# Washoe County School District

# Marce Herz Middle School

# 2024-2025 School Performance Plan

**Classification: 3 Star School**

# Value Statement

## 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: https://nevadareportcard.nv.gov/DI/nv/washoe/marce_herz_middle_school/2024

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# Comprehensive Needs Assessment

## Student Success

### Student Success Summary

We saw significant improvement in proficiency rates as well as the median growth percentile.  Our area of focus moving forward will be a continued focus on student growth with an emphasis on EL students.

### Student Success Strengths

Area of Strength: Proficiency rates were high and went even higher.

Area of Growth: Median Growth Percentile improved but we can see additional growth in this area.

### Problem Statements Identifying Student Success Needs

**Problem Statement 1 (Prioritized):** Appropriate levels of rigor are not being met across the board to push each student at their zone of proximal development. Students are not always clear on the desired learning target and associated success criteria.   **Critical Root Cause:** Lack of teacher clarity. Learning targets not set to the appropriate level of rigor. Interventions not timely based on common formative assessments. Students don't see interventions tied to learning targets.

**Problem Statement 2:** Students who are EL are not demonstrating the desired levels of growth.   **Critical Root Cause:** Support system is not adequate. Teachers need additional strategies and tools.

# Adult Learning Culture

**Adult Learning Culture Summary**

We are continuing on our journey of developing the practices of a high functioning PLC. While significant strides have been made, there are still opportunities for growth. We believe our focus on this holds the possibility to improve the learning for all students at MHMS.

**Adult Learning Culture Strengths**

Each department has made significant growth in improving PLC practices. Common Formative Assessments are happening with more regularity and they are driving instruction as well as intervention.

**Problem Statements Identifying Adult Learning Culture Needs**

**Problem Statement 1:** Not all subject areas were able to make the progress needed. **Critical Root Cause:** Many areas had new curriculum requiring a greater focus on planning and resource acquisition.

**Problem Statement 2:** Turnover and the addition of a GT magnet has resulted in a large influx of new staff members who are not up to speed on the PLC process. **Critical Root Cause:** On boarding and training protocols for new staff.

**Problem Statement 3 (Prioritized):** Department practices are uneven. **Critical Root Cause:** Lack of campus wide protocols for critical PLC actions.

**Problem Statement 4:** Students on IEPs are not getting the focused support they need on grade level standards. **Critical Root Cause:** With just 3 Resource teachers, they are not able to attend all core department meetings to stay in touch with key standards.

# Connectedness

**Connectedness Summary**

We have started to increase student voice through our Leadership students and our Student Advisory Council.  A focus on Social and Emotional Learning has also resulted in some increases in students' ability to manage their emotions, goals and school-work.

**Connectedness Strengths**

Students at MHMS meet or exceed averages for all middle schools in WCSD on the climate survey results.  Safety, Student Respect and Bullying are the areas where we see the greatest strength relative to the rest of the district.

**Problem Statements Identifying Connectedness Needs**

**Problem Statement 1:** While students show a high level of awareness of their emotions, goals and school work, their ability to manage them is limited.   **Critical Root Cause:** Lack of instruction in this area. Lack of opportunities to apply these skills in practical, guided ways.

**Problem Statement 2 (Prioritized):** While victimization results are significantly above district averages, these issues are a large concern to staff, students and families.   **Critical Root Cause:** Lack of understanding of what is looks like to be mean. Lack of tools to productively solve conflict. Lack of tools to feel good about self without bringing down others. Fight against the media and norms of current society.

# Priority Problem Statements

**Problem Statement 1**: Appropriate levels of rigor are not being met across the board to push each student at their zone of proximal development. Students are not always clear on the desired learning target and associated success criteria.

**Critical Root Cause 1**: Lack of teacher clarity. Learning targets not set to the appropriate level of rigor. Interventions not timely based on common formative assessments. Students don't see interventions tied to learning targets.

**Problem Statement 1 Areas**: Student Success


**Problem Statement 2**: Department practices are uneven.

**Critical Root Cause 2**: Lack of campus wide protocols for critical PLC actions.

**Problem Statement 2 Areas**: Adult Learning Culture


**Problem Statement 3**: While victimization results are significantly above district averages, these issues are a large concern to staff, students and families.

**Critical Root Cause 3**: Lack of understanding of what is looks like to be mean. Lack of tools to productively solve conflict. Lack of tools to feel good about self without bringing down others. Fight against the media and norms of current society.

**Problem Statement 3 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**

- State assessment performance report

**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**

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- Migrant
- At-risk
- EL
- Section 504 data
- Homeless data
- Foster
- Gifted and talented data
- Dyslexia data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

**Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data

- Social Emotional Learning
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends
- School safety data

**Employee Data**

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- Teacher/Student Ratio
- School department and/or faculty meeting discussions and data
- Teacher retention

**Parent/Family/Community Data**

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation

**Support Systems and Other Data**

- Organizational structure data
- Master schedule
- Course offerings
- Budgets/entitlements and expenditures data

# Goals

**Goal 1:** Student Success

    **Aligns with District Priority**

**Annual Performance Objective 1:** Increase our MGP in Math from 54 to 58 and ELA from52 to 56.

    **Evaluation Data Sources:** iReady assessments.
Campus developed common assessments.
District developed common assessments.
SBAC

| Improvement Strategy 1 Details | Status Checks | | |
|---|---|---|---|
| **Improvement Strategy 1:** MTSS | **Status Check** | | |
| Revise and enhance enrichment and intervention structures within our Advisory classes. | **Jan** | **Apr** | **June** |
|     **Formative Measures:** Test retakes. <br> Intervention participation. <br> Missing assignments. <br>     **Position Responsible:** Team Leads <br><br>     **Student Groups This Strategy Targets:** <br> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk <br>  - **Evidence Level:** <br> Moderate <br>     **Problem Statements/Critical Root Causes:** Student Success 1 | | | |
| 0% No Progress     100% Accomplished     ➡ Continue/Modify     ✖ Discontinue | | | |

**Annual Performance Objective 1 Problem Statements:**

| Student Success |
|---|
| **Problem Statement 1**: Appropriate levels of rigor are not being met across the board to push each student at their zone of proximal development. Students are not always clear on the desired learning target and associated success criteria.   **Critical Root Cause**: Lack of teacher clarity. Learning targets not set to the appropriate level of rigor. Interventions not timely based on common formative assessments. Students don't see interventions tied to learning targets. |

**Goal 2:** Adult Learning Culture

**Aligns with District Priority**

**Annual Performance Objective 1:** All (100%) of teachers will implement the PLC cycle with fidelity in all units.

**Evaluation Data Sources:** Common Formative Assessments
Intervention Plans
Classroom observations
Department and Team meeting observations

| Improvement Strategy 1 Details | Status Checks | | |
|---|---|---|---|
| **Improvement Strategy 1:** PLCs | **Status Check** | | |
| Ongoing professional development with Solution Tree to simplify and improve our processes.<br>Book study - Simplifying the Journey<br>One day each semester of department planning and peer observations as substitutes are provided for teachers.<br><br>**Formative Measures:** Data analysis protocols<br>Planning protocols<br>Teacher participation<br>Development of MHMS protocols<br>Department participation<br>Practices observed and implemented<br>Planning and other PLC work completed<br><br>**Position Responsible:** Principal and Department Leads<br><br>**Student Groups This Strategy Targets:**<br>FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk<br> - **Evidence Level:**<br>Moderate<br>**Problem Statements/Critical Root Causes:** Adult Learning Culture 3 | **Jan** | **Apr** | **June** |
| | | | |

0% No Progress      100% Accomplished      ➡️ Continue/Modify      ❌ Discontinue

**Annual Performance Objective 1 Problem Statements:**

| Adult Learning Culture |
|---|
| **Problem Statement 3**: Department practices are uneven.   **Critical Root Cause**: Lack of campus wide protocols for critical PLC actions. |

**Goal 3:** Connectedness

    **Aligns with District Priority**

**Annual Performance Objective 1:** All "self-management" domains on the Student Climate Survey will improve by 2%

Improvement of "victimization" on the Student Climate Survey -

"Been grabbed, shoved, punched, or kicked by someone being mean?" will improve from 50% favorable to 55% favorable

"Been cursed at, verbally threatened or made fun of by someone being mean?" will improve from 33% favorable to 40% favorable

"Seen a physical fight at school" will improve from 13% favorable to 25% favorable

    **Evaluation Data Sources:** Student Climate Survey

| Improvement Strategy 1 Details | Status Checks | | |
|---|---|---|---|
| **Improvement Strategy 1:** Second Step curriculum | **Status Check** | | |
| | **Jan** | **Apr** | **June** |
| Improved implementation of Passion Projects with a focus on Self-Management. Implementation of Second Step curriculum. Trusted adult lesson and development with teams Second Step instruction Positive tool development<br><br>    **Formative Measures:** Passion Project progress Missing assignments Discipline data<br>    **Position Responsible:** Team leads Teachers<br><br>    **Student Groups This Strategy Targets:** FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk<br>    **- Evidence Level:** Has Rationale<br>    **Problem Statements/Critical Root Causes:** Connectedness 2 | | | |
| 0% No Progress    100% Accomplished    → Continue/Modify    ✗ Discontinue | | | |

**Annual Performance Objective 1 Problem Statements:**

| **Connectedness** |
|---|
| **Problem Statement 2**: While victimization results are significantly above district averages, these issues are a large concern to staff, students and families.   **Critical Root Cause**: Lack of understanding of what is looks like to be mean. Lack of tools to productively solve conflict. Lack of tools to feel good about self without bringing down others. Fight against the media and norms of current society. |