Washoe County School District

Marce Herz Middle School

Classification: 4 Star School

Magnet

2026-2027 School Improvement Plan

District Approval Date:
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Mission Statement

MHMS MISSION

A school where exceptional learning for all is a reality. Students & staff work collaboratively to challenge themselves & each other while providing the support needed to persevere through failure & achieve the extraordinary.

Vision

MHMS VISION

Empowering young people to pursue their passions and change the world.

Table of Contents

Comprehensive Needs Assessment 4

Student Success 5

Adult Learning Culture 8

Connectedness 14

Priority Problem Statements 17

Data Documentation for CNA 20

Student Success 21

Adult Learning Culture 21

Connectedness 22

Inquiry Areas 23

Inquiry Area 1 : Student Success 24

Inquiry Area 2 : Adult Learning Culture 26

Inquiry Area 3 : Connectedness 29

Community Outreach Activities 32

Comprehensive Needs Assessment

Student Success

Areas of Strength

Area of Strength: Proficiency rates were high and went even higher.

Area of Growth: Median Growth Percentile improved but we can see additional growth in this area.

Areas for Growth

We saw significant improvement in proficiency rates as well as the median growth percentile. Our area of focus moving forward will be a continued focus on student growth with an emphasis on EL students.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	We see our long-term English Learners seemingly stagnant or not making continued growth as compared to our short-term ELs.	We will implement a model in which we identify the specific I-Ready lessons that align/address the ACCESS areas in which each long-term EL student is not making expected progress. Those students will then be assigned to an intervention period in which they will work on these specific lessons. Our ELF (English Language Facilitator) will be monitoring data (I-Ready, class data) to confirm student progress. In addition, our ELF will pull all EL's once weekly from August - February to provide practice on the specific ACCESS test components. We will also be implementing Lexia Power Up for our EL students. We see many of our EL students hesitant to speak. Working with students and parents, we will offer these student practice time (at school and at home) with Lexia Power Up which requires students to respond orally and provides immediate feedback to the student.
Foster/Homeless	Fewer than 10 students.	Using the counseling department, work with each student and family individually to address needs and develop relationships/partnerships to support student growth at school.

Student Group	Challenge	Solution
Free and Reduced Lunch	In a high-SES area such as ours, these students/families, may feel somewhat disconnected from the community, thus creating a barrier that does not serve students.	We use a biweekly intervention model which will identify and provide small group teacher interventions to identified students. Our FRL students have more transiency and so we see more "holes" for these students which makes the regular chance to provide supports critical. This year, we will have available to us the predictive tool offered by our Assessment Department. We will use this tool to identify students such as our FRL students who may be falling behind. We will then be able to identify certain action steps including, partnering with parents to assure IC is checked weekly minimum by both ST and Parent; intervention assignments; contact by counselors to identify other needs the family may have in service to the students' academic and social well being.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	In a high-SES and less racially/ ethnically diverse school such as ours, these students/families, a concern is that racial/ethnic minorities may feel disconnected from the community.	We monitor and intervene academically as needed in a two week cycle. This year, we have some students who transferred from Pine MS, a more racially diverse school. These students will need close monitoring to assure they are welcomed and feel included in our community such that they are at school daily and we can provide any needed supports academically while they are here.
Students with IEPs	With a newer SpEd resource team, we will need to set up strong systems and supports to assure staff have all they need to meet student needs.	Set up a system of support for newer teachers including mentors, ongoing PL, and a plan to monitor student growth. The new Case Managers have weekly mentoring from our SEF which allows the SEF to model progress monitoring and instructional techniques to support students with IEPs. We are also adjusting our model from 25/26 such that Case Managers will now teach both co-taught and Resource classes which will allow them to fully support their students. This will help build student success.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Appropriate levels of rigor are not being met across the board to allow each student to grow sufficiently. Inconsistency in quality and quantity of effective instructional strategies such that all student are engaged in the learning. Students are not always clear on the desired learning target and associated success criteria.	Lack of teacher clarity. Learning targets not set to the appropriate level of rigor and students don't see interventions tied to learning targets. Interventions not timely based on common formative assessments. Amongst teachers, inconsistency in instructional strategies to build student engagement in learning.
2 ★	Students who are EL are not demonstrating the desired levels of growth.	Lack of consistent academic language development across all content areas Teachers need additional strategies and tools.

★ = Priority

Adult Learning Culture

Areas of Strength

Each department has made significant growth in improving PLC practices. Common Formative Assessments are happening with more regularity and they are driving instruction as well as intervention. Overall, our Staff Climate Survey indicates teachers are satisfied with the collaboration opportunities (92% positive).

Areas for Growth

We are continuing on our journey of developing the practices of a high functioning PLC. While significant strides have been made, there are still opportunities for growth. We believe our focus on this holds the possibility to improve the learning for all students at MHMS.

IN considering our 2026 Staff survey, staff confidence that they have a voice in how our school functioning, including PLC processes declined from 98% to 91%. This is an important area to address by assuring staff have trust in their ability to express both concerns and ideas related to our PLC functioning.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	We see our long-term English Learners seemingly stagnant or not making continued growth as compared to our short-term ELs.	We will be focusing on the Science of Reading (Literacy) through a Clarity lens this year for the full staff. We will also be using the main components of the NEPF Teacher Evaluation standards. Both of these initiatives/ focus areas will align and be integrated with our PLC efforts. To create a coherent approach in service to our EL students, we will: 1. Provide monthly professional learning related to SOR and NEPF. For the SOR training, we will ask our English Language Facilitator (ELF) to add content and training that addresses the specific needs of our EL learners. 2. Walk through observation forms will contain look-for's specific to active engagement of students, much of which is particularly important for EL students to be actively discussing, reflecting with peers, and writing. Our 26/27 walk through form is taken primarily from NEPF instructional standards and language. 3. Within our PLC structure, we have built in intervention time for teachers based on common formatives that are analyzed within PLCs. This serves any of our EL students who are not making sufficient progress.

Student Group	Challenge	Solution
Foster/Homeless	Fewer than 10, but in a high-SES area such as ours, these students/families, may feel somewhat disconnected from the community, thus creating a barrier that does not serve students.	We will be focusing on the Science of Reading (Literacy) through a Clarity lens this year for the full staff. We will also be using the main components of the NEPF Teacher Evaluation standards. Both of these initiatives/ focus areas will align and be integrated with our PLC efforts. To create a coherent approach in service to our EL students, we will: 1. Provide monthly professional learning related to SOR and NEPF. Both highlight the needs of teachers to provide opportunity for actively engaging students and providing meaningful learning. This supports F/H students by better connecting students to instruction when often, these students are disconnected from the school due to transiency.. 2. Walk through observation forms will contain look-for's specific to active engagement of students, much of which is particularly important for students who may be struggling and disengaged due to frequent transiency and home-based challenges. Our 26/27 walk through form is taken primarily from NEPF instructional standards and language. 3. Within our PLC structure, we have built in intervention time for teachers based on common formatives that are analyzed within PLCs. This serves any of our F/H students who are not making sufficient progress.

Student Group	Challenge	Solution
Free and Reduced Lunch	In a high-SES area such as ours, these students/families, may feel somewhat disconnected from the community, thus creating a barrier that does not serve students.	We will be focusing on the Science of Reading (Literacy) through a Clarity lens this year for the full staff. We will also be using the main components of the NEPF Teacher Evaluation standards. Both of these initiatives/ focus areas will align and be integrated with our PLC efforts. To create a coherent approach in service to our EL students, we will: 1. Provide monthly professional learning related to SOR and NEPF. Both highlight the needs of teachers to provide opportunity for actively engaging students and providing meaningful learning. This supports FRL students by better connecting students to instruction when often, these students are disconnected from the school due to transiency.. 2. Walk through observation forms will contain look-for's specific to active engagement of students, much of which is particularly important for some of our FRL students who may be struggling and disengaged due to frequent transiency and home-based challenges. Our 26/27 walk through form is taken primarily from NEPF instructional standards and language. 3. Within our PLC structure, we have built in intervention time for teachers based on common formatives that are analyzed within PLCs. This serves any of our FRL students who are not making sufficient progress.
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	In a high-SES and less racially/ ethnically diverse school such as ours, these students/families, a concern is that racial/ethnic minorities may feel disconnected from the community.	As part of our TEAM PLCs (vs DEPARTMENT PLCs), teachers discuss any students who they perceive to be disconnected, struggling socially or academically, or who have expressed alienation. At these meetings, counselors, Admin, and all the students' teachers are present to come up with actions that will be taken to connect and support all students. The goal is that each MHMS student, whether a racial/ethnic minority or not, will feel welcomed, safe, and have at least one friend and one adult who they can trust. Often, part of the action items that the team decides to take are reaching out to the student in private, reaching out to parents, or adjusting our SEL lessons for the week to address any negative emotional/ social behaviors that may be impacting other students as well.
Students with IEPs	Because our Case Managers teach across teams and departments, the challenge is to assure the Case Managers are participating in the instructional conversations within the department PLCs.	While the Case Managers are unable to participate in the weekly departmental PLCs, they are given time on Departmental early release days to meet with their grade level departments. In addition, the SpEd teachers meet within their own departmental PLC once monthly with district guidance.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Inconsistency amongst departments in planning, delivery of common assessments, analysis of data, and intervention and enrichment	Implementation of school wide protocols for critical PLC actions is inconsistent. Inconsistent support and monitoring of PLC processes by Admin.
2 ★	Students on IEPs are not getting the focused support they need on grade level standards.	Our five Resource teachers do not attend Math and ELA department meetings to align instruction with current content standards. Resource teachers have historically used an "assistant" model within co-taught classes. Resource classes are evolving from a study-hall model to true specialized instruction, and we have seen growing pains.

★ = Priority

Connectedness

Areas of Strength

Students at MHMS meet or exceed averages for all middle schools in WCSD on the climate survey results. Safety, Student Respect and Bullying are the areas where we see the greatest strength relative to the rest of the district.

Areas for Growth

We have started to increase student voice through our Leadership students and our Student Advisory Council. A focus on Social and Emotional Learning has also resulted in some increases in students' ability to manage their emotions, goals and school-work.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	A small population at MHMS (<20) so incumbent on us to confirm EL students feel as connected, safe, and welcomed as all other populations.	Using bi-yearly student surveys, analyze to confirm no inequities. If inequities found, work with each student (fewer than 20) individually to understand lack of connectedness and then address as indicated.
Foster/Homeless	A small population at MHMS (<9) so incumbent on us to confirm Foster/CIT students feel as connected, safe, and welcomed as all other populations.	Using bi-yearly student surveys, analyze to confirm no inequities. If inequities found, work with each student (fewer than 9) individually to understand lack of connectedness and then address as indicated.
Free and Reduced Lunch	A relatively small population at MHMS (~12%) so incumbent on us to confirm FRL students feel as connected, safe, and welcomed as all other populations.	Using bi-yearly student surveys, analyze to confirm no inequities. If inequities found, work with DL, Student Voice, and Teams to understand lack of connectedness and then address as indicated.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Our Hispanic students evidence decreased satisfaction (58%) with self-management of schoolwork as compared to the full student population (60%)	Using bi-yearly student surveys, we will analyze to consider whether this trend is stable as compared to full student population. We are working to identify ways our SEL lesson practice and our focus on meta-cognitive learning can increase this for our racial minority students (as well as all our students)

Student Group	Challenge	Solution
Students with IEPs	A new SpEd staff will be in place which is a challenge to addressing the needed areas of growth for students on IEP's.	Using bi-yearly student surveys, analyze to confirm no inequities. If inequities found, work with DL, Student Voice, and Teams understand lack of connectedness and then address as indicated.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Students struggle to set and meet goals related to schoolwork, thus impacting academic growth..	Lack of instruction in this area. Lack of opportunities to apply these skills in practical, guided ways.
2 ★	Per climate survey data, students do not feel they have voice to positively impact overall schoolwide policies and practices.	Newer but not yet well-defined Student Voice Council. Our student population is not diverse with 72% White. We believe that not all students feel they can express their ideas when those ideas may differ from the perceived norms.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Appropriate levels of rigor are not being met across the board to allow each student to grow sufficiently. Inconsistency in quality and quantity of effective instructional strategies such that all student are engaged in the learning. Students are not always clear on the desired learning target and associated success criteria.	Lack of teacher clarity. Learning targets not set to the appropriate level of rigor and students don't see interventions tied to learning targets. Interventions not timely based on common formative assessments. Amongst teachers, inconsistency in instructional strategies to build student engagement in learning.
2 ★	Inconsistency amongst departments in planning, delivery of common assessments, analysis of data, and intervention and enrichment	Implementation of school wide protocols for critical PLC actions is inconsistent. Inconsistent support and monitoring of PLC processes by Admin.
3 ★	Students on IEPs are not getting the focused support they need on grade level standards.	Our five Resource teachers do not attend Math and ELA department meetings to align instruction with current content standards. Resource teachers have historically used an "assistant" model within co-taught classes. Resource classes are evolving from a study-hall model to true specialized instruction, and we have seen growing pains.
4 ★	Students struggle to set and meet goals related to schoolwork, thus impacting academic growth..	Lack of instruction in this area. Lack of opportunities to apply these skills in practical, guided ways.
5 ★	Students who are EL are not demonstrating the desired levels of growth.	Lack of consistent academic language development across all content areas Teachers need additional strategies and tools.
6 ★	Per climate survey data, students do not feel they have voice to positively impact overall schoolwide policies and practices.	Newer but not yet well-defined Student Voice Council. Our student population is not diverse with 72% White. We believe that not all students feel they can express their ideas when those ideas may differ from the perceived norms.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Course Offerings**
- [x] **Criterion-Referenced Test in Mathematics**
- [x] **Criterion-Referenced Test in Science**
- [x] **Curriculum Based Measures**
- [x] **End-of-Unit Assessments**
- [x] **Grades**
- [x] **I-Ready**
- [x] **Local benchmark, common assessments, diagnostic assessments, or interim assessments data**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **MyPath**
- [x] **Nevada Alternate Assessment (NAA)**
- [x] **Smarter Balanced (SBAC)**
- [x] **STEM/STEAM**
- [x] **Student Climate Survey, Student Voice**
- [x] **Tier I Instructional Materials Assessments**
- [x] **WIDA ACCESS for ELLs**
- [x] **WIDA Alternate ACCESS (WAA)**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Class size averages by grade and subject**
- [x] **Equity data**
- [x] **Evaluation(s) of professional development implementation and impact**

- [x] **Lesson Plans**
- [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**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Community surveys and/or other feedback**
- [x] **Demographic data**
- [x] **Enrollment trends**
- [x] **Gifted and talented data**
- [x] **PBIS/MTSS data**
- [x] **Perception/survey data**
- [x] **School safety data**
- [x] **Social Emotional Learning Data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

Increase our MGP two percentage points in each ELA (from 54% to 56%) and Math (from 49% to 51%).

Our 2026 goal was to increase 3 percentage points from our 2025 MGP. We met this goal in both ELA (increasing from 45% to 54%) and Math (increasing from 46% to 49%). We have considered the influencing factors and believe we can continue this growth and meet this 2027 goal.

Formative Measures: Common formative assessments
Administration of interventions
iReady diagnostics and MyPath progress
Progress monitoring of T2 and T3 students

Improvement Strategy 1

MTSS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Develop and monitor schoolwide learning goal (SLG)	Admin Department Leads Team Leads	End of 26-27SY	
2	Align T1 interventions to common formative data	Teachers Departments	End of 26-27SY	

Position Responsible: Team Leads, MTSS Team

Resources Needed: Develop coherent structures to support: walk-through forms aligned to NEPF; schedule for daily informal walkthroughs; monthly PL run by Admin and teachers; PLC alignment with Admin presence for support

Evidence Level

Level 2: Moderate:
MTSS

Problem Statements: Student Success 1, 2

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Appropriate levels of rigor are not being met across the board to allow each student to grow sufficiently. Inconsistency in quality and quantity of effective instructional strategies such that all student are engaged in the learning. Students are not always clear on the desired learning target and associated success criteria.	Lack of teacher clarity. Learning targets not set to the appropriate level of rigor and students don't see interventions tied to learning targets. Interventions not timely based on common formative assessments. Amongst teachers, inconsistency in instructional strategies to build student engagement in learning.
2	Students who are EL are not demonstrating the desired levels of growth.	Lack of consistent academic language development across all content areas Teachers need additional strategies and tools.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

All (100%) of teachers will implement the PLC cycle with fidelity

Formative Measures: Data analysis protocols
Planning protocols
Teacher participation
Development of MHMS protocols
Department participation
Practices observed and implemented
Planning and other PLC work completed

Improvement Strategy 1

PLC's

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Increased administrative support of PLC Refine and tighten departmental PLC process Book study - Science of Reading One day each semester of department planning and peer observations as substitutes are provided for teachers.	Administration and Department Leads	End of 26-27SY	

Position Responsible: Principal and Department Leads

Resources Needed: Schedule for consistent Admin presence and support in PLCs; anchor text for book study; funding and schedule for semesterly PLC planning and peer observatins

Evidence Level

Level 2: Moderate:
PLC's

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	Inconsistency amongst departments in planning, delivery of common assessments, analysis of data, and intervention and enrichment	Implementation of school wide protocols for critical PLC actions is inconsistent. Inconsistent support and monitoring of PLC processes by Admin.

SMART Goal 2

As a department, all (100%) special education teachers are evaluating and refining instructional practices in both general education and special education settings. This evaluation and refinement is completed in collaboration between gen ed and SpEd teachers.

Formative Measures: Sped PLC and Department meeting participation
Walk through data
Student progress monitoring data

Improvement Strategy 1

PLC's: Facilitate professional learning for SpEd teachers

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Plan and calendar professional learning related co-teaching models, instructional strategies for engaging all learners	Admin, Sped Case Managers, District SEA/ SEF	End of 26/27 school year	

Position Responsible: Admin, SpEd department

Resources Needed: Plan and calendar for PL for co-teaching models and instructional strategies specific to Resource teachers.

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Adult Learning Culture 2

Status Checks

November **February** **May**

SMART Goal 2 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
2	Students on IEPs are not getting the focused support they need on grade level standards.	Our five Resource teachers do not attend Math and ELA department meetings to align instruction with current content standards. Resource teachers have historically used an "assistant" model within co-taught classes. Resource classes are evolving from a study-hall model to true specialized instruction, and we have seen growing pains.

Inquiry Area 3

Connectedness

SMART Goal 1

On 26/27 Student Climate Survey, "Self-Management of Goals," and 'Self-Management of Schoolwork" topic areas will improve two percentage points. Self-Management of Goals will move from 60% to 62% or higher and "Self-Management of Schoolwork" will move from 58% to 60% or higher.

Formative Measures: Missing assignments
Spring mini-student climate survey
Grade reports
Progress toward Passion Projects
iReady diagnostic data
MyPath lesson data

Improvement Strategy 1

SEL

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Improved implementation of Passion Projects with a focus on Self-Management. Implementation of Second Step curriculum.	Team leads Teachers Admin	End of 26-27SY	

Position Responsible: Team leads, Teachers, Admin

Resources Needed: New Passion Project calendar. Develop Passion Project related to career and post-secondary exploration for 7/8 graders.

Evidence Level

Level 1: Strong:
SEL

Level 4: Demonstrate Rationale:
Second Step Curriculum

Problem Statements: Connectedness 1, 2

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Students struggle to set and meet goals related to schoolwork, thus impacting academic growth..	Lack of instruction in this area. Lack of opportunities to apply these skills in practical, guided ways.
2	Per climate survey data, students do not feel they have voice to positively impact overall schoolwide policies and practices.	Newer but not yet well-defined Student Voice Council. Our student population is not diverse with 72% White. We believe that not all students feel they can express their ideas when those ideas may differ from the perceived norms.

SMART Goal 2

On 26/27 Student Climate Survey, "Student Voice" topic area will improve two percentage points from 25/26, moving from 64% to 66% or higher in 26/27.

Formative Measures: Spring mini-student climate survey
Attendance at Student Advisory Council meetings
Schoolwide communications regarding Student Voice initiatives
Mechanisms and opportunities for schoolwide student input
Student Voice initiatives

Improvement Strategy 1

Add additional opportunities for Student Advisory Council to consider and make recommendations for schoolwide improvement. Provide opportunity for the communication to all students to make evident the use of student voice

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Calendar SAC meetings, increasing beyond once/month	Counselor	End of 26-27 SY	
2	Administer mini-surveys twice yearly to progress monitor growth in this area	Counselor, Admin	End of 26-27 SY	
3	Administer brief monthly student input surveys	Counselor, SAC, Admin	End of 26-27 SY	
4	Evaluate student survey data with Team Lead committee	Team Leads, Admin, Counselors	End of 26-27 SY	

Position Responsible: Admin, counseling, teachers, SAC

Resources Needed: Survey and plan for administration

Evidence Level

Level 4: Demonstrate Rationale:
Demonstrating Rationale -- Student Voice

Problem Statements: Connectedness 2

Status Checks

November **February** **May**

SMART Goal 2 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
2	Per climate survey data, students do not feel they have voice to positively impact overall schoolwide policies and practices.	Newer but not yet well-defined Student Voice Council. Our student population is not diverse with 72% White. We believe that not all students feel they can express their ideas when those ideas may differ from the perceived norms.

Community Outreach Activities

Activity	Date	Lessons Learned
RISE Days	7/25-26/2026	
Open House/Back to School Night	9/3/2026	
Walk to Class parent mornings	9/8-18/2026	
Parent Data Night	9/24/2026	
Fall Music Concerts	9/29 - 10/1, 2026	
Semester 1 "Donuts at Dropoff" or "Brown Bag Lunch" for Teams	Semester 1	
BOY Principal Virtual Chat	10/15/2026	
MOY Principal Virtual Chat	12/3/2027	
Winter Music Concerts	12/8- 12/2027	
Semester 2 "Donuts at Dropoff" or "Brown Bag Lunch" for Teams	1/5-6/4, 2027	
MOY Principal Virtual Chat	2/11/2027	
Top 100 Passion Projects Community Night	4/8/2027	
EOY Principal Virtual Chat	4/22/2027	
EOY Music Concerts	5/25-27/2026	