Washoe County School District

Lou Mendive Middle School

Classification: 2 Star School

ATSI

2026-2027 School Improvement Plan

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Comprehensive Needs Assessment

Student Success

Areas of Strength

- -Overall, Math Median Student Growth Percentile held steady at over 50% (50.5% to be exact) in 25/26 SY.
- -School-wide proficiency rates in Math per 24/25 SBAC results were 29%- up from 20% in the 23/24 SY and jumped up to 31% in the 25/26SY- % keeps rising over the last three years.
- -School-wide proficiency rates in ELA per the 24/25 SBAC results were 46%- up from 35% in the 23/24 SY
- -Mendive scored 9/10 pts on the Access/WIDA Adequate Growth Percentile based off our 25/26 NSPF.
- -Student Chronic Absenteeism improved sharply for several historically high-risk groups. American Indian students' fell from 81% to 45% and CIT identified students fell from 67% to 27%.
- -24-25 SY iReady Math: 73% of our 6th,7th, and 8th graders showed "Typical Growth" from iReady 1st Diagnostic to the 3rd Diagnostic.
- -24-25 iReady ELA: 125% of our 6th,7th, and 8th graders "Typical Growth from iReady 1st Diagnostic to the 3rd Diagnostic.
- -25-26 SY ACCESS/ELPA Exit Rates had a large increase: In 24/25SY, we had 2 students exit of EL and we had 8 students exit out of EL in the 24/25 SY.
- -Total suspensions in **25-26: 207** (36 ISS/171 OSS)/**24-25: 239** (22 ISS/217 OSS)
- -Total Major Discipline Events in **25-26: 245** (5 only had 5+ majors)/**24-25: 328** (15 had 5+ majors).
- -Student voice increased favorably by 5%- per the 25-26 Student Climate Survey Results
- -Student self-respect increased favorably by 3%- per the 25-26 Student Climate Survey Results
- -Student self-awareness of self-concept increased favorably by 2%- per the 25-26 Student Climate Survey Results
- -Student self-management of emotions increased favorably by 3%- per the 25-26 Student Climate Survey Results
- -Student self-management of goals increased favorably by 2%- per the 25-26 Student Climate Survey Results
- -Staff work stress decreased (in a good way) favorably by 12%
- -Staff collaboration increased favorably by 13%- per the 25-26 Staff Climate Survey
- -Student behaviors decreased favorably by 14%- per the 25-26 Staff Climate Survey
- -Parent involvement increased favorably by 14%- per the 25-26 Staff Climate Survey
- -Fairness and respect increased favorably by 12%- per the 25-26 Staff Climate Survey

Areas for Growth

Data showed that Mendive has showed areas of success in the 25/26 SY in the following areas:

- -Overall, Math Median Student Growth Percentile was 50.5% in the 25/26 SY.
- -School-wide proficiency rates in Math per 24/25 SBAC results were 29%- up from 20% in the 23/24 SY and jumped up to 31% in the 25/26SY- % keeps rising over the last three years.
- -Mendive scored 9/10 pts on the Access/WIDA Adequate Growth Percentile based off our 23/24 NSPF.
- -Student Chronic Absenteeism improved sharply for several historically high-risk groups. American Indian students' fell from 81% to 45% and CIT identified students fell from 67% to 27%.
- -Major Student Discipline Events dropped from 270 in 24/25 SY to 245 in 25-26 SY
- -Student Suspensions dropped from 238 in 24/25 SY to 207 in 25-26 SY
- -Student voice increased favorably by 5%- per the 25-26 Student Climate Survey Results.
- -Student self-respect increased favorably by 3%- per the 25-26 Student Climate Survey Results.
- -Student self-awareness of self-concept increased favorably by 2%- per the 25-26 Student Climate Survey Results.
- -Student self-management of emotions increased favorably by 3%- per the 25-26 Student Climate Survey Results.
- -Student self-management of goals increased favorably by 2%- per the 25-26 Student Climate Survey Results.

Continued Concerns/Areas for Growth: 25/26 school data showed that Mendive has continued concerns (areas of improvement/growth) in the following areas:

- -School-wide proficiency rates in Math per 25/26 SBAC results were 31% (up from 29%- but still much room for growth).

- -School-wide proficiency rates in ELA per the 24/25 SBAC were 46% and we dropped to 44% in the 25-26 SY.
- -NAC 389: We dropped from 79.6% in the 24/25 Sy down to 68.9% in the 25-26 SY- Earning us only 1/3 pts on the 25/26 NSPF (down one pt. from the 24/25 SY)
- -Student's proficiency rates on the SBAC Science Exam dropped from 43% proficient in 24/25 SY to 33% in 25/26.
- -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 completed of implementing Teacher Clarity (more work to do), we will be in year one of implementing the Science of Reading, and we still need to work on analyzing student work in our Departmental PLCs.
- -8th grade SBAC science proficiency rates dropped from 43% proficient to 33% proficient.
- -Chronic absenteeism is worsening for Pacific Islander and Multiracial students even as our schoolwide absenteeism rates held flat at 21%.

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	Getting these students to school every day- with school uniform/school clothes school supplies and a trusting adult that they can meet and talk with on a regular basis.	We will have our counselors and Communities in Schools support staff work closely with these families- making sure they all have what they need to have student success (or at least fair opportunity) while learning at Mendive MS.
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Racial/ethnic minorities can often feel overwhelmed/"treated different" than the white/non-Hispanic population. Leading to academic shut down.	All staff practice culturally equitable/ respectful practices so that the academic playing field is "fair" for all students.
Students with IEPs	Completing work, understanding the work/vocabulary, passing exams, being able to effectively write/ complete math.	The case managers will work closely with their respective special education students and their parents and these students respective teachers. Additionally, all IEPs need to address each student's unique needs with appropriate goals/objectives based of data/present levels of performance.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	The results from our 25/26 SBAC data showed that our proficiency rates in Math and ELA still have much room for improvement- even though we scored at the middle school district average. 44% of all our students were proficient in ELA (down from 46% proficient in 24/25 SY) and 31% of our students were proficient in Math (up 2% from our 24/25 SBAC results).	* 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 and not having the persistence and determination to tackle the multistep SBAC question. * 21% chronic absenteeism. * Over 160 Special Education students * Many students not knowing what and why they are learning during instruction.

★ = Priority

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.
- -All subjects are implementing ELA developed strategies within their classrooms to support writing across the entire school.
- -Many of our teachers are implementing Teacher Clarity practices, as this past year (24-25 SY) was 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 accessed 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.
- -Staff collaboration increased favorably by 13%- per the 25/26 Staff Climate Survey.
- -Staff work stress decreased (in a good way) favorably by 12%- per the 25/26 Staff Climate Survey.
- -Staff collaboration increased favorably by 13%- per the 25/26 Staff Climate Survey.
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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 (as we go into year two of implementation. This year we will be in year one of implementing the Science of Reading.
- -Not all departments conduct their PLCs at the same level of effectiveness. Need to be more results focused and dig deeper into -teacher Clarity, the analyzing of student work, and this year- the Science of Reading.

- -Need to teach our students “how” to take the SBAC Tests. A focus on SBAC vocabulary, word problems

and continue to support students with developing more grit, persistence, and determination when answering the multistep SBAC questions.

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	Often, staff do not know which of their students are homeless/foster students- hence, nit understanding their possible struggles at home (quiet place to work, completing homework, poor sleep conditions) etc...	Make sure our school counselors and school administrators relay to all teachers which of their students are homeless/foster care- so the teachers can give extra support/ accommodations to those identified students- helping them with success and a feeling of well-being while in school.
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Some staff unintentionally	-Conduct equity walk-throughs with WCSD Equity and Diversity Department- supporting us with feedback that we can share back with teachers/staff. -Make sure our library has or begins to purchase novels/books written by authors of all ethnic backgrounds- helping our library be a a stronger and more equitable diverse to support all our different student ethnicities and their reading interests. -Admin and counselors begin at looking at "doors" that may be closed for our racial/ethnic minorities- participation in sports, student voice, student leadership. Also, break down behavior and academics to see if their is disparity between ethnic minorities and our white/non-hispanic population.
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	Critical Root Cause
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- as we were only a year 1 Teacher Clarity School last year and we are just beginning our year one journey regarding the school-wide focus of the Science of Reading.	* Not enough time allocated for teachers to conduct effective PLCs and (again) 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 3rd Wednesday Early Release Day each month. Some departments will be directed to stay on campus and discus the relayed PLC agenda either within their respective departments or via Teams Meetings. * 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.

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Connectedness

Areas of Strength

Mendive Middle School Connectedness Strengths for the 25-26 SY:

- -Chronic absenteeism went down from 23% (23/24 SY) to 21% (24/25 SY) and stayed steady at 21% for the 25-26 SY.
- -Implement 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. Unfortunately, 2nd Step has been canceled for our school this year due to funding issues. We will impleemnt the program again during the 27/28 SY.
- -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.
- -Implemented multiple Family Nights throughout the year
- -Implemented over 20 student-driven Clubs for students attend and get more involved with our school.
- -Implemented Intramural Sports throughout the year.
- -Year two of fully implementing Student Voice.
- -Teacher Home Visits have increased every year since we have implemented the home visits

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 2 of incorporating the Community in Schools program. We will work every day this year to continue to strengthen this valuable program- with a focus on student attendance.
- -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- this needs to begin very early in the school year. Conduct bi-monthly meetings with our Attendance Officers, Admin Team, Communities in Schools Coordinator and Counselors- targeting our chronically absent students quickly and actively intervene.
- -Restorative Practice/Circles
- -Communication with our families
- -School-wide SEL activities/lessons
- -PBIS Model- Need to develop a PBIS staff committee to help strengthen our PBIS Model that we have in place.
- -Increase celebrations/recognitions for staff, students and families

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) and held steady in the 25-26 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.
- -Continue to focus on and strengthen our Student Voice.
- -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

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.

Student Group	Challenge	Solution
Foster/Homeless	Unfortunately, we (staff) have recognized some of our homeless/ foster students not feeling completely connected in our school community- leading to chronic absent, lower grades and depression at times.	-We will utilize our Community in Schools (CIS) this year which will support our struggling families (homeless/foster) AND students with chronic absenteeism. Also, we will make sure that all our identified foster/ homeless students are shared with their respective teachers- so those teachers can give extra support in the classroom and extra communication with their parents/foster parents. This will help level the academic/social playing field with hopes that our foster/homeless students feel more connected to our school. - More Home Visits to help build stronger relationships with these families and articulate the support we can supply.
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	A few of our racial/ethnic minorities do not feel too connected to our school- especially since we are a 54% white/ non-Hispanic school.	-Work with our counselors, CIS folks, and Librarian to develop and implement more cultural celbrations/ recoghnitions. -Make sure that our racial/ethnic minorities are equitably represented in our Student Leadership, Student Voice, sports and extra-curricular activiies.
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	Critical Root Cause
1 ★	During the 25/26 SY, Mendive Middle School had a 21% chronic absenteeism rate.	-Student engagement still 2% pts below other WCSD middle schools on the 25/26 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 to improve student engagement in the school setting. -Lack of funds to provide/purchase PBIS rewards that student would/ could really want to work towards and be in school.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
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- as we were only a year 1 Teacher Clarity School last year and we are just beginning our year one journey regarding the school-wide focus of the Science of Reading.	* Not enough time allocated for teachers to conduct effective PLCs and (again) 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 3rd Wednesday Early Release Day each month. Some departments will be directed to stay on campus and discus the relayed PLC agenda either within their respective departments or via Teams Meetings. * 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.
2 ★	The results from our 25/26 SBAC data showed that our proficiency rates in Math and ELA still have much room for improvement- even though we scored at the middle school district average. 44% of all our students were proficient in ELA (down from 46% proficient in 24/25 SY) and 31% of our students were proficient in Math (up 2% from our 24/25 SBAC results).	* 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 and not having the persistence and determination to tackle the multistep SBAC question. * 21% chronic absenteeism. * Over 160 Special Education students * Many students not knowing what and why they are learning during instruction.
3 ★	During the 25/26 SY, Mendive Middle School had a 21% chronic absenteeism rate.	-Student engagement still 2% pts below other WCSD middle schools on the 25/26 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 to improve student engagement in the school setting. -Lack of funds to provide/purchase PBIS rewards that student would/ could really want to work towards and be in school.

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Data Documentation for CNA

Data Documentation for CNA

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

Student Success

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

Adult Learning Culture

- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Master schedule**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Professional Development Agendas**
- [x] **Professional development needs assessment data**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **School department and/or faculty meeting discussions and data**
- [x] **School leadership data**
- [x] **Staff surveys and/or other feedback**

- [x] **Student Climate Survey**
- [x] **Study of best practices**
- [x] **Teacher evaluation**
- [x] **Teacher retention**
- [x] **Walk-through data**
- [x] **Other**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Community surveys and/or other feedback**
- [x] **Demographic data**
- [x] **Home Visits**
- [x] **PBIS/MTSS data**
- [x] **School safety data**
- [x] **Social Emotional Learning Data**
- [x] **Violence and/or violence prevention records**
- [x] **Volunteer opportunities, attendance, and participation**
- [x] **Other**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

Mendive students will increase in proficiency on their 26-27 SBAC ELA from 44% proficient in the 25/26 SY to 46% proficient in the 26/27 SY. Mendive students will increase proficiency on their SBAC Math from 31% proficient in 25/26 SY to 33% proficient in the 26/27 SY.

Formative Measures: 2026-2027 SBAC Data Results, 2026-2027 iReady Diagnostics (Fall, Winter, Spring)

Improvement Strategy 1

iReady Student Pathways, Teacher Clarity, Science of Reading

* i-Ready Diagnostics and iReady Student Pathways
* Tier 3 Math Intervention classes (6th/7th/8th grade focused classes
*Strengthening Tier 1 instruction with Teacher Clarity Training and Science of Reading

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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. *Our Assistant Principal is a WCSD Teacher Clarity Trainer. He will support our school as whole as we navigate into year two of the 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, Tier 1 instruction and Teacher Clarity/Science of Reading strategies. * 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 2026-27	

Position Responsible: Principal, Assistant Principals, Dean, Department/Instructional Leads

Resources Needed: Time (as always)

Evidence Level

Level 3: Promising:
i-Ready/Teacher Clarity/Science of Reading

Problem Statements: Student Success 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	The results from our 25/26 SBAC data showed that our proficiency rates in Math and ELA still have much room for improvement- even though we scored at the middle school district average. 44% of all our students were proficient in ELA (down from 46% proficient in 24/25 SY) and 31% of our students were proficient in Math (up 2% from our 24/25 SBAC results).	* 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 and not having the persistence and determination to tackle the multistep SBAC question. * 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 2026-2027 SY, documented 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 (or verbally articulated within the lesson) and discuss the Learning Intentions for the day and Success Criteria with their students. Additionally, by the end of the 26-27 SY, 80 % of staff will show evidence with implementing/utilizing one or more Science of Reading Strategies- with a focus on vocabulary acquisition.

Formative Measures: 26-27 SY Teacher Clarity Evidence Walk-Throughs
26-27 SY Science of Reading Evidence Walk-Throughs
26-27 SY Informal and Formal Observations

Improvement Strategy 1

PLCs

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	- Create a 26-27 SY Master Schedule with specific time allotted for weekly Departmental/ Team 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 and the year one implementation of the Science of Reading focus area	Principal, AP's, Dean, Department/ Instructional Leads, teachers	26-27 SY	

Position Responsible: Principal, AP's, Dean, Department/Instructional Leads, teachers

Evidence Level

Level 2: Moderate:
PLC

Problem Statements: Adult Learning Culture 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
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- as we were only a year 1 Teacher Clarity School last year and we are just beginning our year one journey regarding the school-wide focus of the Science of Reading.	* Not enough time allocated for teachers to conduct effective PLCs and (again) 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 3rd Wednesday Early Release Day each month. Some departments will be directed to stay on campus and discus the relayed PLC agenda either within their respective departments or via Teams Meetings. * 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 26/27 SY will decrease two percentage points from the 25-26 SY. Mendive had a 21% chronic absenteeism rate in the 25-26 SY. Our goal is to lower that to 19% chronic absenteeism rate for the 26-27 school year.

Formative Measures: 26-27 Chronically Absenteeism Data

Improvement Strategy 1

Home Visits/Family Engagement

26-27 SY: Increase Family Engagement Events/Activities- including our year two implementation of consistent Family Home Visits and the effective/efficient use of our year two partnership with Communities in Schools.

Monitoring Process, Plan for Supporting Students Early and Often and Family/Student Engagement.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Action Steps/Plan: -Continue to conduct home visits for students who are at risk of chronic absenteeism/multiple F's. -Continue to incorporate the Community in Schools (CIS) program into Mendive MS. -Continue to collaborate with families to develop individualized attendance plans for students at risk of chronic absenteeism. -Strengthen our Student Advisory Council (Student Voice)- will be in year 3 of Student Voice. -Continue to 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. -If available for the 26-27 SDY, apply for a "Van Sickle Grant " $10,000 Grant to fund our PBIS rewards and staff/student celebrations and	Principal, Assistant Principal, Dean and Teachers	26-27 SY	

	student laptops. -Continue to utilize our (unique to Mendive MS) electronic student data tracking 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. -Revisit/Revamp/Improve our PBIS Model- recruit new PBIS Committee members. -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 Snow Cone Social for new to Mendive students, Fall Open House, Family 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, and Quarterly Family Movie Nights. -More positive calls/emails/postcards home to our families to continue to strengthen the school/parent/student connectedness. Allocate time for staff to write and send out the positive post cards and/or emails/phone calls. -Send out weekly reminders/friendly updates to our families/stakeholders about the current and future happenings at our school. -Allocate time in our Master Schedule for our staff to implement the SEL program- 2nd Step and Restorative Circles.			

Position Responsible: Principal, Assistant Principal, Dean and Teachers

Evidence Level

Level 3: Promising:
Family Engagement

Problem Statements: Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	During the 25/26 SY, Mendive Middle School had a 21% chronic absenteeism rate.	-Student engagement still 2% pts below other WCSD middle schools on the 25/26 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 to improve student engagement in the school setting. -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
In Coming 6th Grade Family Snow Cone Social	8/16/26	Need for space/chairs
Whole School/Community Open House	8/27/26	Need to extend to extend event by 30 min
Community Craft Fair	10/3/26	TBD
Community Fall Art Night	10/15/26	TBD
Family Engagement- Night of Memories/Day of the Dead	10/29/26	TBD
Veteran's Day Community Luncheon	11/10/26	TBD
Community Unified Sports Assembly	3/12/12	TBD
Community Family Night	3/25/18	TBD