



## 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 D. 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 15, 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
David Hartshorn	<b>Principal(s)</b> (required)
Jake Metcalf, Trish Carroll	<b>Other School Administrator(s)</b> (required)
Ellen King, Jaime Verdi, Scott Fraczek, Nick Goodness, Sabrina Donaldson, Sean Bryant	<b>Teacher(s)</b> (required)
Christy Cronon	<b>Paraprofessional(s)</b> (required)
Sandra Plascencia	<b>Parent(s)</b> (required)
	<b>Student(s)</b> (required for secondary schools)
	<b>Tribes/Tribal Orgs</b> (if present in community)
	<b>Specialized Instructional Support Personnel</b> (if appropriate)
<i>Add additional members/roles as necessary</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/washoe/lou\\_mendive\\_middle\\_school/2022/nspf/](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"> <li>● 2022 EL ACCESS Data showed we exited over 10% of our EL students from EL services.</li> <li>● Our 22/23 School Profile Data shows that our major discipline events and our number of suspensions went down significantly.</li> <li>● Mendive scored 10/10 pts on the Access/WIDA Adequate Growth Percentile based off our 22/23 NSPF.</li> </ul>	<ul style="list-style-type: none"> <li>● School-wide proficiency rates in ELA, Math and Science</li> <li>● Chronic and Severe Absenteeism</li> <li>● Departmental PLCs</li> <li>● Student SEL Skills</li> <li>● Student and staff moral/culture</li> </ul>
<p><b>Problem Statement:</b> The results from our 22/23 SBAC data showed that our proficiency rates in Science , Math and ELA were low and did not meet our 22/23 SBAC proficiency goals (we did show proficiency growth in science): 32% of our students were proficient in science (up 4% form the from 2022-23 SBAC data), 38% of all our students were proficient in ELA (down 4% from 2022-23 SBAC data) and 20% of our students were proficient in Math (down 2% from the 2022-23 SBAC data).</p> <p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>● Not knowing “how” to take the SBAC Test. Students not versed in the “type” of questions asked within the Math, ELA and Science SBAC.</li> <li>● Not understanding the vocabulary in the SBAC Tests.</li> <li>● A slight increase in our chronic and severe absenteeism.</li> <li>● Long term sub in Math 7, Math 7/8, two first year Math 8, Algebra and Math 6 teachers.</li> <li>● The morale of students and staff is still not up to “normal” from the COVID epidemic.</li> <li>● Not all Departmental PLCs focusing on student data (results driven).</li> </ul>	
Student Success	



**School Goal:**

Mendive students will increase in proficiency on their SBAC ELA from 38% proficient in 2023 to 43% proficient in 2024. Mendive students will increase proficiency on their SBAC Math from 20% proficient in 2023 to 25% proficient in 2024. Mendive 8<sup>th</sup> graders will increase proficiency on their SBAC Science from 32% proficient in 2023 to 43% proficient in 2024.

**Formative Measures:**

2023-24 SY Math, ELA, and Science SBAC results, Three 2023-2024 iReady Diagnostics (Fall, Winter, Spring)

**Aligned to Nevada’s STIP Goal:**

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

**Improvement Strategy:** iReady

**Evidence Level:** Tier 3 - Promising Evidence

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

- Implementing the iReady Program within our Math and ELA Curriculum. Every student will receive 40-45 min of iReady support in their Math and ELA classes every week.
- 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
- Strengthen Tier 1 Instruction
- 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, counselors and administration can use to be proactive and intervene when it comes to students who may be slipping through the cracks (multiple F’s, excessive absences, number of times each student is leaving classes for various reasons.
- Implement after-school tutoring/school-work support for one hour every week on Mondays, Tuesdays and Thursdays

**Lead:** *Who is responsible for implementing this strategy?*  
*Principal, Administration, Instructional Leads*



beginning in mid-September- just after academic warnings are sent home.

- Hire a special education teacher and an Intervention teacher. This will lead to smaller special education support classes, less special education students on our special education teacher's caseload, and help support our Tier 3 Academic Interventions.
- Implement daily SBAC prep questions/how to take the SBAC test guides before every math and ELA class (as class openers).

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

- Money to hire a teacher (ESSER money or other Federal grants) or an increase in allocations based of our student count after the 23/24 WCSD Count Day.
- Money to pay staff to stay after school and conduct after school tutoring/academic support.
- Time in our school's master schedule for academic interventions/remediation/iReady.
- 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, etc....)

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

- Federal ESSER Grant money, Federal CEIS money, and any possible state/WCSD money to cover staff conducting PLC work during off contract hours.

**Resource Equity Supports<sup>1</sup>:** *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**

<sup>1</sup> "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: Per our ATSI designation (second year flag)- many of our EL students were not proficient in Math per their 22/23 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.
- The implementation of iReady (43 min/week) within our ELA and Math Curriculum will offer additional support to help bridge our EL academic learning gaps.

**Foster/Homeless:**

- Challenge: N/A
- Support: N/A

**Free and Reduced Lunch:**

- Challenge: N/A
- Support: N/A

**Migrant:**

- Challenge: N/A
- Support: N/A

**Racial/Ethnic Groups:**

- Challenge: Per our ATSI designation data- many of our Asian, White, and Hispanic students were not proficient in ELA and Math per the 22/23 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 within the SBAC ELA and Math questions. Introduce and continue to expose these groups to SBAC type questions (beginning at the start of the school and continuing up until the SBAC tests) every day throughout the year- which will involve a lot of reading/comprehension.
- The implementation of iReady (43 min/week) within our ELA and Math Curriculum will offer additional support to help bridge our Asian, White and Hispanic academic learning gaps.

**Students with IEPs:**

- Challenge: Per our ATSI designation data (yellow flag)- many of our IEP students were not proficient in ELA and Math per the 22/23 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). Additionally, hiring a 6<sup>th</sup> Special Education teacher (if allocated after our 22/23 Count Day) will decrease our special education teacher’s resource caseload and allow for smaller special education support classes.

- The implementation of iReady (43 min/week) within our ELA and Math Curriculum will offer additional support to help bridge our IEP students’ academic gaps.

## Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>• A couple of our departments have increased the effectiveness of their PLCs by consistently comparing and discussing student work, how it is graded and what to do if the students are not getting it.</li> <li>• Providing SEL to all our students and to each other (collegial SEL).</li> <li>• All departments developed pacing guides and common assessments.</li> <li>• Conducting collaborative PLCs- work well together.</li> <li>• Able to target students that need additional support via iReady.</li> <li>• Utilizing Teams to post all assignments for students that may be absent from school.</li> <li>• Staff comfortable taking chances/risks in order to grow and become more effective educators.</li> </ul>	<ul style="list-style-type: none"> <li>• Not all departments conduct their PLCs at the same level of effectiveness. Need to be more results focused.</li> <li>• Need to teach our students “how” to take the SBAC Tests. A focus on SBAC vocabulary and word problems.</li> </ul>
<p><b>Problem Statement:</b> 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 other- 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 do not have the same “result focused” mindset.</p> <p><b>Critical Root Causes of the Problem:</b></p>	



- Not enough time allocated for teachers to conduct effective PLCs.
- Higher number of long-term subs in our Math and ELA classes.
- The increased turnover of our Instructional Leads due to retirement and younger staff not ready to become a Department Lead. Some departments are rebuilding their collaborative culture and collective responsibility of their PLCs.

### Adult Learning Culture

**School Goal:** By the end of the 2023-2024 SY, all our departmental PLCs will begin sharing, analyzing, and discussing student work (assessments, assignments, projects, essays, etc.). All our departments will have a more “results-focused” mindset within their respective PLCs. By the end of the 23-24 SY, 100% of our Departmental PLCs, as measured by PLC agendas and administration walk-throughs, will begin analyzing and discussing student work.

**Formative Measures:**

- Common departmental PLC agendas/discussion points to be submitted to the principal after every PLC.
- PLC walk-throughs by school administration
- Monthly off-contract hours (renewal credit earned) discussions with our Instructional Leads regarding their PLC process/effectiveness/struggles and successes.

**Aligned to Nevada’s STIP Goal:**

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





**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 departmental PLCs at least one early release Wednesday per month.
- Purchase effective 6-8 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, ESSER, general budget, federal money, etc....)

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

- *Implementation Challenge:* Finding/retaining the money to sub out each department one or two times per year to conduct full day, in-depth PLCs. Our school would need approximately \$13,000. With new staff/department leads-re-building the PLC collegial trust with each other will be critical 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 campus.

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

Principal and school administration



**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.

**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: N/A
- Support: N/A

**Foster/Homeless:**

- Challenge: N/A
- Support: N/A

**Free and Reduced Lunch:**

- Challenge: N/A
- Support: N/A

**Migrant:**

- Challenge: N/A
- Support: N/A



**Racial/Ethnic Groups:**

- Challenge: N/A.
- Support: N/A

**Students with IEPs:**

- Challenge: Mendive has about 160 special education resource students, who all struggle in Math and/or ELA. Reading and writing is heavily incorporated in all core subjects (Math, Science, History and English) and our special education students are struggling in History and Science class because our special education teachers only push into ELA and Math classes to support their students on their caseload. How do we support our Science and History teachers with their special education students?
- Support: Review and revamp our school’s special education resource teacher’s push-in model. Implement a push-in model that allows our special education teachers to not only push-in to ELA and Math, but also push-in and support their students/teachers in History and Science classes- while still adhering to each child’s IEP support minutes in ELA and/or Math per their IEPs.

**Inquiry Area 3 - Connectedness**

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>● Designated monthly times for team teachers to meet and discuss students- concerns, successes, planning upcoming student/family activities, etc....</li> <li>● 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</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● Increase the number of “after school hours” family/student school activities.</li> <li>● Communication with our families</li> <li>● School-wide SEL activities/lessons</li> <li>● PBIS Model</li> <li>● Celebrations/Recognitions for staff and students</li> </ul>
<p><b>Problem Statement:</b> There was a slight drop (or stayed even) in our students SEL Skills per the results of the 22-23 Student Climate Survey- specifically in the areas of student engagement (dropped 5% points with the question- “I am happy to be at school”), self-management of</p>	



schoolwork, and self-awareness of self-concept. As a school and per the 2023 Attendance data, Mendive had a 25% Chronic Absenteeism (<90% attendance)- up from 17% in 21-22 SY. Additionally, we had a 8% Severe Absenteeism (< 80% attendance)- which was up from 5% in the 21-22 SY.

**Critical Root Causes of the Problem:**

- Students not wanting to be at school (down 5% pts on our 22-23 Student Climate Survey).
- Still in a rebuilding year with our PBIS Model
- Still working on bringing the “fun” back in learning and being at school. We need more student/family activities during and after school hours.
- Lack of funds to provide/purchase PBIS rewards that student would/could really want to work towards and be in school.

**Connectedness**

**School Goal:** Mendive students will show growth in their SEL skills per the 23-24 Student Climate Survey. Students will increase 5% percentage points in Student Engagement- specifically the category: “I am happy to be at school”. Mendive will decrease their student chronic and severe absenteeism by 5% and 4% respectively.

**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       STIP Goal 6



**Improvement Strategy:** Increase school-wide Social and Emotional Learning, increase student/staff morale, increase parent/guardian involvement/communication and increase care for our students and staff.

**Evidence Level:** Tier-1- Strong

**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.
- Apply for a “Care for Schools” \$10,000 Grant to fund our PBIS rewards and staff/student celebrations.
- Develop student voice- allowing students to develop/initiate a “student club” on campus.
- 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.
- Continue to 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. This will be conducted by the end of the 1<sup>st</sup> quarter and once again during the 2<sup>nd</sup> semester.
- 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 hosted at Mendive, Community Craft Fair, Veteran’s Day Luncheon for our local Veterans, Color Run Fundraiser, etc....
- More positive calls/emails/postcards home to our families to continue to strengthen the school/parent/student connectedness.
- Send out weekly reminders/friendly updates to our families about the happenings at our school.
- Allocate time in our master schedule for our staff to implement the SEL program- 2<sup>nd</sup> Step.

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

- Teachers that will conduct SEL activities/student driven clubs after school.
- Teachers/staff to spearhead our PBIS Team.

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



- Leadership students and PTO to help coordinate the off-school hours family activities
- The SEL program 2<sup>nd</sup> 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.
- Money for staff/student celebrations and PBIS rewards.

**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 a challenge to retain funds/money to pay staff, to conduct family/student/school events, and to retain the SEL program “Second Step”. Retain money for staff/student celebrations and recognitions and for PBIS rewards.
- *Potential Solution:* Research and utilize any/all Federal/State Grants and apply for as many as possible. Utilize PTO members/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), Care for Classrooms Grants, privately funded donors for Legobotics.

**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: N/A
- Support: N/A

**Foster/Homeless:**

- Challenge: N/A



- Support: N/A

**Free and Reduced Lunch:**

- Challenge: N/A
- Support: N/A

**Migrant:**

- Challenge: N/A
- Support: N/A

**Racial/Ethnic Groups:**

- Challenge: N/A
- Support: N/A

**Students with IEPs:**

- Challenge: Per our ATSI designation (second year flag)- many of our IEP students were flagged for elevated chronic absenteeism.
- Support: Develop/continue to utilize an electronic data tracker that monitors student absenteeism and share this tool with the updated attendance data weekly with our staff. Have our case managers/counselors/SSP 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.

## 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
<ul style="list-style-type: none"> <li>• Family Ice Cream Social for 6<sup>th</sup> graders and “new” to Mendive students: 8/10/23</li> <li>• Family Open House: 9/7/23</li> <li>• Monthly Mug- Coffee with School Admin: ongoing monthly</li> <li>• Community Craft Fair: 11/4/23</li> <li>• Family Art Night (2X): 10/19/23</li> <li>• Community/School Veteran’s Day Community Luncheon: 11/9/23</li> </ul>	<p><i>Enter Date</i></p>	<ul style="list-style-type: none"> <li>• <i>Add lessons learned after each outreach event.</i></li> </ul>



<ul style="list-style-type: none"><li>• Principal Weekly Message To Mendive Families/Students/Community: Every Friday</li><li>• Student/Family Passport to HS Family Event: Spring 2024</li><li>• Team Brown Bag Luncheons for students and their families: Once every quarter</li><li>• All Middle School Legobotics Competition @ our school: 12/2/23</li><li>• Color Run Fundraiser: Last week of the school 23/24 SY</li></ul>		
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