

# Humboldt County School District

## French Ford Middle School

### 2023-2024 Formative Reviews with Notes



# Mission Statement

As a community, we will instill in every child a vision to graduate, providing a comprehensive, safe, challenging, and effective learning environment that prepares students to be career and college ready.

## Vision

Every child will graduate: beginning with Kindergarten, each will be prepared and confident to succeed.

## Demographics & Performance Information

### Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at [\(Add a link to the school's School Rating Report.\)](#)

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# Inquiry Areas



## Inquiry Area 1: Student Success

**School Goal 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

**Summative Evaluation:** Significant progress made toward meeting School Goal

**Next Year's Recommendation:** Continue this goal for SY 24-25 with modifications to the TLC expectations and supporting students who need acceleration

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Teaching and Learning Cycle (ANET data driven process)</p> <p><b>Action Step's Expected Result/Impact:</b> 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</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 20px;">  <div style="margin-left: 10px;"> <p><b>Nov</b></p> <p style="text-align: center;"><b>November Lessons Learned</b></p> <p>The Teaching and Learning Cycle is a data driven process that must be established before the school year starts. It is critical that the TLC calendar is set up at the beginning of the year to include assessment dates, data meeting dates, action plans with reteach dates, and a reflection meeting dates. In addition to calendaring, training was done with PLC leads and IST members to ensure all FFMS staff understood the expectations. The lesson learned is if that structure, training and accountability are not in place successful implementation of the TLC does not take place.</p> <p style="text-align: center;"><b>November Next Steps/Need</b></p> <ol style="list-style-type: none"> <li>1. Monitor TLC steps for Math Department</li> <li>2. Monitor Math common formative and interim assessments</li> <li>3. Monitor intentional planning discussions with follow up with new teachers for understanding of expectations</li> </ol> </div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p><b>Jan</b></p> <p style="text-align: center;"><b>January Lessons Learned</b></p> <p>FFMS Math Team has completed two TLC cycles with the district level interims. In addition, both 5th and 6th have incorporated mini cycles using the common formative assessments to fill gaps during units rather than waiting until the end of the nine weeks. The math</p> </div> </div> </div>

for students to fill learning gaps and progress students.

b. Targeted remediation in math for identified students in after school tutoring

ESSA Evidence: Achievement Network/ Strong Level 1 (NDE Evidence Provider List)

**Position Responsible:** Principal, Vice Principal, Dean of Students, PLC Leads

**Identify All That Apply:**

FRL, EL, IEP, Migrant, Title 1-C Eligible, Foster/Homeless, Racial/Ethnic Groups

- **Evidence Level:**

Strong

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

teams have voiced that additional instructional strategies such as skills groups needs to be incorporated in the math block to address students that are demonstrating a need for acceleration and those in need of remediation.

**January Next Steps/Need**

1. Continue to Monitoring 3d TLC cycle, common formative and interim data, and intentional planning
2. Continue to support Math PLC teams on differentiating skills groups to be support acceleration or remediation
3. Begin planning an acceleration cohort for 24-25 school year based on screener and state testing

**Mar**



**March Lessons Learned**

The TL cycle is a beneficial process for students and staff. The procedures and structures at FFMS are the way all PLC teams operate. This year we learned that we needed dedicated time embedded into our daily schedule for tier II supports. In addition, 6th grade math has worked to build an acceleration cohort with dedicated weekly time for students to be challenged in their thinking. This was a collaborative effort with Great Basin College and our FFMS 6th Math staff. Our staff learned that a scaffolded approach for tackling the SBAC performance task was necessary for student learning. We took a guided approach allowing teachers to use the SBAC interim performance task and sit side by side with students to complete it in a collaborative process. It was beneficial for teachers to see students misconceptions and support them before taking the final summative SBAC.

**March Next Steps/Need**

Next Steps:

1. Continue this goal into SY 24-25
2. HCSD is adopting new math curriculum materials and this will require support for our Math PLC teams
3. Utilize the learning from this year to enhance our Math TLC
4. Establish clear roles and expectations for Math PLC leads to include observation and feedback cycles

**June**



**June Lessons Learned**


Overall, lessons learned this year were about establishing a foundation for the PLC teams to have


structures and process in place for the Teaching and Learning Cycle within their content area. We learned that clear expectations at a school level are necessary with calendars, agendas, dedicated weekly time, and expectations for PLC leads are necessary to have this work be successful. In addition, through the TLC work the math PLC teams learned that they needed more support for their students outside tier I. They brainstormed and worked on building skills groups for students. Math teachers had to work on building skills groups that supported acceleration and remediation. One critical change math teachers will need to prepare for in the next school year will be the implementation of new curriculum materials. The expectation will need to be that they continue with the foundation of the HCSD Math Project work and embedded that into the new curriculum materials.


**June Next Steps/Need**

Next Steps Sy 24-25

1. Continue this goal
2. Add action steps to include the acceleration cohort of 6th grade students to support their growth
3. Refine the TLC structures to include observation and feedback cycles that involve PLC leads
4. Provide expectations for the Math intervention cycle that include teacher professional learning, digging into available resources, pinpointing key data to use for grouping students, developing a progress monitoring system and providing time for teachers to build the necessary intervention lessons based on student need.

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



## Inquiry Area 1: Student Success

**School Goal 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

**Summative Evaluation:** Significant progress made toward meeting School Goal

**Next Year's Recommendation:** Continue this goal for SY 24-25 to include a focus on data source collection and accountability with increased expectations for IST leads

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Teaching and Learning Cycle</p> <p><b>Action Step's Expected Result/Impact:</b> 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"> <li>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.</li> <li>2. Increase the Volume of Reading               <ol style="list-style-type: none"> <li>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.</li> </ol> </li> <li>3. Increase the Volume of Writing               <ol style="list-style-type: none"> <li>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.</li> </ol> </li> <li>4. Intervention and Support Strategies               <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>c. Targeted remediation in ELA for identified students in after school tutoring</li> </ol> </li> </ol> <p>ESSA Evidence: Achievement Network/ Strong Level 1 (NDE Evidence Provider List)</p> <p><b>Position Responsible:</b> All 5th and 6th grade teachers, Administration, CIS, Counselor, Social Worker</p>	<div style="display: flex; justify-content: space-between;"> <div data-bbox="1276 527 1381 662"> <p><b>Nov</b></p>  </div> <div data-bbox="1415 527 2030 901"> <p><b>November Lessons Learned</b></p> <p>The Teaching and Learning Cycle is a data driven process that must be established before the school year starts. It is critical that the TLC calendar is set up at the beginning of the year to include assessment dates, data meeting dates, action plans with reteach dates, and a reflection meeting dates. In addition to calendaring, training was done with PLC leads and IST members to ensure all FFMS staff understood the expectations. The lesson learned is if that structure, training and accountability are not in place successful implementation of the TLC does not take place.</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div data-bbox="1276 1409 1381 1497"> <p><b>Jan</b></p>  </div> <div data-bbox="1415 922 2030 1469"> <p><b>November Next Steps/Need</b></p> <ol style="list-style-type: none"> <li>1. Monitor TLC steps for ELA Department</li> <li>2. Monitor ELA curriculum embedded assessments (New Read, QFT, and End of Mod) and interim assessments</li> <li>3. FFMS is in need of determining a system for remediation for ELA that includes what data to use for the selection, what to target (phonics or word study), what training is necessary, and scheduling time outside of tier I instruction.</li> <li>4. Walkthrough data demonstrates a need to increase the volume of reading in ELA classrooms.</li> <li>5. Continue to support ELA team with pairing instructional materials by module to the HCSD essential standards and supporting standards sequence.</li> </ol> <p><b>January Lessons Learned</b></p> <p>The ELA team has completed two TLC cycles using the</p> </div> </div>

& Paraprofessionals

**Identify All That Apply:**

FRL, EL, IEP, Migrant, Title 1-C Eligible, Foster/Homeless, Racial/Ethnic Groups

- **Evidence Level:**

Strong

**Problem Statements/Critical Root Causes:** Student Success 3



SBAC interim assessments. The use of the SBAC interims caused rich discussions around the rigorous expectations on the assessments and the item analysis available on the reporting feature of the platform. What walkthroughs exposed was additional instructional shifts in complex text was over facilitated by teachers doing the majority of the reading of text. This conversation has lead to an expectation of 75% of classroom time should be the students engaged in the heavy lifting of reading and grappling with the text. In addition, FFMS ELA staff has learned that it is necessary to include a spelling by stages inventory to determine and created skills groups for phonics and word study.

**January Next Steps/Need**

1. Implement Volume of Reading school wide structure: Stop, Drop and Read (teachers supporting students in selecting appropriate text)
2. Continue support discussions in the ELA PLC viewing items on the SBAC interims and how those can be used as instructoinal items during class
3. Created a shared expectations that students will be doing the reading of high level text 75% with expectations for anchor charts and classroom procedures to support students varied reading levels
4. Monthly training on lesson planning for skills groups in the area of phonics
5. Continue to review multiple sources of data to ensure flexible and fluid grouping of students when mastery is demonstrated
6. Montior the next TLC and essential standards and reflect on the process for potential revisions in 24-25
7. Implementation of the Accelerated Reader Program in the library to encourage students to read independently on their own

**Mar**



**March Lessons Learned**

Lessons Learned:

We learned that it is imperative to have a school wide system for volume of reading. The system should ensure that teachers have the right tools for increasing the volume of reading. This system must include: dedicated time, expecations for the role of teachers and students, ways to ensure students are using the right reading materials, and accountability for increasing the

students doing the heavy lift of reading by viewing it in action with classroom walkthroughs. It was key that shared understanding was established for how volume of reading should look in a classroom. FFMS utilized the Instructional Leadership Team for developing guidance and expectations for the time, data collection, material used, and progress monitoring of this system. In addition, the IST members were responsible for communicating and training their PLCs. Lastly, during the third quarter, ELA PLC teams had an opportunity to guide their students through the ELA SBAC interim performance.

#### **March Next Steps/Need**

Next Steps:

1. Continue this goal into SY 24-25
2. Utilize the learning from this year to enhance our ELA TLC
3. Establish clear roles and expectations for ELA IST leads to include observation and feedback cycles
4. Provide time for teachers to use the SBAC ELA interims as a teaching tool for understanding and feedback for students
5. Continue to enhance structures for volume of reading school wide to include dedicated time in our daily schedule, make teachers aware of the resources and how to level students in just right materials, and ensure there are ways to progress monitoring that students are applying these skills
6. Continue to refine the available data for ELA progress monitoring and collectively determine which ones will be rolled up school wide

#### **June**



#### **June Lessons Learned**

1. Continue this goal
2. Ensure ELA TLC structures continue from this year and include feedback cycles with PLC leads
3. Ensure the process for increasing of volume of reading includes teacher certainty/accountability around material use, leveling students, and providing adequate daily time
4. Administration will work with the IST members to develop clear expectations around data source selection and progress monitoring timelines

#### **June Next Steps/Need**

Next Steps:

1. Continue this goal into SY 24-25
2. Utilize the learning from this year to enhance our ELA TLC
3. Establish clear roles and expectations for ELA IST leads to include observation and feedback cycles
4. Provide time for teachers to use the SBAC ELA interims as a teaching tool for understanding and feedback for students
5. Continue to enhance structures for volume of reading school wide to include dedicated time in our daily schedule, make teachers aware of the resources and how to level students in just right materials, and ensure there are ways to progress monitoring that students are applying these skills
6. Continue to refine the available data for ELA progress monitoring and collectively determine which ones will be rolled up school wide



No Progress



Accomplished



Continue/Modify



Discontinue

## Inquiry Area 1: Student Success

**School Goal 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

**Summative Evaluation:** Significant progress made toward meeting School Goal

**Next Year's Recommendation:** Continue this goal for SY 24-25

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Recommendation #1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.                      Recommendation #4 : Provide small-group instructional intervention to students struggling in areas of literacy and English language development.</p> <p><b>Action Step's Expected Result/Impact:</b> Action Steps:</p> <ol style="list-style-type: none"> <li>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"> <li>a. Choose a brief, engaging piece of informational text that includes academic vocabulary as a platform for intensive academic vocabulary instruction.</li> <li>b. Choose a small set of academic vocabulary for in-depth instruction.</li> <li>c. Teach academic vocabulary in depth using multiple modalities (writing, speaking, listening).</li> <li>d. Teach word-learning strategies to help students independently figure out the meaning of words.</li> </ol> </li> <li>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"> <li>a. Use available assessment information to identify students who demonstrate persistent struggles with aspects of language and literacy development.</li> <li>b. Design the content of small-group instruction to target students' identified needs.</li> <li>c. Provide additional instruction in small groups consisting of three to five students to students struggling with language and literacy.</li> <li>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 comprehension strategies.</li> <li>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.</li> </ol> </li> </ol> <p>ESSA Evidence:                      Recommendation #1: [ESSA Level 1]                      Recommendation #4: [ESSA Level 2]                      What Works Clearinghouse: <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/english_learners_pg_040114.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/english_learners_pg_040114.pdf</a></p>	<p><b>Nov</b></p> <p><b>November Lessons Learned</b></p> <p>The first lesson learned was that a robust training plan need to be in place as this was a school wide issue. Next, time during PLC and PD work teams needed dedicated time and a space in their planning documents to incorporate specific and intentional academic vocabulary. FFMS did not have a system in place to educate staff as a whole on the ML student population and the types of supports these students would need in the classroom and intervention setting.</p> <p><b>November Next Steps/Need</b></p> <ol style="list-style-type: none"> <li>1. As part of the district ML initiative FFMS admin, EL staff, and the whole staff have attended monthly training on learning about an effective ML program.</li> <li>2. Learning focused on the WIDA framework, identification of students and their Access levels, and roles of ML staff at our school site</li> <li>3. Continue to embrace learning about an effective ML program and determine implementation steps for our school site on how to monitor our AB219 CAP.</li> </ol> <p><b>Jan</b></p> <p><b>January Lessons Learned</b></p> <p>All the new learning and implementation has been a shift in mindset from previous vocabulary strategies. Topics that have surfaced as part of that learning have been the need for dedicated planning time and admin support on the "right" vocabulary to focus on for student development. PLC teams during intentional planning times are exploring new methods of vocabulary development and working together to select</p>

**Position Responsible:** FFMS Staff, FFMS Administrator

**Identify All That Apply:**

EL

- **Evidence Level:**

Strong, Moderate

**Problem Statements/Critical Root Causes:** Student Success 5

high leverage words. In addition, during the whole staff training with NNRPDP, staff did not realize the rigor involved in the Online Access testing. Staff had an opportunity to view open source items and were amazed at the difficulty in all the language domains and the academic language used within the test questions. ML staff are providing intervention in small group. Currently, we do not have an assessment to measure growth in language.

**January Next Steps/Need**

1. Continue with monthly PD with NNRPDP
2. Continue to PLC time focused on vocabulary development
3. Admin continue to support staff using attendance at PLC planning and walkthroughs as an accountability measure for implementation
4. Explore assessment tools that align with the WIDA Online Access assessment to progress monitor our ML students more frequently in all language domains.

**Mar**



**March Lessons Learned**

We learned that it is critical for FFMS administration to show staff how the work in this action step builds on the foundation within the Teaching and Learning Cycle. It was important for us to visibly show staff that incorporating academic vocabulary was always part of their planning. The professional learning from NNRPDP provided us the link of how academic vocabulary strategies can reach our ML population. It was not a new initiative rather a layering on of more specific emphasis for our ML learners.

**March Next Steps/Need**

1. Continue partnership with NNRPDP
2. Continue this goal for SY 24-25
3. Continue to layer on more ML specific reading, writing, listening and speaking strategies in tier I instruction within TL cycles

**June**



**June Lessons Learned**


FFMS learned that the system for ML student programming was not meeting their individual needs of students. More emphasis needed to be placed on using the WIDA Access scores to identify the learning gaps in language levels. We needed to identify resources materials and establish a scope and sequence for service


delivery. Next, we had to ensure our ML staff had the right training and support to implement this work during tier I and tier II. We currently had time at the end of each day for tier II, but it required more focused interventions for our ML students.

**June Next Steps/Need**

- 1. Continue partnership with NNRPDP
- 2. Continue this goal for SY 24-25
- 3. Continue to layer on more ML specific reading, writing, listening and speaking strategies in tier I instruction within TL cycles
- 4. Ongoing training for our ML staff

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

## Inquiry Area 2: Adult Learning Culture

**School Goal 1:** All FFMS educational staff (educators, administrators, mentors, and paraprofessionals) will demonstrate increased proficiency implementing two, evidence based recommendations for integrating language acquisition development in content area instruction and intervention (Institute of Education Sciences, 2014) through pre/post reflection surveys designed by the Institute of Education Sciences (2022) as a result of professional learning provided throughout the 2023-24 school year by Northeastern Nevada Regional Professional Development Program (NNRPDP).

**Evaluation Data Sources:** Survey Data: Pre/Post

**Summative Evaluation:** Significant progress made toward meeting School Goal

**Next Year's Recommendation:** Continue this goal for SY 24-25

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Improve educators', coaches', and paraprofessionals' knowledge and skills for increasing language acquisition through content-area instruction and intervention, and improve leaders' knowledge and skills for effective and consistent implementation of the HCSD English Learner Program as a result of professional learning provided by Northeastern Nevada Regional Professional Development Program.</p> <p><b>Action Step's Expected Result/Impact:</b> Expected Results/Impact: FFMS staff has the tools to support ML students in the classroom using best practice language acquisition strategies.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> <li>1. Collaborate with Northeastern Nevada Regional Professional Development Program (NNRPDP) to develop and implement professional learning for all staff during the 2023-2024 academic year, based on a professional learning model designed to support the teaching of academic content and literacy to English Learners from the Institute of Education Sciences.</li> <li>2. FFMS administrator will attend district level professional development to build a look for tool to use district wide and on the FFMS campus focused on recommendations #1 and #4.</li> <li>3. FFMS staff will engage in monthly PD focused on the Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School focused on all four recommendations.</li> </ol> <p><b>Position Responsible:</b> FFMS Staff and Administrators</p> <p><b>Identify All That Apply:</b> EL - <b>Evidence Level:</b> Strong, Moderate</p> <p><b>Problem Statements/Critical Root Causes:</b> Adult Learning Culture 1</p>	<div data-bbox="1297 613 1381 743"> <p><b>Nov</b></p> </div> <p><b>November Lessons Learned</b></p> <p>FFMS needed to partner with a provider to support the AB219 CAP expectation to provide dedicated professional development for our ML students. The first lesson learned was that a robust training plan need to be in place as this was a school wide issue. Next, time during PLC and PD work teams needed dedicated time and a space in their planning documents to incorporate specific and intentional academic vocabulary. FFMS did not have a system in place to educate staff as a whole on the ML student population and the types of supports these students would need in the classroom and intervention setting.</p> <p><b>November Next Steps/Need</b></p> <ol style="list-style-type: none"> <li>1. As part of the district ML initiative FFMS admin, EL staff, and the whole staff have attended monthly training on learning about an effective ML program.</li> <li>2. Learning focused on the WIDA framework, identification of students and their Access levels, and roles of ML staff at our school site</li> <li>3. Continue to embrace learning about an effective ML program and determine implementation steps for our school site on how to monitor our AB219 CAP.</li> </ol> <div data-bbox="1297 1369 1381 1498"> <p><b>Jan</b></p> </div> <p><b>January Lessons Learned</b></p> <p>All the new learning and implementation has been a shift in mindset from previous vocabulary strategies. Topics that have surfaced as part of that learning have</p>

been the need for dedicated planning time and admin support on the "right" vocabulary to focus on for student development. PLC teams during intentional planning times are exploring new methods of vocabulary development and working together to select high leverage words. In addition, during the whole staff training with NNRPDP, staff did not realize the rigor involved in the Online Access testing. Staff had an opportunity to view open source items and were amazed at the difficulty in all the language domains and the academic language used within the test questions. ML staff are providing intervention in small group. Currently, we do not have an assessment to measure growth in language.

#### **January Next Steps/Need**

1. Continue with monthly PD with NNRPDP
2. Continue to PLC time focused on vocabulary development
3. Admin continue to support staff using attendance at PLC planning and walkthroughs as an accountability measure for implementation
4. Explore assessment tools that align with the WIDA Online Access assessment to progress monitor our ML students more frequently in all language domains.

#### **Mar**



#### **March Lessons Learned**

We learned that the district level training for administrators and specialist was fine; however the school level training needed to be focused specifically on the needs of our school. Initially we did not meet with our NNRPDP trainer to plan the training. As the school year progressed the training plans were co-created with FFMS Administration and our NNRPDP trainer which proved to be more beneficial for our staff.

#### **March Next Steps/Need**

1. Continue this goal for SY 24-25
2. Continue the partnership with NNRPDP for training support
3. We need to find an internal FFMS ML coach to build capacity and delivery PD in collaboration with NNRPDP trainer
4. Continue to implement IES recommendation #1 and begin to explore recommendations 2-4

#### **June**


#### **June Lessons Learned**





We learned that the district level training for administrators and specialist was fine; however the school level training needed to be focused specifically on the needs of our school. Intiailly we did not meet with our NNRPDP trainer to plan the training. As the school year progressed the training plans were co-created with FFMS Administration and our NNRPDP trainer which proved to be more beneficial for our staff.

**June Next Steps/Need**

1. Continue this goal for SY 24-25
2. Continue the partnership with NNRPDP for training support
3. We need to find an internal FFMS ML coach to build capacity and delivery PD in collaboration with NNRPDP trainer
4. Continue to implement IES recommendation #1 and begin to explore recommendations 2-4

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Inquiry Area 3: Connectedness**

**School Goal 1:** Decrease the percentage of 5th and 6th grade students by 5% who are chronically absent as measured by FFMS NV State Report Card 2023 (32%) to 2024 (27%).

**Evaluation Data Sources:** Chronic Absenteeism Reports

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> 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><b>Action Step's Expected Result/Impact:</b> Expected Result/Impact: Promote a learning environment where students want to attend.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> <li>1. Message out Tier 1 what chronic absenteeism is and how it is calculated through our website and social media.</li> <li>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.</li> <li>3. Create Tiered letters for absenteeism.</li> <li>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.</li> <li>5. Celebrate students who attend school by impromptu attendance celebrations such as sit where you want to at lunch parties.</li> <li>6. Provide family and student supports such as counseling, social worker, SRO, Communities in Schools, etc for those struggling with chronic absenteeism.</li> </ol> <p>ESSA Evidence: Communities in School Strong Tier I (NDE Evidence Provider List)</p> <p><b>Position Responsible:</b> FFMS Staff, Social Worker, CIS Coordinator, FFMS Administration</p> <p><b>Identify All That Apply:</b> FRL, EL, IEP, Migrant, Title 1-C Eligible, Foster/Homeless, Racial/Ethnic Groups - <b>Evidence Level:</b> Strong</p> <p><b>Problem Statements/Critical Root Causes:</b> Connectedness 1</p>	<div data-bbox="1276 440 1381 570"> <p><b>Nov</b></p> </div> <p><b>November Lessons Learned</b></p> <p>We learned that we need to update our tools for parent communication on chronic absenteeism. We approached this communication in a parent friendly way acting as a partner in the challenge of getting their child to school. We built a tiered letter system to communicate frequently with parents on the individual status of their child and a data tracking system. We reached out to all chronically absent families and offered information and support.</p> <p><b>November Next Steps/Need</b></p> <ol style="list-style-type: none"> <li>1. Implement the tiered notice system every three weeks</li> <li>2. Create a school focused Absenteeism Committee</li> <li>3. Review attendance data every three weeks</li> <li>4. Communicate to parents through the letter system or direct contact by phone</li> <li>5. Implement positive supports for students (i.e. pop up incentives for those in attendance- lunch outside, 2 minute dance party, class recognition for perfect attendance)</li> </ol> <div data-bbox="1276 1105 1381 1235"> <p><b>Jan</b></p> </div> <p><b>January Lessons Learned</b></p> <p>What we learned for students that continue to demonstrate chronic absenteeism is that a targeted approach is required. The school wide incentives are reaching at least 70% of our students. It is the 30% that need more dedicated family communication. Out of the 30%, there is about 5% of families that need dedicated support to include transportation, SRO home visits, resources for family counseling, and anything else we found that families needed.</p> <p><b>January Next Steps/Need</b></p>

1. Continue with the notification process to include family friendly communication and reminders (i.e. Family Friendly Nights showcasing chronic absenteeism for parents to review.)
2. Continue to include pop up incentives for students
3. Continue to review and celebrate data with reduction of chronic absenteeism
4. If strategies in both tier I and tier II are unsuccessful support from the Local HCSD Truancy Board will be explored

**Mar**



**March Lessons Learned**

We learned that the positive attendance incentives work for the majority of the students. Those students with extreme chronic absenteeism require an intensive approach with parents and students utilizing outside agency support such as Truancy Board and School Resource Officer home visits.

**March Next Steps/Need**

We need to celebrate with our staff. As of May 2024 we have reduced our chronic absenteeism from 32% to 23%. What it shows us is that the majority of students are responding to the positive interventions. Our next steps are to continue the positive interventions sporadically and use more structured approaches for those with extreme chronic absenteeism behaviors.

**June**



**June Lessons Learned**


We need to celebrate with our staff. As of May 2024 we have reduced our chronic absenteeism from 32% to 23%. What it shows us is that the majority of students are responding to the positive interventions. Our next steps are to continue the positive interventions sporadically and use more structured approaches for those with extreme chronic absenteeism behaviors. We leveraged parent teacher conferences as a direct communication with our extreme chronically absent students to brainstorm interventions and supports.


**June Next Steps/Need**

1. Continue this goal for SY 24-25
2. We are currently reaching out to the Chronically Absent 5th -6th grade students and notify families the expectations and type of tiered support that will be utilized for SY 24-25
3. Continue to partner with Communities and Schools

to assist with this goal  
4. Continue to celebrate students who attend school regularly  
5. Continue to implement our FFMS attendance committee structures and notification process

 No Progress

 Accomplished

 Continue/Modify

 Discontinue