24=28.27% this is a -5.09% downward trend). **Critical**

Root Cause: In ELA, FFMS lacked a data driven structured intervention system to offer remediation/enrichment opportunities for students with learning gaps.

Problem Statement 4: 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 downward trend in proficiency (22-23=33.56% and 23-24=28.27% this is a -5.09% downward trend). **Critical**

Root Cause: ELA tier I instruction identifies a problem of over scaffolding for students and not allowing for productive struggle in reading the text on their own.

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, NNRDPD survey data

Improvement Strategy 1 Details	Reviews			
<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> <p>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.</p> <p>a. Choose a brief, engaging piece of informational text that includes academic vocabulary as a plat-form for intensive academic vocabulary instruction.</p> <p>b. Choose a small set of academic vocabulary for in-depth instruction.</p> <p>c. Teach academic vocabulary in depth using multiple modalities (writing, speaking, listening).</p> <p>d. Teach word-learning strategies to help students independently figure out the meaning of words.</p> <p>Tier II (ML Small Group Instruction)</p> <p>2. Implement in all core subjects recommendation #4 : Provide small-group instructional intervention to students struggling in areas of literacy and English language development.</p> <p>a. Use available assessment information to identify students who demonstrate persistent struggles with aspects of language and literacy development.</p> <p>b. Design the content of small-group instruction to target students' identified needs.</p> <p>c. Provide additional instruction in small groups consisting of three to five students to students struggling with language and literacy.</p> <p>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.</p> <p>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> <p>Personnel</p> <p>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> <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/english_learners_pg_040114.pdf</p>	Status Check			EOY Reflection
	Nov	Jan	Mar	June

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

Resources and Funding Needed: Translator Pens - Title I School Site - \$420, Instructional Strategies Books - District Funds - \$250, FFMS ML Site Coach - Title III - \$2,000

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 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Annual Performance Objective 3 Problem Statements:

Student Success
Problem Statement 6: FFMS has 0% of ML students demonstrating proficiency on the Math and ELA SBAC assessments Critical Root Cause: Lack of consistent implementation of strategies across classrooms. Lack of knowledge of recommended ESSA based strategies by staff.

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	Reviews			
<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 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> <p>New Teacher Center Project with Smarter Balance 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> <p>Mentoring and Coaching Conversations 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> <p>Writing by Design 1. Basic Structure of Materials and Digital Platform (10/9/24) 2. Lesson Design based on student data (11/7/2024)</p> <p>SAVVAS Math Training 1. Basic Introduction (August 2024) 2. Lesson Design (October 2024) Formative Measures: After each PD opportunity staff will be given a survey to measure learning pre/post by each training Position Responsible: FFMS Staff and Administrators Student Groups This Strategy Targets: EL - Evidence Level: Strong, Moderate Problem Statements/Critical Root Causes: Adult Learning Culture 1, 2 Resources and Funding Needed: EPI LLC - District Funds - \$4,750</p>	Status Check			EOY Reflection
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: 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:** 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.


Problem Statement 2: Staff indicate a need for additional training on the following topics Smarter Balanced Interims and tools to support instruction and practice that benefit the Summative Assessment. There appears to be a lack of volume of writing included in the current adopted curriculum. Lastly, with the implementation of new math curriculum staff need formal training. **Critical Root Cause:** Staff report an uncertainty and need for additional professional learning with specific focus on curriculum material implementation, assessment alignment and DOK levels.

Goal 3: Connectedness


Annual Performance Objective 1: By the end of the 2024-205 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	Reviews			
<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>Resources and Funding Needed: CIS Partnership Cost Shared - Full Service Communities in Schools Grant - \$32,500, PBIS Rewards - District Funds - \$5,000</p>	Status Check			EOY Reflection
	Nov	Jan	Mar	June
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 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Annual Performance Objective 1 Problem Statements:

Connectedness

Problem Statement 1: Overall School chronic absenteeism is high at 24% for the 2023-2024 school year. Students who have issues with attendance have a negative effect on academics and testing. **Critical Root Cause:** Lack of communication of Nevada Attendance laws for K-6 students between the school, students, and families Lack of communication of the definition of chronically absent and how it is calculated (excused absences and unexcused absences both count)

Campus Instructional Leadership Team

Team Role	Name	Position
Community	Haylee Harjes	CIS
Assistant Principal	Chelsea Cabatbat	Assistant Principal
Student	Ki Cabatbat	student
Parent	Melissa Betes	Parent
Community in Schools	Morgan Pavao	CIS
Administrator	Leslie Molina	Building Principal
Classroom Teacher	Lelsie Enochson	GT Teacher/ELA Teacher
Classroom Teacher	Joleen Nielson	Math Teacher
School Counselor	Jenica Hawley	Counselor
Classroom Teacher	Jamie Peterson	ELA Teacher/PLC Lead/ML Coach/MTSS Coach
Paraprofessional	Elizabeth Petersen	Paraprofessional
Classroom Teacher	Brenna Dockter	GT Teacher/Math Teacher

School Funding Summary

Title I School Site					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	Rocket Math		\$2,500.00
1	2	1	Paraprofessional for Just Words Instruction		\$49,453.00
1	2	1	Supplemental Reading Materials		\$2,375.00
1	2	1	Writing by Design		\$6,640.00
1	2	1	Web Based Reading Resources		\$11,002.00
1	3	1	Translator Pens		\$420.00
Sub-Total					\$72,390.00
Budgeted Fund Source Amount					\$60,456.00
+/- Difference					-\$11,934.00
ESSER III					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
District Funds					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	HCSD Math Lead 6th		\$1,500.00
1	3	1	Instructional Strategies Books		\$250.00
2	1	1	EPI LLC		\$4,750.00
3	1	1	PBIS Rewards		\$5,000.00
Sub-Total					\$11,500.00
Budgeted Fund Source Amount					\$1,500.00
+/- Difference					-\$10,000.00

Title III					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
1	3	1	FFMS ML Site Coach		\$2,000.00
Sub-Total					\$2,000.00
Budgeted Fund Source Amount					\$2,000.00
+/- Difference					\$0.00
Full Service Communities in Schools Grant					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
3	1	1	CIS Partnership Cost Shared		\$32,500.00
Sub-Total					\$32,500.00
Budgeted Fund Source Amount					\$120,000.00
+/- Difference					\$87,500.00
Grand Total Budgeted					\$183,956.00
Grand Total Spent					\$118,390.00
+/- Difference					\$65,566.00