Washoe County School District

Herz MS

School Performance Plan: A Roadmap to Success

Herz MS *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.*

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Email:
Phone: 775-851-5629
School Designations: ☐Title I ☐CSI ☐TSI ☐ TSI/ATSI

Our SPP was last updated on October 11, 2023

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
Brandon Bringhurst	**Principal(s)** *(required)*
Eric Rogers	**Other School Administrator(s)** *(required*
Brett Chaney	**Teacher(s)** *(required)*
Shana Wilkins	**Teacher(s)** *(required)*
Renee Gates	**Teacher**
Amanda Maydeck	**Teacher**
Rick Barbey	**Teacher**
Amanda Cox	**Teacher**
Kristin Ritenhouse	**Teacher**
Marqueza Alonzo	**Paraprofessional(s)** *(required)*
Candace Lowery	**Parent(s)** *(required)*
Teagan Peterson	**Student(s)** *(required for secondary schools)*
	Tribes/Tribal Orgs *(if present in community)*
Briana Holbrook	**Specialized Instructional Support Personnel** *(if appropriate)*
Add additional members/roles as necessary	

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/washoe/marce_herz_middle_school/2023

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**
• Proficieny Rates	• Growth Rates

Problem Statement: Appropriate levels of rigor are not being met across the board to push each student at their zone of proximal development.

Critical Root Causes of the Problem:

- Lack of enrichment and intervention opportunities built into the school day.

- Lack of curriculum in all core content areas.

- Lessons not taught at appropriate level of rigor.

Student Success	
School Goal: Improve Median Growth percentile in Math from 44.5 to 49 and in ELA from 41 to 45 **Formative Measures:** • IReady assessments • Common campus-based assessments	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2 X STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5 ☐ STIP Goal 6

Improvement Strategy: SEL Second Step/iReady	Lead: *Who is responsible for implementing this strategy?*
Evidence Level: 2-3	Team Leads
Action Steps: *What steps do you need to take to implement this improvement strategy?* ● Lengthen Advisory to at least 30 minutes each day ● Develop rotation structure ● Provide supports for scheduling students ● Purchase enrichment materials **Resources Needed:** *What resources do you need to implement this improvement strategy?* ● Funding for enrichment materials out of general fund ● IReady to assist with intervention **Challenges to Tackle:** *What implementation challenges do you anticipate? What are the potential solutions?* ● *Implementation Challenge:* Logistics of identifying and moving students in a flexible manner. ● *Potential Solution:* Teams develop a spreadsheet to track students and adjust it every 3 weeks.* **Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?* ● General Fund	

Resource Equity Supports[1]: *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: Small amount of English Learners on campus.
- Support: Students grouped onto the same teams and support provided by on-site staff members.

Foster/Homeless:

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[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)

- Challenge: Attendance
- Support: Counselors monitoring attendance and providing available supports.

Free and Reduced Lunch:
- Challenge: Lack of internet access
- Support: Tutoring provided after school and during lunch

Migrant:
- Challenge: *Update during SPP Roadmap Development.*
- Support: *Update during SPP Roadmap Development.*

Racial/Ethnic Groups:
- Challenge: Few students of similar backgrounds to associate with
- Support: Reading texts from diverse authors and subject matter

Students with IEPs:
- Challenge: Disabilities impacting ability to grasp content
- Support: Additional services provided by special ed certified teachers

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	**Areas for Growth**
● Each department has made significant growth in improving PLC practices.	● PLC practices are not being applied consistently on every unit across the campus.

Problem Statement: Because PLC practices are not being consistently applied, the level of student growth is not increasing as it should.

Critical Root Causes of the Problem:
- Some turnover in teacher leadership has resulted in less experienced teachers in leadership roles. Those teachers do not have a full understanding of the process and the skills to implement the PLC process.
- Wednesday PLC time was cut in half last year resulting in difficulty in completing all the necessary tasks.

Adult Learning Culture

School Goal: Teachers will implement the PLC cycle with fidelity in all units.	Aligned to Nevada's STIP Goal:
Formative Measures:	☐ STIP Goal 1 ☐ STIP Goal 2
● Classroom observation	☐ STIP Goal 3 X STIP Goal 4
● PLC observation	☐ STIP Goal 5 ☐ STIP Goal 6
● Review of PLC agendas	
● Submission of Model PLC application	

Improvement Strategy: PLC

Evidence Level: 2-3

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Department leads will work together to complete and submit a Model PLC school application. This process will require a deep review of our processes and results.

- One day each semester for each department where substitutes will be provided so departments can spend time in collaborative work and peer observations.

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Funding to attend PLC training.

- Funding to pay for substitute teachers.

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*
- *Implementation Challenge:* New curriculums adopted this year has increased teacher stress.

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

Principal and Department Leads

Curriculums don't always align with current WCSD pacing and sequencing.

- *Potential Solution:* Additional time for department leads to work on this challenge collaboratively.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*
- General fund
- CEIS Grant
- PTA Funds

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: Small number of students can get lost in the shuffle.
- Support: PLC process must be applied with fidelity looking at needs of each individual student.

Foster/Homeless:
- Challenge: Transiency makes it difficult to get an accurate measure of their current needs and apply appropriate interventions.
- Support: Timely turnaround of common assessment analysis and action steps while the students are with us.

Free and Reduced Lunch:
- Challenge: Lack of background knowledge.
- Support: Differentiated support with visual representations.

Migrant:
- Challenge: *Update during SPP Roadmap Development.*
- Support: *Update during SPP Roadmap Development.*

Racial/Ethnic Groups:
- Challenge: Teaching staff lacks diversity.
- Support: Culturally responsive teaching practices.

Students with IEPs:
- Challenge: Lack of time to apply all the needed interventions.
- Support: Prioritization of goals based on each student's IEP.

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	**Areas for Growth**
- During last school year we met our target of Student Engagement improving from 59% to 65% - During last school year we missed our target on Self-Management of Emotions by just one point improving from 54% to 57%	- Bullying remains unchanged at 53% positive responses - Self-Management domains continue to be areas of relative weakness

Problem Statement: Students are aware of their emotions, goals and schoolwork but lack the ability to manage them in a healthy way. Students are struggling to treat all students with appropriate kindness.

Critical Root Causes of the Problem:
- Isolation and lack of typical social experiences have deprived students of the ability to develop self-management skills.
- Developmentally speaking middle school students have a difficult time understanding how their actions impact others.

Connectedness	
School Goal: All "self-management" domains on the student climate survey will improve by 3 percentage points. Positive responses in the "Bullying" domain will improve from 53% to 56%. **Formative Measures:** - Student management of Passion Projects - Percentage of test retakes	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2 ☐ STIP Goal 3 ☐ STIP Goal 4

● Percentage of missing assignments ● Retake targeted areas of climate survey in the spring	☐ STIP Goal 5 ☐ STIP Goal 6

Improvement Strategy: Revise and improve Passion Projects for year 4. **Evidence Level:** Tier 4 - Demonstrates a Rational **Action Steps:** *What steps do you need to take to implement this improvement strategy?* ● Convene committee and revise Passion Projects ● Clarify definition ● Simplify timeline ● Provide implementation resources **Resources Needed:** *What resources do you need to implement this improvement strategy?* ● Funding to pay Passion Project committee for work outside of contract time. **Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?* ● *Implementation Challenge:* Creating consistent Passion Project expectations and tools for consistent implementation. ● *Potential Solution:* Passion Project committee to create expectations and tools. **Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?* ● SPP funding to support committee work.	**Lead:** *Who is responsible for implementing this strategy?* Principal and Passion Project Committee.

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: Students from various backgrounds may have passions in very diverse topics and we need to support their work in all those areas.
- Support: Clear expectations. Resources for teachers to meet diverse interests.

Foster/Homeless:

- Challenge: Depending on the topic, many students do work on their Passion Projects at home.
- Support: Opportunities for students to complete projects at school.

Free and Reduced Lunch:

- Challenge: Some Passion Projects require financial resources.

- Support: PTA will sponsor projects as needed.

Migrant:
- Challenge: *Update during SPP Roadmap Development.*
- Support: *Update during SPP Roadmap Development.*

Racial/Ethnic Groups:
- Challenge: Students from various backgrounds may have passions in very diverse topics and we need to support their work in all those areas.
- Support: Clear expectations. Resources for teachers to meet diverse interests.

Students with IEPs:

- Challenge: Students lack the executive functioning skills to see a long-term project through to completion.
- Support: SPED teachers will push in during Advisory and provided various forms of scaffolding to meet student needs.

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
PTA Meeting	*10/11/2023*	