

Washoe County School District

Lou Mendive Middle School

School Performance Plan: A Roadmap to Success

Lou Mendive 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: David Hartshorn

School Website: <https://www.washoeschools.net/mendive>

Email: Mendive@washoeschools.net

Phone: 775-353-5990

School Designations: ☐ Title I ☐ CSI ☐ TSI ☒ TSI/ATSI

Our SPP was last updated on September 20, 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
David Hartshorn	Principal(s) (required)
Trish Carroll and Jake Metcalf	Other School Administrator(s)
Jake Metcalf, Ellen King, Scott Fraczek, Nick Goodness, Noelle Rader, Sean Bryant, Jaime Verdi	Teacher(s)
Christy Brown	Paraprofessional (Safe Schools Professional)
Sandra Plascencia	Parent(s) (required)
Click here to enter text.	
Click here to enter text.	
Click here to enter text.	
Click here to add additional members.	Click here to add their role.

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/lou_mendive_middle_school/2022/nspf/



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"> 2022 EL ACCESS Data showed we exited over 20% of our EL students from EL services Severe and Chronic Absenteeism rates greatly improved 	<ul style="list-style-type: none"> Proficiency rates in ELA, Math and Science Chronic Absenteeism (did not meet our 21/22 SY goal) Departmental PLCs Student SEL Skills
<p>Problem Statement: The results from our 21/22 SBAC data showed that our proficiency rates in Science , Math and ELA were low and did not meet our 21/22 proficiency goals: 28% of our students were proficient in science (down 15% from 2021 SBAC data), 22% of all our students were proficient in ELA (up 3% from 2021 SBAC data) and 42% of our students were proficient in ELA (up 1% from the 2021 SBAC data)</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Not knowing “how” to take the SBAC Test Not understanding the vocabulary in the SBAC Tests Two long term subs in Math 8, Algebra and Math 6 An 8th grade group that had one “semi- normal” academic year COVID Exclusions Morale of students and staff were low Not all Departmental PLCs focusing on student data (results driven) 	

Student Success	
<p>School Goal: Mendive students will be 50% (up 8%) proficient in ELA per the results of our 2022 ELA SBAC, will be 30% (up 8%) proficient in Math per the results of our 2022 MATH SBAC and will be 35% (up 7%) in Science per the results of our 2022 Science SBAC.</p> <p>Formative Measures:</p>	<p>Aligned to Nevada’s STIP Goal:</p> <p> <input checked="" type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2 <input type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4 <input type="checkbox"/> STIP Goal 5 </p>



- 2022 Math, ELA, and Science SBAC results

Improvement Strategy: Strengthen Tier 1 Instruction

Evidence Level: Tier 3 - Promising Evidence

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

- Strengthen our Departmental PLCs- moving to a student results focused PLC mindset.
- Develop a PLC/PD Calendar allocating/dedicating time for our departments to meet within their PLCs
- Have Departments conduct “longer and more effective” PLCs outside of their WEA contracted time
- Develop a school-wide electronic student data tracking tool that teachers can use to be proactive when it comes to students who may be slipping through the cracks.
- Implement after-school tutoring/school work support for one hour on Mondays, Tuesdays and Thursdays
- Hire a certified teacher to lower class sizes
- Allocate time and programs for academic intervention/remediation for all students. SBAC prep questions/how to take the SBAC test guides

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

- Money to hire a teacher (ESSER money or other Federal grants)
- Money pay staff to stay after school and conduct after school tutoring/academic support
- Time in our school’s master schedule for academic interventions/remediation.
- Money to pay teachers to conduct PLCs during out of contract hours time

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* Acquiring the money to implement the action steps
- *Potential Solution:* Seek out Federal and State available money for academic support- Federal and/or State Grants (ESSER money, CEIS money, Rally Grants money, etc....)

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

Principal/, school administration, Instructional Leads and Teachers



Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Federal ESSER Grant money, Federal Rally Grant money, Federal CEIS money, and any possible state money to cover staff conducting PLCs during off contract hours.

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

English Learners

- *Challenge:* Per our TSI/ATSI designation (first year flag)- many of our EL students were not proficient in Math per their 21/22 SBAC Assessment. The challenge will be helping these students be proficient in their respective grade levels and ultimately become proficient on their respective SBAC Math Assessments.
- *Support:* Having our ½ time EL teacher focus on SBAC Math vocabulary. The math SBAC test involves a lot of reading/word problems. Many of our EL students understand the math, but the vocabulary/language hinders them from being able to fully understand what the math problem is asking them to do/solve.

Foster/Homeless:

- *Challenge:* NA
- *Support:* NA

Free and Reduced Lunch:

- *Challenge:* NA



- *Support:* NA

Migrant:

- *Challenge:* NA
- *Support:* NA

Racial/Ethnic Groups:

- *Challenge:* Per our TSI/ATSI designation data- many of our Asian, White, and Hispanic students were not proficient in ELA and Math per the 21/22 SBAC Assessments. The challenge will be helping these students be proficient in their respective grade levels and ultimately become proficient on their respective SBAC ELA and Math Assessments.
- *Support:* ELA/Math Teachers and our ½ time EL teacher exposing students to the SBAC questions wording withing the SBAC ELA and Math questions. Introduce and continue to expose these groups to SBAC type questions (months before the spring SBAC assessments)- which involve a lot of reading/comprehension.

Students with IEPs:

- *Challenge:* Per our TSI/ATSI designation data (yellow flag)- many of our IEP students were not proficient in ELA and Math per the 20/21 and 21/22 SBAC Assessments. The challenge will be helping these students be proficient in their respective grade levels and ultimately become proficient on their respective SBAC ELA and Math Assessments.
- *Support:* Small group instruction, focus on teaching “how” to take the SBAC test- focus on the vocabulary that students will see on the SBAC tests. All special education teachers will have a common planning period to better support each other and our students and all Special Ed. Resource teachers will be subject specific only (ex- Math resource teacher and a ELA resource teacher).

8th Grade Science

- *Challenge:* Per our TSI/ATSI designation data (bottom 5th%)- many of our 8th grade students were not proficient in the Science 21/22 SBAC Assessment. The challenge will be finding ways/strategies to improve the Science proficiency rates of our 8th graders.
- *Support:* Begin focusing on SBAC science vocabulary and exposing our students to SBAC science type questions months before their science SBAC assessment. The SBAC Science test has a lot of reading and DOK-3+ level questions. Having our students be exposed and learn how to answer those “wordy” types of questions beforehand will boost our students confidence levels when they actual take their science SBAC Assessment in the spring 2023.

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • A couple of our departments have increased their effectiveness of their PLCs by consistently comparing and 	<ul style="list-style-type: none"> • Not all departments are conducting their PLCs at the same level of effectiveness. Need to be more results focused.



<p>discussing student work, how it is graded and what to do if the students are not getting it.</p> <ul style="list-style-type: none">• Providing SEL to all our students and to each other (collegial SEL)• All departments developed pacing guides and common assessments• Conducting collaborative PLCs- work well together• Able target students that need additional support via Intervention• Utilizing Teams to post all assignments for students that may be absent from school• Taking chances/risks in order to grow and become more effective educators.	<ul style="list-style-type: none">• Need to teach our students “how” to take the SBAC Tests. A focus on SBAC vocabulary and word problems.
<p>Problem Statement: Not all of our academic content Departmental PLCs are at the point of bringing common student work/assignments/assessments to their PLCs and sharing their student's work with each- discussing trends, how student work is graded for equitable grading across the grade levels, where students struggled/where there was mastery. Basically, not all departments are at the same “result focused” mindset.</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none">• Not enough time allocated for teachers to conduct effective PLCs.• Turnover of our Instructional Leads due to retirement and opening new schools. Some departments rebuilding the collaborative culture and collective responsibility of their PLCs.	

Adult Learning Culture	
<p>School Goal: By the end of the 2022-2023 school year, all our Departmental PLCs will begin sharing, analyzing, and discussing student work (assignments, assessments, projects, etc...) samples. All our Departments will have a more “results-focused” mindset within their respective PLCs.</p> <p>Formative Measures:</p> <ul style="list-style-type: none">• Common Departmental PLC Agendas/Discussion Points to be handed in to the Principal after every PLC.	<p>Aligned to Nevada’s STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p> <p><input checked="" type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5</p>



- PLC walk-throughs
- Monthly discussions with our Instructional Leads regarding their PLC process/effectiveness/struggles and successes

Improvement Strategy: Allocate more time for Departments to conduct their PLCs throughout the school year

Evidence Level: Tier 3 - Promising Evidence

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

- Research available grant monies (ESSER Grant, CEIS Grant, etc....) allowing for “extra” professional development (PLCs) to be conducted out of teacher school contract hours.
- Sub out each department to conduct “full day” departmental PLCs.
- Develop a master schedule that allocates consistent, dedicated time throughout the year for teachers to conduct PLCs.
- Purchase effective 6-8 effective SBAC Student Preparatory resources for staff to help their students be more successful understanding/navigating the “different types” and the “setup” of SBAC questions that will be on the each SBAC test.

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

- Time
- Substitute teachers
- Money (grants, general budget, federal money, etc....) for paying staff to conduct their departmental PLCs off contract hours and for SBAC prep materials for staff.

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* Finding the money to sub out each department one or two times per year to conduct full day, in-depth PLCs. School would need approximately \$13,000. With new staff/department leads, re-building the PLC collegial trust with each other will be critical in order for each department member to feel comfortable sharing each other's student work.
- *Potential Solution:* Seek out Federal grants (ESSER, CEIS, etc....) for potential money to support our action steps. Recruit and retain substitute teachers on our campus.

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



Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Federal/State/School District Grants- CEIS, ESSER, School General Budget

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

English Learners

- Challenge: NA
- Support: NA

Foster/Homeless:

- Challenge: NA
- Support: NA

Free and Reduced Lunch:

- Challenge: NA
- Support: NA

Migrant:

- Challenge: NA
- Support: NA

**Racial/Ethnic Groups:**

- *Challenge:* NA
- *Support:* NA

Students with IEPs:

- *Challenge:* NA
- *Support:* NA

Add other student groups as needed.

- *Challenge:* NA
- *Support:* NA

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • Designated monthly times for team teachers to meet together and discuss students- concerns, successes, planning upcoming student/family activities, etc.... • Team teachers are using the weekly data sent out to staff every Tuesday- tracking students that have Fs, students that are not logging into IC, student absences/tardies ,etc.... Reaching out to families sooner than later regarding concerns and reaching out to families with student successes • Team teachers conducting quarterly “Brown Bag Lunches”- where parents come into school during their child’s lunch and eat with them, the teachers and their peers. 	<ul style="list-style-type: none"> • Increase the number of “after school hours” family/student school activities. • Communication with our families • School-wide SEL activities/lessons • PBIS
<p>Problem Statement: There was a significant drop in our students SEL Skills per the results of the 21-22 Student Climate Survey- specifically in the areas of self-management of goals, self-management of schoolwork, and self-awareness of emotions. As a school and per the 2022 Attendance data, Mendive had a 17% Chronic Absenteeism category (<90% attendance). Although 17% is a great improvement from the 21/22SY (57% chronic absenteeism), we still did not met our goal of 15%.</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • Mendive had a very high number of COVID 19 exclusions (both staff and students), our PBIS Model was is in a rebuilding year and was 	



not “highly” effective, due to COVID 19- many of our “typical” family/student engagement activities during 1st semester were put on hold to adhere to social distancing/school safety directives.

Connectedness

School Goal: • Mendive students will show growth in their SEL Skills. They will increase 3% points with their self-management of goals and their self-management of schoolwork (both of these categories were down 8% from the fall 2020 Student Climate Data). Additionally, students will increase 3% points with their self-management of emotions (down 6% from the 2020 Student Climate Data). Mendive will decrease their Chronic Absenteeism rate for the 22-23 SY. Mendive will drop from a 17% chronic absenteeism rate to a 13% chronic absenteeism rate (2018-2019 chronic absenteeism rate).

Formative Measures:

- 2022 Student Climate Survey Results
- 2023 Mendive School Profile Data (end of year generated school data)

Aligned to Nevada’s STIP

Goal:

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

Improvement Strategy: Increase school-wide Social and Emotional Learning and increase parent/guardian involvement

Evidence Level: Tier 3 - Promising Evidence

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

- Recruit staff to stay after school and conduct after school tutoring or SEL activities
- Develop an electronic student data tool that can be sent out to staff once a week, which will track absences, grades, tardies, logging into IC, etc.... A proactive tool to help staff intervene early and recognize successes and celebrate those successes.
- Revamp our PBIS Model
- Implement a connectedness activity on each academic team. Each semester our academic team teachers will conduct the “Dot Activity” which allows for the team teachers to see which students they do not know much about and then develop an action plan to reach out to those students- to build stronger relationships
- Incorporate/host more events for our students/parents/community to get more connected to our school- Summer Ice cream Social for new to Mendive students, Fall Open House, Art nights, family/community dinner nights, LEGO/STEM competitions, Craft Faire, Veteran’s Day Luncheon

Lead: *Who is responsible for implementing this strategy?*
Principal, Admin and entire faculty



etc...

- More positive calls/emails/postcards home to our families to continue to strengthen the school-parent/student connectedness.
- Send out weekly reminders/updates to our families about the happenings at our school- again, to strengthen the school-family connectedness.
- Allow time in our master schedule to implement the SEL program- 2nd Step

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

- Teachers that will conduct SEL activities after school.
- Teachers/staff to spearhead our PBIS Team
- Leadership students and PTO to help coordinate the off school hours family activities
- The SEL program 2nd Step
- Funding/grants to pay staff to stay after school and conduct after school SEL activities/clubs
- Staff willing to conduct parent night events
- A master schedule that allocates time for teachers/teams to meet and discuss students and build stronger relationships

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* Recruiting staff to work after contract hours. Also, it has always been challenge to retain funds/money to pay staff, to conduct family/student/school events, and retain the SEL program “Second Step”.
- *Potential Solution:* Research and utilize any/all Federal/State Grants, utilize PTO funds to support some after school events/activities.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Federal and State Grants (ESSER, CEIS Grants), PTO funds, General School Budget, middle school private money doner for running after/before school clubs and SEL activities.

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

English Learners



- *Challenge:* NA
- *Support:* NA

Foster/Homeless:

- *Challenge:* NA
- *Support:* NA

Free and Reduced Lunch:

- *Challenge:* NA
- *Support:* NA

Migrant:

- *Challenge:* NA
- *Support:* NA

Racial/Ethnic Groups:

- *Challenge:* NA
- *Support:* NA

Students with IEPs:

- *Challenge:* Per our TSI/ATSI designation (first year flag)- many of our IEP students were flagged for elevated chronic absenteeism.
- *Support:* Develop an electronic data tracker that monitors student absenteeism and share this tool with the updated attendance data weekly with our staff. Have our case manager monitor this weekly absenteeism data closely and reach out to families when their students on their caseload begin missing a lot of school. This tool will allow us to be more proactive- intervening early, before the absenteeism gets worse for our IEP students.

Add other student groups as needed.

- *Challenge:* NA
- *Support:* NA

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
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Ice Cream Social for 6 th graders and “new” to Mendive students	8/11/2022	<ul style="list-style-type: none">Parents very appreciative of us putting on this family event. Lots of positive energy about the upcoming school year and many families signing up for our PTO.
Open House	8/25/2022	<ul style="list-style-type: none">Parents had a lot of compliments on this event and the start of the school year in general. Students were excited to show their parents/guardians their classes, teachers and our school in general. Great success all around!
Monthly Mug- Coffee with School Admin	11/7/2022	<ul style="list-style-type: none">Have not started this event, but plan to begin in late fall. Every Monday, parents will have the opportunity to come into our school and have coffee with the Principal and discuss any concerns, successes, etc....
Family Art Night	10/20/2022	<ul style="list-style-type: none">TBD
Veteran’s Day Community Luncheon	11/10/2022	<ul style="list-style-type: none">TBD
Weekly Message To Mendive Families	8/12/2022	<ul style="list-style-type: none">Great feedback! Parents like the open, consistent school/home communication. Parents are thankful they are kept in the loop with the happenings at school. Parents have also expressed that they like the communication via email- so they can refer back to it for a refresher or forward it to other relatives.
Passport to HS Family Event	11/17/2022	<ul style="list-style-type: none">TBD
Team Brown Bag Luncheons	Enter Date	<ul style="list-style-type: none">Every quarter Team’s invite their parents in for lunch to eat with them, their child and their peers. We have had 5 so far (as of 10/3/22) and they have been a huge success. Kids are excited to have their parents in their school- meeting their teachers and friends. The feedback from parents have been very positive. One piece of constructive feedback- have a Brown Bag Dinner once in a while, so that more parents could attend. Some parents cannot leave work at lunch time. I appreciated this feedback.