

Washoe County School District

Lou Mendive Middle School

2024-2025 School Performance Plan

Classification: 2 Star School

Distinction Designations:
TSI

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/lou_mendive_middle_school/2024

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Comprehensive Needs Assessment

Student Success

Student Success Summary

Data showed that Mendive has showed areas of success in the 23/24 SY in the following areas:

- Overall, Math Median Student Growth Percentile grew from 34% in 22/23 SY to 43% in 23/24 SY.
- 2. Student's proficiency rates on the SBAC Science Exam grew from 32% proficient in 22/23 to 44% proficient in 23/24.
- 3. Mendive scored 8/10 pts on the Access/WIDA Adequate Growth Percentile based off our 23/24 NSPF.
- 4. Student Chronic Absenteeism went down from 25% in 22/23 SY to 23% the 23/24 SY.

Additionally, the 23/24 school data showed that Mendive has continued concerns (areas of improvement/growth) in the following areas:

- School-wide proficiency rates in ELA, Math per 23/24 SBAC results
- School-wide growth rates in ELA, Math per the 23/24 SBAC results
- Chronic Absenteeism (23%)
- Departmental PLCs
- Student SEL Skills dropped on the 23/24 Student Climate Survey
- Student and staff moral/culture per Staff Climate Survey and our site-based quarterly Staff Climate/Culture Survey.

Student Success Strengths

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4. Student Chronic Absenteeism went down from 25% in 22/23 SY to 23% the 23/24 SY.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): The results from our 23/24 SBAC data showed that our proficiency rates in Math and ELA were low and did not meet our 23/24 SBAC proficiency goals. 35% of all our students were proficient in ELA (down 3% from 2022-23 SBAC data) and 20% of our students were proficient in Math (same as 22/23 SY)

Critical Root Cause: * Not knowing "how" to take the SBAC Test. Students not versed in the "type" of questions asked within the Math, and ELA Assessments. * Not understanding

the vocabulary in the SBAC Tests. * 23% chronic absenteeism. * First year teachers in Math 7, Math 7/8, long term subs in Math 6 and ELA 6th, ELA 7th and 2 long term subs in Sped. * The morale of students and staff is still not up to "normal"

Adult Learning Culture

Adult Learning Culture Summary

Summarizing Mendive Middle School's adult learning culture we have the following strengths:

- 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.
- Providing SEL to all our students (via Second Step) and to each other (collegial SEL).
- All departments developed pacing guides and common assessments.
- Conducting collaborative PLCs- work/collaborate well together.
- Able to target students that need additional support via iReady, SBAC scores and Formative Assessments
- Able to dissect iReady and conduct individual conversations with students in regard to their iReady data.
- Utilizing Teams or a Team website to post all assignments for students that may be absent from school.
- Staff comfortable taking chances/risks in order to grow and become more effective educators.

Additionally, Mendive Middle School has some areas of improvement in regard to our adult learning culture:

- Not all departments conduct their PLCs at the same level of effectiveness. Need to be more results focused.
- Need to teach our students “how” to take the SBAC Tests. A focus on SBAC vocabulary and word problems.
- Our staff needs to begin and strengthen their teacher clarity practice. This is year one for Mendive and the focus on teacher clarity- so it is a work in progress.

Adult Learning Culture Strengths

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Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): 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 department's mindsets are results focused. **Critical Root Cause:** * Not enough time allocated for teachers to conduct effective PLCs and analyze

student work. * 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.

Connectedness

Connectedness Summary

Mendive Middle School Connectedness Strengths for the 23-24 SY:

- Chronic absenteeism went down from 26% (22/23 SY) to 23% (23/24 SY).
- Principal sends out a weekly school message (updates and friendly reminders) to our entire school community every Friday.
- Mendive incorporated the SEL program Second Step for all our students. These lessons are taught once a week via Advisory class.
- Mendive is a Teaming School- which acts like a school within a school. This model allows for students to get more personal/individualized attention from their teachers- which allows for stronger, more positive relationships with staff and their peers.
- Designated monthly times for team teachers to meet and discuss students- concerns, successes, planning upcoming student/family activities, etc...
- Team teachers are using weekly developed 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.

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Along with successes, Mendive has areas that need improvement as well:

- Increase the number of “after school hours” family/student school events/activities.
- Increase our student clubs/activities and intramurals
- 23% chronic absenteeism is still high and needs to be much lower
- Monitoring of chronically absent students and having plan to support those students
- Restorative Practice/Circles
- Communication with our families
- School-wide SEL activities/lessons
- PBIS Model needs to be revamped
- Increase celebrations/recognitions for staff and students

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): During the 23/24 SY, Mendive Middle School had a 23% chronic absenteeism rate. **Critical Root Cause:** -Student engagement down 4% pts on our 23-24 Student Climate Survey. -Lack of a solid 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. We need more clubs/activities. -Lack of funds to provide/purchase PBIS rewards that student would/could really want to work towards and be in school.

Priority Problem Statements

Problem Statement 1: The results from our 23/24 SBAC data showed that our proficiency rates in Math and ELA were low and did not meet our 23/24 SBAC proficiency goals. 35% of all our students were proficient in ELA (down 3% from 2022-23 SBAC data) and 20% of our students were proficient in Math (same as 22/23 SY)

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Problem Statement 1 Areas: Student Success

Problem Statement 2: 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 department's mindsets are results focused.

Critical Root Cause 2: * Not enough time allocated for teachers to conduct effective PLCs and analyze student work. * 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.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: During the 23/24 SY, Mendive Middle School had a 23% chronic absenteeism rate.

Critical Root Cause 3: -Student engagement down 4% pts on our 23-24 Student Climate Survey. -Lack of a solid 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. We need more clubs/activities. -Lack of funds to provide/purchase PBIS rewards that student would/could really want to work towards and be in school.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Accountability Data

- State assessment performance report

Student Data: Assessments

- Local diagnostic reading assessment data
- Local diagnostic math assessment data

Goals





Goal 1: Student Success

Aligns with District Priority

Annual Performance Objective 1: Mendive students will increase in proficiency on their SBAC ELA from 35% proficient in 2024 to 40% proficient in 2025. Mendive students will increase proficiency on their SBAC Math from 20% proficient in 2024 to 25% proficient in 2025. Mendive 8th graders will increase proficiency on their SBAC Science from 44% proficient in 2024 to 49% proficient in 2025.

Evaluation Data Sources: 2023-2024 SBAC Data, 2023-2024 iReady Diagnostics (Fall, Winter, Spring)

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: iReady * i-Ready Diagnostics and iReady Student Pathway * Tier 3 ELA and Math Intervention classes *Strengthening Tier 1 instruction Action steps: * Implementing the iReady Program within our master schedule. Every student will receive 30-40 min of iReady support in their Math and ELA classes every week. * Conduct weekly reviews of student usage and lesson passage with the goal of students passing one or more Reading and math lesson per week. * Create an incentive program/system to support students in meeting weekly lesson passage goals and increasing their Winter and Spring iReady Diagnostic scores. * Develop a PLC/PD Calendar allocating/dedicating time for our departments to meet within their PLCs to analyze student work, iReady data, curriculum and Tier 1 instruction. * 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, iReady/SBAC Data. * Hire an ELA and Math Coach/Tier 3 Intervention teacher. Formative Measures: i-Ready reports weekly, 24/25 SBAC Position Responsible: Principal, Assistant Principals, Dean, Department/Instructional Leads Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Promising Problem Statements/Critical Root Causes: Student Success 1	Status Check		
	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Annual Performance Objective 1 Problem Statements:

Student Success
Problem Statement 1: The results from our 23/24 SBAC data showed that our proficiency rates in Math and ELA were low and did not meet our 23/24 SBAC proficiency goals. 35% of all our students were proficient in ELA (down 3% from 2022-23 SBAC data) and 20% of our students were proficient in Math (same as 22/23 SY) Critical Root Cause: * Not knowing "how" to take the SBAC Test. Students not versed in the "type" of questions asked within the Math, and ELA Assessments. * Not understanding the vocabulary in the SBAC Tests. * 23% chronic absenteeism. * First year teachers in Math 7, Math 7/8, long term subs in Math 6 and ELA 6th, ELA 7th and 2 long term subs in Sped. * The morale of students and staff is still not up to "normal"

Goal 2: Adult Learning Culture
Aligns with District Priority

Annual Performance Objective 1: By the end of the 2024-2025 SY, classroom walk-throughs by school administration will indicate that at least 75% of our students will be able to consistently articulate what they are learning and be able to explain how they will know when they learned it.

Evaluation Data Sources: Teacher Clarity Walk-Through Form

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: PLCs Master Schedule Action Steps/Plan: - Create a master schedule with specific time allotted for weekly PLCs. -Develop a Departmental PLC Notetaker (agenda). -An administrator and Instructional Coach will be present at all PLC meetings (attending at least half of the PLC) to facilitate and support the PLC work. -Develop a schedule for weekly meetings with our administrative/leadership team to recap observations form PLC meetings and classroom walk-throughs - with a focus on the results of our Teacher Clarity Walk-Through form. -Utilize our electronic Teacher Clarity walk-through form during all walk-throughs. Formative Measures: PLC Notetakers/Agenda, Teacher Clarity Walk-Through Form Position Responsible: Principal, AP's, Dean, Department/Instructional Leads, teachers Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Moderate Problem Statements/Critical Root Causes: Adult Learning Culture 1	Status Check		
	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: 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 department's mindsets are results focused. **Critical Root Cause:** * Not enough time allocated for teachers to conduct effective PLCs and analyze student work. * 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.

Goal 3: Connectedness

Aligns with District Priority

Annual Performance Objective 1: The percentage of students identified as chronically absent in the 24-25 school year will decrease three percentage points from the 23-24 school year. Mendive had a 23% chronic absenteeism rate in the 23-24 school year. Our goal is to lower that to 20% chronic absenteeism rate for the 24-25 school year.

Evaluation Data Sources: 24-25 Chronically Absenteeism Data

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Family Engagement Monitoring Process, Plan for Supporting Students Early and Often and Family/Student Engagement Action Steps/Plan: -Conduct home visits for students who are at risk of chronic absenteeism. -Collaborate with families to develop individualized attendance plans for students at risk of chronic absenteeism. -Establish a student advisory council (Student Voice). -Increase the number of options for students to become involved in our school to increase student engagement- student driven clubs, intramurals/activities at lunch, brown bag luncheons, and a more robust PBIS system. -Apply for a "Care for Schools" \$10,000 Grant to fund our PBIS rewards and staff/student celebrations. -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/Improve 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 1st quarter and once again during the 2nd 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- 2nd Step. Formative Measures: -A developed Student Advisory Council -A more robust PBIS system in place -Increased number of clubs/activities and intramurals -24/25 Student Climate Survey Position Responsible: Principal, Assistant Principal, Dean and Teachers Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Promising Problem Statements/Critical Root Causes: Connectedness 1	Status Check		
	Jan	Apr	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Annual Performance Objective 1 Problem Statements:

Connectedness

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