Washoe County School District

Marce Herz Middle School

2025-2026 School Improvement Plan

Classification: 4 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/2025

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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.	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 disconnect 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.
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. This will help build student success.

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 (Prioritized): 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	N/A	
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
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 1 (Prioritized): 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 (Prioritized): 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 (Prioritized): 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 (Prioritized): 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

Problem Statement 4: Students who are EL are not demonstrating the desired levels of growth.

Critical Root Cause 4: Support system is not adequate. Teachers need additional strategies and tools.

Problem Statement 4 Areas: Student Success

Problem Statement 5: Not all subject areas were able to make the progress needed.

Critical Root Cause 5: Many areas had new curriculum requiring a greater focus on planning and resource acquisition.

Problem Statement 5 Areas: Adult Learning Culture

Problem Statement 6: 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 6: On boarding and training protocols for new staff.

Problem Statement 6 Areas: Adult Learning Culture

Problem Statement 7: Students on IEPs are not getting the focused support they need on grade level standards.

Critical Root Cause 7: With just 3 Resource teachers, they are not able to attend all core department meetings to stay in touch with key standards.

Problem Statement 7 Areas: Adult Learning Culture

Problem Statement 8: 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 8: Lack of instruction in this area. Lack of opportunities to apply these skills in practical, guided ways.

Problem Statement 8 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

Aligns with District Goal

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

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	End of 25-26SY

Position Responsible: Team Leads

Evidence Level
Level 2: Moderate: MTSS

Problem Statements/Critical Root Cause: Student Success 1, 2

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.

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.

Inquiry Area 2: Adult Learning Culture

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

Aligns with District Goal

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 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	End of 25-26SY

Position Responsible: Principal and Department Leads

Evidence Level
Level 2: Moderate: PLC's

Problem Statements/Critical Root Cause: Adult Learning Culture 1, 2, 3, 4

Status Checks

Status Check

Nov	Feb	May
No review	No review	No review

SMART Goal 1 Problem Statements:

Adult Learning Culture

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: Department practices are uneven. **Critical Root Cause**: Lack of campus wide protocols for critical PLC actions.

Adult Learning Culture
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.

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

Aligns with District Goal

Formative Measures: Passion Project progress
Missing assignments
Discipline data

Improvement Strategy 1 Details

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	End of 25-26SY

Position Responsible: Team leads Teachers

Evidence Level
Level 4: Demonstrate Rationale: Second Step Curriculum

Problem Statements/Critical Root Cause: Connectedness 1, 2

Status Checks

Status Check

Nov	Feb	May
No review	No review	No review

SMART Goal 1 Problem Statements:

Connectedness

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: 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
RISE Days	7/29/25 - 7/30/25	Need more fee collection stations. New flow chart worked well.
Back to School Night	9/4/25	Need shorter PowerPoint presentation to start evening
Parent Data Night	10/16/25	Successful. Assure reports are back to back.
Brown Bag Lunches and Donuts at Dropoff (all teams S1)	multiple	Successful. Have check-in process for parents go more quickly