Washoe County School District

Marce Herz Middle School

2025-2026 School Improvement Plan

Classification: 3 Star School

Magnet

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.

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/marce_herz_middle_school/2024

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Comprehensive Needs Assessment

Student Success

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.

Student Success 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.

Student Success 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.
Foster/Homeless	Fewer than 10 students. None are chronically absent, which is a positive.	Using the counseling department, work with each student and family individually to address needs and develop relationships/partnerships

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.	Continue to work toward family engagement to provide a welcoming and inclusive environment. Administer bi-yearly Student Climate Survey and analyze to confirm that all students feel connected and are learning.
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.	Continue to work to provide a welcoming and inclusive environment. Data -- Administer bi-yearly Student Climate Survey and analyze to confirm that all students feel connected and are learning.
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.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Appropriate levels of rigor are not being met across the board to push each student at their zone of proximal development. Students are not always clear on the desired learning target and associated success criteria.
Critical Root Cause: Lack of teacher clarity. Learning targets not set to the appropriate level of rigor. Interventions not timely based on common formative assessments. Students don't see interventions tied to learning targets.

Problem Statement 2: Students who are EL are not demonstrating the desired levels of growth.
Critical Root Cause: Support system is not adequate. Teachers need additional strategies and tools.

Adult Learning Culture

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.

Adult Learning Culture 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.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners		
Foster/Homeless		
Free and Reduced Lunch		
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities		
Students with IEPs		

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1: Not all subject areas were able to make the progress needed.
Critical Root Cause: Many areas had new curriculum requiring a greater focus on planning and resource acquisition.

Problem Statement 2: Turnover and the addition of a GT magnet has resulted in a large influx of new staff members who are not up to speed on the PLC process.

Critical Root Cause: On boarding and training protocols for new staff.

Problem Statement 3 (Prioritized): Department practices are uneven.
Critical Root Cause: Lack of campus wide protocols for critical PLC actions.

Problem Statement 4: Students on IEPs are not getting the focused support they need on grade level standards.
Critical Root Cause: With just 3 Resource teachers, they are not able to attend all core department meetings to stay in touch with key standards.

Connectedness

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.

Connectedness 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.

Connectedness 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 understand lack of connectedness and then address as indicated.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities		

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 1: While students show a high level of awareness of their emotions, goals and school work, their ability to manage them is limited.
Critical Root Cause: Lack of instruction in this area. Lack of opportunities to apply these skills in practical, guided ways.

Problem Statement 2 (Prioritized): While victimization results are significantly above district averages (positively), these issues are a large concern to staff, students and families.
Critical Root Cause: Lack of understanding of what is looks like to be mean. Lack of tools to productively solve conflict. Lack of tools to feel good about self without bringing down others. Fight against the media and norms of current society.

Priority Problem Statements

Problem Statement 1: Appropriate levels of rigor are not being met across the board to push each student at their zone of proximal development. Students are not always clear on the desired learning target and associated success criteria.

Critical Root Cause 1: Lack of teacher clarity. Learning targets not set to the appropriate level of rigor. Interventions not timely based on common formative assessments. Students don't see interventions tied to learning targets.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Department practices are uneven.

Critical Root Cause 2: Lack of campus wide protocols for critical PLC actions.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: While victimization results are significantly above district averages (positively), these issues are a large concern to staff, students and families.

Critical Root Cause 3: Lack of understanding of what is looks like to be mean. Lack of tools to productively solve conflict. Lack of tools to feel good about self without bringing down others. Fight against the media and norms of current society.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Course Offerings
- End-of-Unit Assessments
- Grades
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- Student Climate Survey, Student Voice

Adult Learning Culture

- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Processes and procedures for teaching and learning, including program implementation
- 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
- Study of best practices
- Teacher evaluation
- Walk-through data

Connectedness

- Attendance
- Behavior
- Enrollment trends
- Gifted and talented data
- Perception/survey data
- School safety data
- Social Emotional Learning Data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase our MGP in Math from 54 to 58 and ELA from52 to 56.

Comment

Formative Measures: Test retakes.
Intervention participation.
Missing assignments.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: MTSS

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Revise and enhance enrichment and intervention structures within our Advisory classes.	Team Leads	

Position Responsible: Team Leads

Evidence Level
Level 2: Moderate: MTSS

Problem Statements/Critical Root Cause: Student Success 1

Status Checks

Status Check

Nov	Feb	May
No review	No review	No review

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Appropriate levels of rigor are not being met across the board to push each student at their zone of proximal development. Students are not always clear on the desired learning target and associated success criteria. **Critical Root Cause**: Lack of teacher clarity. Learning targets not set to the appropriate level of rigor. Interventions not timely based on common formative assessments. Students don't see interventions tied to learning targets.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: All (100%) of teachers will implement the PLC cycle with fidelity in all units.

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

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: PLC's

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Ongoing professional development with Solution Tree to simplify and improve our processes. Book study - Simplifying the Journey One day each semester of department planning and peer observations as substitutes are provided for teachers.	Principal and Department Leads	

Position Responsible: Principal and Department Leads

Evidence Level
Level 2: Moderate: PLC's

Problem Statements/Critical Root Cause: Adult Learning Culture 3

Status Checks

Status Check

Nov	Feb	May
No review	No review	No review

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 3: Department practices are uneven. **Critical Root Cause**: Lack of campus wide protocols for critical PLC actions.

Inquiry Area 3: Connectedness

SMART Goal 1: All "self-management" domains on the Student Climate Survey will improve by 2%
Improvement of "victimization" on the Student Climate Survey -
"Been grabbed, shoved, punched, or kicked by someone being mean?" will improve from 50% favorable to 55% favorable
"Been cursed at, verbally threatened or made fun of by someone being mean?" will improve from 33% favorable to 40% favorable
"Seen a physical fight at school" will improve from 13% favorable to 25% favorable

Formative Measures: Passion Project progress
Missing assignments
Discipline data

Aligns with District Goal

Improvement Strategy 1 Details	Status Checks

Improvement Strategy 1: Second Step Curriculum

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Improved implementation of Passion Projects with a focus on Self-Management. Implementation of Second Step curriculum. Trusted adult lesson and development with teams Second Step instruction Positive tool development	Team leads Teachers	

Position Responsible: Team leads Teachers

Evidence Level
Level 4: Demonstrate Rationale: Second Step Curriculum

Problem Statements/Critical Root Cause: Connectedness 2

Status Check		
Nov	Feb	May
No review	No review	No review

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 2: While victimization results are significantly above district averages (positively), these issues are a large concern to staff, students and families. **Critical Root Cause**: Lack of understanding of what is looks like to be mean. Lack of tools to productively solve conflict. Lack of tools to feel good about self without bringing down others. Fight against the media and norms of current society.

Community Outreach Activities

Activity	Date	Lesson Learned

Addendums

School English Learner Academic Achievement Plan

According to NRS 388.408, all schools who are rated in the lowest 30 percent of public schools in this State in the achievement of pupils who are English learners, shall adopt, submit to the Department (NDE) and publish on an Internet website maintained by the school a corrective action plan. This template is designed to help schools write a plan that satisfies NRS 388.408 and integrates into their School Performance Plan.

School Contact Information

School Year:	
School Name:	Marce Herz Middle School
District:	Washoe County School District
Principal:	Brandon Bringhurst
Principal email:	bbringhurst@washoeschools.net
EL Specialist:	Ashley Hendrix
EL Specialist email:	Ashley.Hendrix@WashoeSchools.net

Root Cause Analysis	*When considering the achievement of the English learners at your school, your team might ask the following questions to better understand the underlying reasons why your English learners aren't seeing greater academic success.*
Student Success	• In the 23-24 school year Chronic Absenteeism at MHMS was 12.22%. Chronic Absenteeism for our MLLs was 15.38%. • Of the 11 MLL Students calculated in our ACCESS AGP at MHMS 0% met AGP. • WCSD average overall score on the ACCESS was 330. Average for MHMS was 332. Speaking and Writing were the lowest domains. • Major Behavior events for our MLL students was double the rate for our school as a whole but still significantly below the district average. The same is true for suspension rates. • On the ELA SBAC test – 14% of our 14 MLL students achieved proficiency while 61% of our 792 students were proficient. • On the Math SBAC test – 7% of our14 MLL students achieved proficiency while 51% of our 785 students were proficient. •

Adult Learning Culture	• In the 23-24 school year we did not have a dedicated EL specialist. Instead we had a teacher and a librarian that assumed this role as an additional duty. • We have received more newcomer students than we have had in the past. This presents different challenges for adult learning in order to meet the needs of these students. • We have multiple teachers who hold an EL endorsement. • We group our MLL students onto the same teams in order to provide a greater level of support. • Administration is conducting regular walk throughs with our EL facilitator to support teachers in providing supports and scaffolds to our MLLs during Tier 1 instruction.

Connectedness	• In our climate survey data we have focused on Self-Management of Emotions, Schoolwork and Goals as well as Student Engagement and Bullying.
	  ○ Self-Management of Schoolwork and Goals our MLL students score 2% below non-MLL. Bullying they score 1% below non-MLL.
	  ○ Self-Management of Emotions our MLL students score 15% above non-MLL.
	  ○ Student Engagement our MLL students score 4% above our non-MLL.

English learner Achievement Root Cause Analysis Summary	• We have a relatively small number of MLL students, and they have a very broad range of needs from newcomer students to long term EL students. • With so few students, we have limited resources to meet their needs. • With so few students, in can be easy for them to fade into the background and not get the attention they need and deserve.
English Learner Achievement Problem Statement	Given the small number of MLL students it can be easy for them to fade into the background and not get the time, attention and resources they need and deserve. There is a need to increase teacher capacity to support MLLs at all levels of instruction.

English Learner Achievement Plan Goals, Strategies, Action Steps and Persons Responsible

SMARTIE Goal #1	20% of MLL students will score as proficient on the 2025 ELA SBAC Test.
Performance Objective	By the middle of the year iReady Reading assessment, 50% of MLL students will meet their typical growth targets.
Strategies for APO/Goal	• Assign EL specialist to MHMS. • Training from EL specialist to the staff to focus on acquisition of academic language. • MTSS interventions to MLL students as needed.
Action Steps for Strategies	• Quarterly meeting with EL specialist and principal. • Admin walkthroughs targeting reading, writing, speaking and listening techniques for academic language • Monthly check-in with academic team on progress of MLL students
Position Responsible	• Principal, EL specialist, Team Leads
SMARTIE Goal #2	15% of MLL students will score as proficient on the 2025 SBAC Math SBAC Test.
Performance Objective	By the middle of the year iReady Math assessment, 50% of MLL will meet their typical growth targets.
Strategies for APO	• Assign EL specialist to MHMS. • Training from EL specialist to the staff to focus on acquisition of academic language. • MTSS interventions to MLL students as needed.
Action Steps for Strategies	• Quarterly meeting with EL specialist and principal. • Admin walkthroughs targeting reading, writing, speaking and listening techniques for academic language • Monthly check-in with academic team on progress of MLL students
Position Responsible	• Principal, EL specialist, Team Leads