

Washoe County School District

Lou Mendive Middle School

2025-2026 School Improvement Plan

Classification: 3 Star School

TSI

Demographics & Performance Information

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/2025

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

- Overall, Math Median Student Growth Percentile grew from 34% in 22/23 SY to 43% in 23/24 SY to 52% in 24/25 SY.
- School-wide proficiency rates in Math per 24/25 SBAC results were 29%- up from 20% in the 23/24 SY
- School-wide proficiency rates in ELA per the 24/25 SBAC results were 46%- up from 35% in the 23/24 SY
- Mendive scored 10/10 pts on the Access/WIDA Adequate Growth Percentile based off our 23/24 NSPF.
- Student Chronic Absenteeism went down from 25% in 22/23 SY to 23% to 23/24 SY to 21% in 24/25
- 24-25 SY iReady Math: 93% of our 6th,7th, and 8th graders showed growth from iReady 1st Diagnostic to the 3rd Diagnostic.
- 24-25 iReady ELA: 142% of our 6th,7th, and 8th graders showed growth from iReady 1st Diagnostic to the 3rd Diagnostic.
- 24-25 SY ACCESS/ELPA Scores: 7th and 8th Grade EL students showed 93% Growth. 6th Grade EL students showed 38% growth.
- Major Student Discipline Events dropped from 359 in 23/24 Sy to 270 in 24/25 SY
- 10. Student Suspensions dropped from 321 in 23/24 SY to 238 in 24/25 SY

Student Success Areas for Growth

Data showed that Mendive has showed areas of success in the 24/25 SY in the following areas:

- Overall, Math Median Student Growth Percentile grew from 34% in 22/23 SY to 43% in 23/24 SY.
- School-wide proficiency rates in Math per 24/25 SBAC results were 29%- up from 20% in the 23/24 SY
- School-wide proficiency rates in ELA per the 24/25 SBAC results were 46%- up from 35% in the 23/24 SY
- Mendive scored 10/10 pts on the Access/WIDA Adequate Growth Percentile based off our 23/24 NSPF.
- Student Chronic Absenteeism went down from 23% the 23/24 SY to 21% in the 24/25 SY
- Major Student Discipline Events dropped from 359 in 23/24 Sy to 270 in 24/25 SY
- Student Suspensions dropped from 321 in 23/24 SY to 238 in 24/25 SY

Continued Concerns/Areas for Growth: 24/25 school data showed that Mendive has continued concerns (areas of improvement/growth) in the following areas:

- School-wide proficiency rates in Math per 24/25 SBAC results were 29% (up from 20%- but still much room for growth).
- School-wide proficiency rates in ELA per the 24/25 SBAC results were 46% (up from 35%- but still much room for growth).
- Student's proficiency rates on the SBAC Science Exam dropped from 44% proficient in 23/24 to 43% in 24/25.
- Chronic Absenteeism in 24/25 SY 23%. This down from 24% in the 23/24 SY, but still room for more growth.
- Departmental PLCs. Year one of implementing Teacher Clarity and still not very much analyzing of student work in PLCs.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Our EL students struggle with academic vocabulary (reading and writing). Due to our low EL population, we lost our .5 certified EL Teacher and our school district replaced our 5 certified teacher with a 35 hr. ESP EL Para-educator /Assistant and a EL Facilitator.	To continue to have our ESP EL Para-educator / Assistant and a EL Facilitator work closely with our staff (in their classrooms), offering strategies that would help not only support our EL students- but ALL students. Have our ESP EL Para-educator /Assistant and a EL Facilitator offer to "model" suggested strategies within classes. Additionally, our ESP EL Para-educator /Assistant and a EL Facilitator will target (supply "extra" support) for their EL students and conduct small group instruction/ACCESS Test preparation where/when deemed necessary.
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): The results from our 24/25 SBAC data showed that our proficiency rates in Math and ELA were still lower than the WCSD average. 46% of all our students were proficient in ELA (up 11% 2023-24 SBAC results) and 29% of our students were proficient in Math (up 9% from our 23/24 SBAC results).

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. * 21% chronic absenteeism. * Over 160 Special Education students * Many students not knowing what and why they are learning during instruction.

Adult Learning Culture

Adult Learning Culture Areas of Strength

- 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.
- Many of our teachers are implementing Teacher Clarity practices, as this year (24-25 SY) has been our first year of the implementation of Teacher Clarity.
- Providing SEL to all our students (via Second Step) and to each other (collegial SEL).
- All departments developed pacing guides and common assessments. Math Dept and ELA Dept reviewed their common assessments and made sure that the standards that were being taught were accurately assessed on their assessments.
- Conducting collaborative PLCs- work/collaborate well together.
- Teacher and admin are able to target students that need additional support via iReady, SBAC scores and Formative/Summative Assessments
- Teachers are able to dissect iReady and conduct individual conversations with students regarding their iReady data (their growth/lack of growth and their students individual iReady instructional pathway).
- 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.
- Many staff stepping and taking over new initiatives to support our school as a whole and strengthen their school leadership abilities

Adult Learning Culture Areas for Growth

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:

- As a school, Mendive needs to dig deeper into the practice of Teacher Clarity. We are currently in year one of the Teacher Clarity 3-year implementation process.
- Not all departments conduct their PLCs at the same level of effectiveness. Need to be more results focused and dig deeper into Teacher Clarity.
- Need to teach our students “how” to take the SBAC Tests. A focus on SBAC vocabulary and word problems.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	EL Learners and their struggle with vocabulary, which negatively effects test scores.	-Have our EL support staff work with our all our teachers regarding strategies for supporting our EL Students. Also, have our EL support staff work directly with our History and Science teachers- being in the classroom and teaching together. -EL support staff conduct test prep sessions before state assessments with our EL population.
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	IEP students struggle academically- specifically in Math and ELA.	Have our case managers conduct more "small group" work during general ed. classes. Also, case managers will work more closely with our general ed. staff and be more purposeful regarding when and where they need to conduct their "push-in" minutes.

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. Additionally, we (as a school) only just scratched the surface with WCSD's focus on Teacher Clarity. We are a year 1 Teacher Clarity School.

Critical Root Cause: * Not enough time allocated for teachers to conduct effective PLCs and analyze student work- especially this upcoming year (25-26 SY) when all Math, ELA, Science, History and World language teachers will be pulled out of their respective schools to attend subject specific Professional Development during the 4th Wednesday Early Release day each month. * The increased turnover of our Instructional Leads due to retirement/senior teachers stepping down and younger staff not fully ready to become a Department Lead. Some departments are rebuilding their collaborative culture and collective responsibility of their PLCs.

Connectedness

Connectedness Areas of Strength

Mendive Middle School Connectedness Strengths for the 24-25 SY:

- Chronic absenteeism went down from 23% (23/24 SY) to 21% (24/25 SY).
- Implemented Restorative Practice/Circles time within our class schedule as another tool to help support student connectedness.
- Implemented Community in Schools (CIS) program this year- with a focus on students with poor attendance/difficult family life.
- 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.

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

- Increase the number of “after school hours” family/student school events/activities.
- We are in year one of incorporating the Community in Schools program. We are work every day to continue to strengthen this valuable program.
- Need to increase our student clubs/activities and intramurals.
- 21% 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- Need to develop a PBIS staff committee to help strenghten our PBIS Model that we have in place.
- Increase celebrations/recognitions for staff, students and families

Connectedness Areas for Growth

Mendive Middle School Connectedness Strengths for the 24-25 SY:

- Chronic absenteeism went down from 24% (23/24 SY) to 21% (24/25 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.
- Implemented Community in Schools (CIS) program this year- with a focus on students with poor attendance/difficult family life.
- 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 student data sent out to staff every Tuesday- tracking students that have Fs, students that are not logging into IC, student absences/tardies, how many times each student has left class on a pass, student iReady Diagnostic scores, SBAC scores, 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.

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
- 21% 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, students and families

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Some of our EL population do not feel connected to our school- which leads to chronic absenteeism and less academic growth.	Continue to have our EL support staff work closely with these students and their respective families. Conducting home visits (with a translator if needed) where deemed necessary, since we are certified Home Visit School.
Foster/Homeless	CIS	Incorporated Community in Schools this year which will support our struggling families (homeless/foster) and students with chronic absenteeism.
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	

Student Group	Challenge	Solution
Students with IEPs	Some of our IEP students fall in our chronic absenteeism numbers, as they feel overwhelmed/behind with their academics. This feeling if "lost in their academics" leads to some of those students avoiding school and simply staying home.	Continue to have our certified case mangers work closely with these chronically absent IEP students and their respective families- reassuring them that they have extra adult support at school and we "want" you in school. Additionally, conducting home visits where deemed necessary, since we are certified Home Visit School. The Home Visits show that we care and want to help and make sure your child feels welcome and supported in our school.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): During the 24/25 SY, Mendive Middle School had a 21% chronic absenteeism rate.

Critical Root Cause: -Student engagement still 3% pts below other WCSD middle schools on the 24/25 Student Climate Survey. -Only in year two of our PBIS Model rebuild. -Still working on bringing more "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 24/25 SBAC data showed that our proficiency rates in Math and ELA were still lower than the WCSD average. 46% of all our students were proficient in ELA (up 11% 2023-24 SBAC results) and 29% of our students were proficient in Math (up 9% from our 23/24 SBAC results).

Critical Root Cause 1: * 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. * 21% chronic absenteeism. * Over 160 Special Education students * Many students not knowing what and why they are learning during instruction.

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. Additionally, we (as a school) only just scratched the surface with WCSD's focus on Teacher Clarity. We are a year 1 Teacher Clarity School.

Critical Root Cause 2: * Not enough time allocated for teachers to conduct effective PLCs and analyze student work- especially this upcoming year (25-26 SY) when all Math, ELA, Science, History and World language teachers will be pulled out of their respective schools to attend subject specific Professional Development during the 4th Wednesday Early Release day each month. * The increased turnover of our Instructional Leads due to retirement/senior teachers stepping down and younger staff not fully 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 24/25 SY, Mendive Middle School had a 21% chronic absenteeism rate.

Critical Root Cause 3: -Student engagement still 3% pts below other WCSD middle schools on the 24/25 Student Climate Survey. -Only in year two of our PBIS Model rebuild. - Still working on bringing more "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:

Student Success

- Early reading assessment results
- End-of-Unit Assessments
- Grades
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Nevada Alternate Assessment (NAA)
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Student failure and/or retention rates
- WIDA ACCESS for ELLs
- Other
 - iReady Diagnostics (Fall, Winter, Spring)

Adult Learning Culture

- Evaluation(s) of professional development implementation and impact
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- School leadership data
- Staff surveys and/or other feedback
- Student Climate Survey
- Study of best practices
- Teacher evaluation
- Teacher retention
- Walk-through data
- Other
 - Teacher Climate Survey Results
 - Parent Climate Survey Results

Connectedness

- Attendance
- Behavior

- Community surveys and/or other feedback
- Demographic data
- Home Visits
- PBIS/MTSS data
- School safety data
- Social Emotional Learning Data
- Violence and/or violence prevention records
- Volunteer opportunities, attendance, and participation
- Other
 - Student Climate Survey Results

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Mendive students will increase in proficiency on their SBAC ELA from 46% proficient in the 24/25 SY to 51% proficient in the 25/26 SY. Mendive students will increase proficiency on their SBAC Math from 29% proficient in 24/25 SY to 34% proficient in the 25/26 SY.

Aligns with District Goal

Formative Measures: 2025-2026 SBAC Data Results, 2024-2025 iReady Diagnostics (Fall, Winter, Spring)

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: iReady and Teacher Clarity * i-Ready Diagnostics and iReady Student Pathway * Tier 3 Math Intervention classes *Strengthening Tier 1 instruction with Teacher Clarity Training				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	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. *Train our Assistant Principal to be a WCSD Teacher Clarity Trainer. He will be able to better support myself and our school as whole as we navigate into year one implementation of Teacher Clarity * 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.	Principal, Assistant Principals, Dean, Department/ Instructional Leads	SY 2025-26			
Position Responsible: Principal, Assistant Principals, Dean, Department/Instructional Leads Evidence Level Level 3: Promising: i-Ready/Teacher Clarity Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: The results from our 24/25 SBAC data showed that our proficiency rates in Math and ELA were still lower than the WCSD average. 46% of all our students were proficient in ELA (up 11% 2023-24 SBAC results) and 29% of our students were proficient in Math (up 9% from our 23/24 SBAC results). 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. * 21% chronic absenteeism. * Over 160 Special Education students * Many students not knowing what and why they are learning during instruction.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Teacher Clarity: By the end of the 2025-2026 SY, classroom walk-throughs by school administration will indicate that at least 80% 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 (Success Criteria). 80% of our staff will have the Learning Intentions and Success Criteria posted on their Promethean Board/white board and discuss the Learning Intentions for the day and Success Criteria with their students.

Aligns with District Goal

Formative Measures: Teacher Clarity Walk-Throughs
Informal and Formal Observations

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLCs				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	- 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 from PLC meetings and classroom walk-throughs - with a focus on the results of our Teacher Clarity Walk-Throughs -Have our Assistant Principal trained as a Teacher Clarity Trainer. He will then be able to better support me and our school as we move into year one of Teacher Clarity.	Principal, AP's, Dean, Department/ Instructional Leads, teachers	25-26 SY	No review	No review	No review
Position Responsible: Principal, AP's, Dean, Department/Instructional Leads, teachers						
Evidence Level Level 2: Moderate: PLC						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 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. Additionally, we (as a school) only just scratched the surface with WCSD's focus on Teacher Clarity. We are a year 1 Teacher Clarity School. **Critical Root Cause:** * Not enough time allocated for teachers to conduct effective PLCs and analyze student work- especially this upcoming year (25-26 SY) when all Math, ELA, Science, History and World language teachers will be pulled out of their respective schools to attend subject specific Professional Development during the 4th Wednesday Early Release day each month. * The increased turnover of our Instructional Leads due to retirement/senior teachers stepping down and younger staff not fully ready to become a Department Lead. Some departments are rebuilding their collaborative culture and collective responsibility of their PLCs.

Inquiry Area 3: Connectedness

SMART Goal 1: The percentage of students identified as chronically absent in the 25/26 school year will decrease three percentage points from the 24-25 school year. Mendive had a 21% chronic absenteeism rate in the 24-25 school year. Our goal is to lower that to 19% chronic absenteeism rate for the 25-26 school year.

Aligns with District Goal

Formative Measures: 25-26 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				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Action Steps/Plan: -Conduct home visits for students who are at risk of chronic absenteeism. - Incorporate the Community in Schools (CIS) program into Mendive MS. -Collaborate with families to develop individualized attendance plans for students at risk of chronic absenteeism. -Strengthen our 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 "Van Sickle Grant " \$10,000 Grant to fund our PBIS rewards and staff/student celebrations and student laptops. -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- Developing a PBIS Staff Committee. -Continue implementing our 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 and Restorative Circles.	Principal, Assistant Principal, Dean and Teachers	25-26 SY			
Position Responsible: Principal, Assistant Principal, Dean and Teachers Evidence Level Level 3: Promising: Family Engagement Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness

Problem Statement 1: During the 24/25 SY, Mendive Middle School had a 21% chronic absenteeism rate. **Critical Root Cause:** -Student engagement still 3% pts below other WCSD middle schools on the 24/25 Student Climate Survey. -Only in year two of our PBIS Model rebuild. -Still working on bringing more "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.

Community Outreach Activities

Activity	Date	Lesson Learned
Registration/Pay Fees/School Tours Day	7/31/25	
Snow Cone Social for incoming 6th graders/new to Mendive Students	7/7/25	
Open House	8/28/25	
Fall Fest	10/3/25	
Veteran's Day Luncheon	11/10/25	
Parent/Student Brown bag Luncheons	Quarterly for each of our 7 Teams (TBA)	
Mendive Community Craft Fair	10/3/25	
Mendive Community Art Night	11/20/25	
Mendive Winter/Holiday Assembly	12/18/25	
Mendive Unified Sports Assembly	2/20/26	
Mendive Family Night	2/26/26	
8th Grade Magic Semi-Formal Dance	5/29/26	