

Humboldt County School District

French Ford Middle School

School Performance Plan: A Roadmap to Success

French Ford Middle School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Jeanne Jackson

Vice Principal: Leslie Molina

School Website: www.hcsdnv.com

Email: jjackson@hcsdnv.com, lmolina@hcsdnv.com

Phone: (775) 623-8200

School Designations: XTitle I XCSI TSI TSI/ATSI

Our SPP was last updated on 11/18/2022.

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Jeanne Jackson	Principal(s) <i>(required)</i>
Leslie Molina	Other School Administrator(s) <i>(required)</i> <i>Vice Principal</i>
Brenna Dockter Leslie Enochson Jaime Peterson Joleen Nielson	Teacher(s) <i>(required)</i>
Elizabeth Petersen	Paraprofessional(s) <i>(required)</i>
Julie Alanis Dustin Christean	Parent(s) <i>(required)</i>
	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
Alex Schirrick Patrick McDade Kim Willis	Specialized Instructional Support Personnel <i>(if appropriate)</i> <i>Communities in Schools (CIS)</i> <i>Social Worker</i> <i>Instructional Coach</i>

School Demographics and Performance Information

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 http://nevadareportcard.nv.gov/DI/nv/humboldt/french_ford_middle_school/2022.



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● <i>Math:</i> <ul style="list-style-type: none"> ○ <i>Number of non-proficient students decreased on SBAC</i> ○ <i>Number of proficient students increased on SBAC</i> ○ <i>Largest increase occurred from Level 2 to Level 3 on SBAC</i> ○ <i>12.06% increase in proficiency over 20-21 on SBAC</i> ● <i>ELA:</i> <ul style="list-style-type: none"> ○ <i>Less Level 1 on SBAC</i> ○ <i>Increased proficiency within the cohort by 2.21% on SBAC</i> 	<ul style="list-style-type: none"> ● <i>Math:</i> <ul style="list-style-type: none"> ○ <i>Overall math proficiency is low.</i> <i>5th-6th SBAC</i> ○ <i>20-21: 23.39% proficient</i> ○ <i>21-22: 29.51% proficient</i> ● <i>ELA:</i> <ul style="list-style-type: none"> ○ <i>Number of students in Level 4 decreased on SBAC</i> ○ <i>Overall ELA proficiency is low</i> <ul style="list-style-type: none"> ■ <i>5-6th SBAC</i> <p style="margin-left: 40px;">20-21: 38.99% proficient 21-22: 39.49% proficient</p>
<p>Problem Statement:</p> <p>Math: Overall math proficiency is low. Overall math proficiency is necessary for student achievement, success, and SEL as math knowledge builds upon previous understanding. The following SBAC data claims support the problem identification with 23.39% of 5th and 6th grade students proficient in math in 20-21 and 29.51% of 5th and 6th grade students proficient in 21-22. In 21-22 there were 42.25% of students at a level 1, 28.24% of students at a level 2, 19.11% of students at a level 3, and 10.40% of students at a level 4.</p> <p>ELA: Overall ELA proficiency is low. Student proficiency influences academic achievement, success, and SEL as ELA knowledge builds upon previous understanding. The following SBAC data claims support the problem identification with 38.99% of 5th and 6th grade students proficient in ELA in 20-21 and 39.49% of 5th and 6th grade students proficient in 21-22. In 21-22 there were 35.88% of students at a level 1, 24.63% of students at a level 2, 27.60% of students at a level 3, and 11.89% of students at a level 4.</p>	



Critical Root Causes of the Problem:

Math:

- *Time and process with the new curriculum being refined and implemented are needed to determine the impact/effectiveness of the new curriculum through data analysis.*

ELA:

- *The curriculum is lacking in areas of time for reading at student independent levels and scaffolds for teachers to implement the curriculum effectively for student success.*

Student Success

Student School Goals:

Math: FFMS 5th/6th grade students will demonstrate 3% growth from 29.51% (21-22 Math proficiency) to 32.51% (22-23 Math proficiency) on the Math 2022-2023 SBAC assessment.

ELA: FFMS 5th/6th grade students will demonstrate 3% growth from 39.49% (21-22 ELA proficiency) to 42.49% (22-23 ELA proficient) on the ELA 2022-2023 SBAC assessment.

Formative Measures:

- HCSD Math Project end of unit assessments, SBAC Interims, and MAPs

Aligned to Nevada's STIP Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5



Improvement Strategy:

Grade level teams will develop a professional learning plan each quarter to address learning gaps from interim data collected from the previous Teaching and Learning Cycle (ANET data driven process).

ANET Partnership to include:

Establish a systematic structure for Teaching and Learning Cycle to include:

- outcomes and evidence of each component of the TLC
- Clearly defined assessment strategy
- progress monitor the overall goals with interim data
- Clearly communicated instructional priorities school wide
- Leadership quarterly technical and adaptive moves with measurable outcomes/evidence

Evidence Level: Tier 1, Tier 2, Tier 3

Action Steps:

ELA:

- 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.
- 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.
- 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.

Math:

- 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.
- All 5th and 6th grade math teachers will have accountability of implementation through data analysis at the end of every unit.
- 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.

Resources Needed:

- Curriculum District Math Project and Wit and Wisdom Curriculum

Lead: *Who is responsible for implementing this strategy?*

All 5th and 6th grade teachers, Administration, CIS, Counselor, Social Worker & Paraprofessionals



- HCSD ELA/Math Pacing Guides/Assessment Guidance
- AR Program
- Financial support from General Fund/Title I, and Title III: ANET resources for 21-22, CAVI partnership
- Expectations and Structures to progress monitor professional learning plan
- Leadership team development of the TLC expectations, templates, assessment strategy, and progress monitoring
- Financial support from General Fund/Title I, and Title III: ANET resources for 21-22, CAVI partnership
- Leadership team roles/goals and communication plan that align with PD/TLC expectations

Challenges to Tackle:

- *Implementation Challenge:*
 - Availability/quality of subs
 - Accountability for implementation of curriculum
 - Accountability for PLC participation
- *Potential Solution:*
 - *Informal observations by administration to address accountability of implementation of curriculum and and participation in PLC's*
 - *Address scheduling needs to determine solutions for sub shortage*

Funding:

- General fund: Curriculum Materials (ELA/Math) \$45,000
- Title I: Instructional Coach \$60,000
- Title III: Partnership with CAVI- Sheltered Instruction \$25,000

Resource Equity Supports¹: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

¹ “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



English Learners

- Challenge: *Addressing individual academic needs of our EL students based on WIDA composite scores and SBAC within the general education setting & time to conference with each student and family to communicate those needs.*
- Support:
 - Ensure that both formative and interim data is highlighted in quarterly Teaching and Learning cycles indicating how ELs are performing in comparison to all students.
 - Provide resources for students to participate in summer school at their school site.
 - Ensure EL students have classroom support three times a week and an intervention class two times a week to connect with their case manager for additional support.
 - Twice a year one-on-one meetings with EL students and EL support staff to review WIDA Access scores.
 - Sheltered workshop Instruction/PD for EL staff 6 days of the school year to specifically target instruction based off student data.

Foster/Homeless:

- Challenge: *Parent communication due to lack of resources like consistent living quarters and phone use.*
- Support:
 - Ensure students have support with Academic and Social Emotional support during the school day and access to community resources. Leverage the partnership with Communities in Schools as a direct resource.
 - Ensure school liaisons reach out to the students to provide additional support through McKinney Vento resources.

Free and Reduced Lunch:

- Challenge: *Funding for resources including the Giving Closet, CIS daily snacks, and food pantry.*
- Support:
 - Ensure students have support with Academic and Social Emotional support during the school day and access to community resources. Leverage the partnership with Communities in Schools as a direct resource for daily snacks if needed, weekend backpack program, & Giving Closet.
 - Ensure students/families have access to food pantry.

Migrant:

- Challenge: *Parent communication*
- Support:
 - Ensure students have support with academics, are accessing our SEL curriculum through Wayfinder, and have access to supports through our counselor, CIS staff, and social worker to ensure basic needs are met.

Racial/Ethnic Groups:

- Challenge: *Lack of community based resources and funding for mental health counseling and quality medical care*
- Support:
 - Ensure that both formative and interim data is highlighted in quarterly Teaching and Learning cycles indicating different



ethnicities are performing in comparison to all students.

- o Ensure students have school opportunities for support with Academic and Social Emotional support during the school day and access to community resources such as UNLV Counseling, Dr. Feticc, Food Pantry, Family Support Center, Clothing vouchers, and Giving Closet.

Students with IEPs:

- Challenge: *Lack of highly qualified teachers in special education to provide guidance and support to general teachers and students.*
- Support:
 - o Ensure that both formative and interim data is highlighted in quarterly Teaching and Learning cycles indicating how students with a disability perform in comparison to all students.
 - o Ensure IEP students have the scaffolds and access points to grade level curriculum to ensure equitable learning.
 - o Ensure IEP students have access to specialized ELA programming such as Just Words and Phonics First at a Tier II level.
 - o Differentiated schedules, and flexibility in meeting the academic and SEL needs of our students.
 - o Provide Special Education Teachers with training and time to meet with grade level teams to support students on an IEP in the classroom and during tier II intervention time.
 - o Ensure students with disabilities have an inclusive learning environment .
 - o Ensure students with disabilities have an intervention class daily.

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● <i>Partnership with CAVI to implement Sheltered Workshop</i> ● If we provide professional development and resources for interpreting ACCESS 2.0 data then, teachers certainty will increase from 50% to 80% in use of language acquisition instructional strategies for EL students to access content in tier I instruction. 	<ul style="list-style-type: none"> ● This is an area of focus for FFMS due to being on a Corrective Action plan for EL students.
<p>Problem Statement: 50% of FFMS Teachers report that they are sometimes or never aware of how to integrate language content into tier I instruction which causes EL students the inability to access the instruction and learning because it is not taking into consideration their language acquisition</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> ● Lack of a systematic school wide approach to communication EL data to inform tier I instruction 	



Adult Learning Culture

School Goal: By the end of the 2023 school year, increase from 50% to 80% teacher certainty on integrating language content into tier I instruction as measured by a pre/post teacher survey.

Formative Measures:

- *Pre-Post Teacher Survey around teacher certainty on integrating language content into tier I instruction*

Aligned to Nevada's STIP Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5

Improvement Strategy:

- Provide professional development and resources for interpreting ACCESS 2.0 data
- Provide professional development to EL paraprofessionals and teachers of EL students around strategies as dictated by the data dive
- Provide conferencing with EL students and families around individual WIDA ACCESS scores so students understand their strengths and weaknesses and criteria required to exit the program

Evidence Level: *Strong Tier I (Sheltered Instruction)*

Action Steps:

- Teachers and EL paras co-observing colleagues and providing feedback on EL strategy implementation quarterly
- Whole staff deep data dive training on ACCESS scores and components of the ACCESS assessment
- Whole staff collaboration on instructional practices and best practice strategies in the classroom

Resources Needed:

- *SIOP training PD*
- *Subs*
- *District Level Funding*

Lead: *Who is responsible for implementing this strategy?*
All 5th and 6th grade teachers, Administration, CIS, CAVI Parentership for SIOP Implementation, Counselor, Social Worker & Paraprofessionals



Challenges to Tackle:

- *Implementation Challenge: Subs for PD*
- *Potential Solution: Smaller mini PD sessions and shared subs from AM to PM*

Funding:

- *Title III \$25,000 Contract with CAVI for Sheltered Instruction and Data Driven Decision Making*

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- *Challenge: Addressing individual academic needs of our EL students based off WIDA composite scores and SBAC within the general education setting & time to conference with each student and family to communicate those needs.*
- **Support:**
 - Ensure that both formative and interim data is highlighted in quarterly Teaching and Learning cycles indicating how ELs are performing in comparison to all students.
 - Provide resources for students to participate in summer school at their school site.
 - Ensure EL students have classroom support three times a week and an intervention class two times a week to connect with their case manager for additional support.
 - Twice a year one-on-one meetings with EL students and EL support staff to review WIDA Access scores.
 - Sheltered workshop Instruction/PD for EL staff 6 days of the school year to specifically target instruction based off student data.

Foster/Homeless:

- *Challenge: Parent communication due to lack of resources like consistent living quarters and phone use.*
- **Support:**
 - Ensure students have support with Academic and Social Emotional support during the school day and access to community resources. Leverage the partnership with Communities in Schools as a direct resource.
 - Ensure school liaisons reach out to the students to provide additional support through McKinney Vento resources.

Free and Reduced Lunch:

- *Challenge: Funding for resources including the Giving Closet, CIS daily snacks, and food pantry.*
- **Support:**
 - Ensure students have support with Academic and Social Emotional support during the school day and access to community



resources. Leverage the partnership with Communities in Schools as a direct resource for daily snacks if needed, weekend backpack program, & Giving Closet.

- o Ensure students/families have access to food pantry.

Migrant:

- Challenge: *Parent communication*
- Support:
 - o Ensure students have support with academics, are accessing our SEL curriculum through Wayfinder, and have access to supports through our counselor, CIS staff, and social worker to ensure basic needs are met.

Racial/Ethnic Groups:

- Challenge: *Lack of community based resources and funding for mental health counseling and quality medical care*
- Support:
 - o Ensure that both formative and interim data is highlighted in quarterly Teaching and Learning cycles indicating different ethnicities are performing in comparison to all students.
 - o Ensure students have school opportunities for support with Academic and Social Emotional support during the school day and access to community resources such as UNLV Counseling, Dr. Feticc, Food Pantry, Family Support Center, Clothing vouchers, and Giving Closet.

Students with IEPs:

- Challenge: *Lack of highly qualified teachers in special education to provide guidance and support to general teachers and students.*
- Support:
 - o Ensure that both formative and interim data is highlighted in quarterly Teaching and Learning cycles indicating how students with a disability perform in comparison to all students.
 - o Ensure IEP students have the scaffolds and access points to grade level curriculum to ensure equitable learning.
 - o Ensure IEP students have access to specialized ELA programming such as Just Words and Phonics First at a Tier II level.
 - o Differentiated schedules, and flexibility in meeting the academic and SEL needs of our students.
 - o Provide Special Education Teachers with training and time to meet with grade level teams to support students on an IEP in the classroom and during tier II intervention time.
 - o Ensure students with disabilities have an inclusive learning environment .
 - o Ensure students with disabilities have an intervention class daily.

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth



- In 5th grade there is an increase in School Safety from Fall to Spring about if a student is being bullied, how difficult it is for them to get help. (from 56% in the fall to 60% in the winter).
- Students feel like our expectations are rigorous in 5th and 6th. (5th grade was 73% in both Fall and Spring; 6th grade 72% in Fall and 62% in Spring)
- Teacher/Student relationships are strong in 5th and 6th. (5th grade was 69% in the Fall and 68% in the Spring; 6th grade was 77% in Fall and 60% in Spring)

- Sense of belonging is low for both 5th and 6th. (In the Spring for 5th only 53% responded favorably and in 6th only 36% did.)
- School safety is low. (5th and 6th grade both had 52% respond favorably in the Spring.)
- School Climate was low (in 5th grade 53% responded favorably in the Spring, for 6th grade it was 41%).
- Student Engagement was low (in 5th grade only 52% responded favorably in the Spring, for 6th grade it was 32%).

Problem Statement: Overall School Climate is low and has decreased for both 5th and 6th grade over the 2021-22 school year. Students who lack a sense of belonging also have issues with attendance which has a negative effect on academics and testing. Overall school climate Panorama data shows that sense of belonging, student engagement and school safety are also low and influence overall school climate. Specific data shows a decrease from fall to spring in student perception (School Climate = 5th 64%Fall-53% Spring, 6th = 57% Fall-41% Spring).

Critical Root Causes of the Problem:

- There is a lack of known consequences of student behavior communicated out to both students and staff and a lack of consistency and accountability for staff uniformed use of MTSS flowchart.

Connectedness

School Goal: Increase the percentage of 5th and 6th grade students by 5% who respond favorably to the Panorama School Climate survey questions given as a pre/post survey in fall and spring 2022-23.

Formative Measures:

- Panorama Survey Data Fall 2022 to Spring 2023
- Mini surveys quarterly through Panorama to ask students what makes them feel safe and unsafe on campus - gain specifics so that we can create action plans to address student answers.

Aligned to Nevada's STIP Goal:

- STIP Goal 1 STIP Goal 2
- X STIP Goal 3 X STIP Goal 4
- STIP Goal 5 X STIP goal 6

**Improvement Strategy:**

If we implement the MTSS process for FFMS (Wayfinder curriculum, PBIS rewards, etc.) consistently as a school site, students will have a better sense of belonging and engagement, better attendance, increased feeling of safety, and less negative effects on academics and testing which will support a 5% increase on the school climate survey through Panorama.

Evidence Level: Tier 1

Action Steps:

- All 5th and 6th grade teachers will use Wayfinder lessons/activities compiled by the counselor weekly and pushed out to teachers daily.
- Staff, CIS, and the school counselor will operate the PBIS student store for rewards earned through PBIS points from staff for appropriate behaviors monthly.
- FFMS staff, CIS, Student Leadership, and Student Culture Committee will continue to promote positive student culture with activities that include spirit weeks (paired with SEL lessons), Falcon of the Month, Lunch box groups, Falcon Fun Run, and other activities to encourage school engagement with students weekly.

Resources Needed:

- Staffing for Student Service Center
- Student store rewards
- PBIS program
- Wayfinder

Challenges to Tackle:

- *Implementation Challenge: Staffing for Student Service Center & Accountability for implementation of Wayfind, Surveys, & Attendance Letters*
- *Potential Solution:*
 - *Administration will do informal observations of classrooms during Wayfinder times to hold staff accountable for implementation*
 - *Attendance committee will send out monthly tiered attendance letters for parent notification for students chronically absent at 10% or more and make phone calls to students at 20% or more chronically absent.*
 - *Mini Panorama surveys will be implemented quarterly to address specifics around why*

Lead: *Who is responsible for implementing this strategy? Teachers, Counselors, Social Workers, CIS, Administration and Paraprofessionals*



students feel safe and unsafe on campus.

Funding:

- *Wayfinder- ARP (district level) \$25,000*
- *PBIS-Title I and General Fund \$5,000*
- *ESSER Funding Social Worker \$45,000*
- *General Fund Panorama \$5,000*

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- *Challenge: Addressing individual SEL needs of our EL students & time to conference with each student and family to communicate those needs.*
- *Support:*
 - *Review of EL student Panorama data to track SEL competencies and staff support needed.*
 - *Support through EL staff for translation of surveys & academics.*
 - *Meetings and communication will be translated into home languages.*

Foster/Homeless:

- *Challenge: Parent communication*
- *Support:*
 - *Review of Foster and Homeless student Panorama data to track SEL competencies and staff support needed.*
 - *Ensure students have access to our counselor, social worker and CIS staff for SEL supports and basic needs.*
 - *Leverage the partnership with Communities in Schools as a direct resource for daily snacks if needed, weekend backpack program, Food Pantry & Giving Closet.*

Free and Reduced Lunch:

- *Challenge: Building a system for time and staff allocation for data dive and communication out to staff and families*
- *Support:*
 - *Review of Free and Reduced Lunch student Panorama data to track SEL competencies and staff support needed.*
 - *Ensure students and families are informed about the HCSD Food Pantry to receive weekly support.*
 - *Ensure students and families reach out to the school social worker or counselor for additional supports.*

Migrant:



- Challenge: *Building the system for data review and SEL check-ins with our Migrant students and families*
- Support:
 - Ensure students have support with academics, are accessing our SEL curriculum through Wayfinder, and have access to supports through our counselor, CIS staff, and social worker to ensure basic needs are met.
 - Review of migrant student Panorama data to track SEL competencies and staff support needed.

Racial/Ethnic Groups:

- Challenge: *Lack of community based resources and funding for mental health counseling and quality medical care*
- Support:
 - Review of racial/ethnic minority student Panorama data to track SEL competencies and staff support needed.
 - Ensure students have school opportunities for support with Academic and Social Emotional support during the school day and access to community resources such as UNLV Counseling, Dr. Feticc, Food Pantry, Family Support Center, Clothing vouchers, and Giving Closet.

Students with IEPs:

- Challenge: *Lack of highly qualified teachers in special education to provide guidance and support to general teachers and students.*
- Support:
 - Review students with disabilities Panorama data to track SEL competencies and staff support needed. Create an action to ensure all students with disabilities voices are heard.
 - Ensure students with disabilities have an inclusive learning environment.
 - Differentiated Support services for SEL and academics through case manager and special education paraprofessionals.

Inquiry Area 4 - CSI Goal for Targeted EL Sub-Population

CSI Goal for Targeted EL Sub-Population	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● <i>12% of students in sub-population approaching proficiency and 10% approaching exceeding on SBAC assessment.</i> ● <i>Teachers working with CAVI Inc. for staff/professional development and to create an awareness for parents and students what it takes to test out of WIDA.</i> 	<ul style="list-style-type: none"> ● <i>Continue to move more approaching students from a 1 to a 2 on SBAC by 5%.</i> ● <i>100% of students are able to work multiple times throughout the year with CAVI to encourage and understand the expectations and requirements to be able to pass WIDA assessment.</i> ● <i>100% of staff working with CAVI and completing data walks to see if the data is working and next steps.</i>



Problem Statement: In previous years Teacher Efficacy was the focus rather than dedicated intervention.

Critical Root Causes of the Problem:

- Lack of intervention on the language levels based on needs assessment and Tier I instruction.

CSI Goal for Targeted EL Sub-Population

School Goal: FFMS 5th/6th EL students will demonstrate 10% growth from (21-22 ELA Proficiency for EL 10%) to 20% ELA proficiency on the ELA 2023 SBAC assessment.

Formative Measures:

- WIDA
- SBAC

Aligned to Nevada's STIP Goal:

- STIP Goal 1 STIP Goal 2
- X STIP Goal 3 X STIP Goal 4
- STIP Goal 5 X STIP goal 6



Improvement Strategy:

Specific intervention with targeted EL students based on lowest language level on Access 2.0 from 21-22 to promote proficiency on 22-23 SBAC

Evidence Level: Tier 1

Action Steps:

- Morning intervention: EL Paraprofessional are pulling EL students students for targeted intervention for 25 minutes using IXL.
- Afternoon intervention: Small group instruction dedicated to writing and speaking by a classroom teacher focused specifically on the lowest language domain.
- Whole staff data dive on specific Access 2.0 data and potential sheltering opportunities in tier I ELA and Math.
- Parent Involvement meetings with all EL families explaining the Access 2.0 scores and plans for growth at home and at school.
- Individual meetings with EL students explaining the Access scores and what they need to do growth for the 22-23 school year.

Resources Needed:

- Partnership with CAVI for on going PD
- Title III funding
- Time and coverage for staff
- Subs
- Access to IXL
- Easy resources to use in tier I- speaking and writing prompt resources to use in intervention

Challenges to Tackle:

- Getting buy in from the staff
- Getting buy in from the students
- Have the staff coverage for teachers and paraprofessionals for the daily intervention

Funding:

- Title III
- ESSER II IXL district wide

Lead: *Who is responsible for implementing this strategy? Teachers, Counselors, Social Workers, CIS, Administration and Paraprofessionals*



Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: *Addressing individual academic needs of our EL students based on WIDA and SBAC composite scores & time to conference with each student and family to communicate those needs.*
- Support:
 - Ensure that both formative and interim data is highlighted in quarterly Teaching and Learning cycles indicating how ELs are performing in comparison to all students.
 - Provide resources for students to participate in morning intervention at their school site.
 - Provide resources for students to participate in afternoon intervention at their school site.
 - Ensure EL students have classroom support three times a week to connect with their case manager for additional support.
 - Three times a year one-on-one meetings with EL students and EL support staff to review WIDA Access scores with assistance from CAVI, Inc.
 - Sheltered workshop Instruction/PD for EL staff 6 days of the school year to specifically target instruction based off student data.

Foster/Homeless:

- Challenge: *Parent communication due to lack of resources and language barrier like consistent living quarters and phone use.*
- Support:
 - Ensure students have support with Academic and Social Emotional support during the school day and access to community resources. Leverage the partnership with Communities in Schools as a direct resource.
 - Ensure school liaisons reach out to the students to provide additional support through McKinney Vento resources.
 - Use district and school interpreter to help with parent communication in home language.

Free and Reduced Lunch:

- Challenge: *Funding for resources including the Giving Closet, CIS daily snacks, and food pantry.*
- Support:
 - Ensure students have support with Academic and Social Emotional support during the school day and access to community resources. Leverage the partnership with Communities in Schools as a direct resource for daily snacks if needed, weekend backpack program, & Giving Closet.
 - Ensure students/families have access to food pantry.

Migrant:

- Challenge: *Parent communication*



- Support:
 - Ensure students have support with academics, are accessing our SEL curriculum through Wayfinder, and have access to supports through our counselor, CIS staff, and social worker to ensure basic needs are met.

Racial/Ethnic Groups:

- Challenge: *Lack of community based resources and funding for mental health counseling and quality medical care*
- Support:
 - Ensure that both formative and interim data is highlighted in quarterly Teaching and Learning cycles indicating different ethnicities are performing in comparison to all students.
 - Ensure students have school opportunities for support with Academic and Social Emotional support during the school day and access to community resources such as UNLV Counseling, Dr. Feticc, Food Pantry, Family Support Center, Clothing vouchers, and Giving Closet.

Students with IEPs:

- Challenge: *Lack of highly qualified teachers in special education to provide guidance and support to general teachers and students.*
- Support:
 - Ensure that both formative and interim data is highlighted in quarterly Teaching and Learning cycles indicating how students with a disability perform in comparison to all students.
 - Ensure IEP students have the scaffolds and access points to grade level curriculum to ensure equitable learning.
 - Ensure IEP students have access to specialized ELA programming such as Just Words and Phonics First at a Tier II level.
 - Differentiated schedules, and flexibility in meeting the academic and SEL needs of our students.
 - Provide Special Education Teachers with training and time to meet with grade level teams to support students on an IEP in the classroom and during tier II intervention time.
 - Ensure students with disabilities have an inclusive learning environment .
 - Ensure students with disabilities have an intervention class daily.

School Community Outreach

This section highlights our school’s deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
● <i>Meet the Teacher</i>	<i>8/18/22</i>	● <i>Students and parents were thankful to have the opportunity before school</i>



<ul style="list-style-type: none">● <i>Community Open House & Title 1 Data Meeting</i>● <i>Community Open House & Title 1 Data Meeting</i>● <i>Whole Staff Data Dive for FFMS</i>● <i>Whole Staff EL Data Dive through Sheltered WorkShop</i>● <i>EL Student WIDA Score Data Dive with Individual EL Students</i>● <i>Whole staff sharing and feedback session of final submitted plan</i>● <i>Sharing of final SPP with community for feedback through Peachjar</i>● <i>Sharing of SPP through School Newsletter</i>● <i>Family Engagement Night</i>	<p><i>8/30/22</i> <i>8/31/22</i> <i>8/16/22</i> <i>11/9/22</i> <i>11/9/22</i> <i>11/22/22</i> <i>1/9/23</i> <i>3/30/23</i></p>	<p><i>started to tour the school and meet staff - community feedback</i></p> <ul style="list-style-type: none">● <i>Parents were appreciative of the data share & interested in supporting FFMS with educational efforts to increase student academic outcomes - community feedback</i>● <i>Staff were concerned about the SEL data and engaged in problem solving for solutions</i>● <i>Staff needed the PD provided to understand WIDA testing and how to better support EL students</i>● <i>Students learned the “why and what” of WIDA testing</i>
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