



Lincoln County School District
Meadow Valley Middle School



We exist to guide students to achieve success by building meaningful relationships through modeling & exemplary teaching.

**2023-2024 School Performance Plan:
A Roadmap to Success**

Meadow Valley Middle School has established their school improvement roadmap for the 2022-2023 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Michael "Doc" Roth for more information.

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School Designations: Title I CSI TSI ATSI Zoom Victory

School Information

OPENING LETTER TO OUR IMPROVEMENT PLAN

To Whom it May Concern,

Thank you for taking the time to review this plan and meaning no disrespect to you, we did not write this for you. We wrote this as a way to organize and collaborate on ways to make our school better. We are excited to share this with you however and would welcome any comments and feedback.

Our teachers and staff at this small rural middle school are working very hard to change a reputation and historically poorly performing school (SBAC). We have 5 teachers on staff and over the past three years they have developed the kind of school culture where honest communication and collective problem solving are the norm here. We like working together. Staff voice is included in this plan and in an authentic manner- we are including in these improvement plans things they have already found value in and have already started working on...

When we discuss improvements as a staff we begin with the students. One of the biggest challenges is to find ways to connect and build engagement between students and the standards. Even more, to help students want to work at school. We have many students who have resisted learning. Many have not had the motivation to try. If you have ever worked in a middle school- you then can appreciate the different kinds of challenges instructors face. So we have been working to design new experiences which you will see in our improvement plans that follow.

One thing that could really help us is to get any assistance from the state on replacing our existing facility with one that gives students a better learning environment. We have the oldest building in the district- used to be part of the high school that was torn down for its condition. We have no funding in our small district for this but the students deserve better. If we could build a place that could enhance STEM learning and pull our dream to be an Aerospace Agricultural site... it would be amazing for our students.

Thank you for reading this letter, we believe this school is on the rise and you will see better academic results do to these plans but that the academic results follow a comprehensive look at underlying factors that we are addressing now.

Sincerely,

Dr. Michael S. Roth
Principal, MVMS

Below is a diagram for organizing improvement efforts.



This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	68	1.4	n/a	10.1	n/a	84	n/a	4.35%	16.8%	2.6%	43%
District	881	.68%	.45%	10.56%	3.29%	80.93%	1.14%	2.95%	14.53%	1.82%	47.11%
State	481,345	.82%	5.51%	43.44%	11.76%	29.97%	1.48%	7.03%	12.41%	13.37%	73.15%

Student Performance Data (SBAC)							
Academic Year	School/ District	Math			ELA		
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)
2018-19	School	36.6%			43.6%		
	District	41.9%			48.1%		
2019-20	School	N/A	N/A	N/A	N/A	N/A	N/A
	District	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	School	21%			31%		
	District	42%			45.8%		
2021-22	School	32%	22	21.6	55.2%	60	60
	District	%			%		
2022-23	School	30%			44%		
	District						

Student Performance Data (MAPS)										
Year	Grade	Fall			Winter			Spring		
		Math	ELA	Science	Math	ELA	Science	Math	ELA	Science
2021-22	7th	RIT 221 71% >Ave	RIT 212.5 63% >Ave	RIT >Ave	RIT >Ave	RIT >Ave	RIT >Ave	RIT >Ave	RIT >Ave	RIT >Ave
	8th	RIT 228 70% >Ave	RIT 218 71% >Ave	RIT >Ave	RIT >Ave	RIT >Ave	RIT >Ave	RIT >Ave	RIT >Ave	RIT >Ave
FALL ANALYSIS	7th Math	Operations & Algebra 76% >Ave Real & Complex Number 58% >Ave Geometry 74% >Ave Statistics & Probability 63% >Ave Students on Intervention Plans: 8			Operations & Algebra 76% >Ave Real & Complex Number 58% >Ave Geometry 74% >Ave Statistics & Probability 63% >Ave			Operations & Algebra 76% >Ave Real & Complex Number 58% >Ave Geometry 74% >Ave Statistics & Probability 63% >Ave		
	8th Math	Operations & Algebra 67% >Ave Real & Complex Number 73% >Ave Geometry 73% >Ave Statistics & Probability 67% >Ave			Operations & Algebra 76% >Ave Real & Complex Number 58% >Ave Geometry 74% >Ave Statistics & Probability 63% >Ave			Operations & Algebra 76% >Ave Real & Complex Number 58% >Ave Geometry 74% >Ave Statistics & Probability 63% >Ave		
	7th ELA	Literary 55% >Ave Informational 63% >Ave Vocabulary 71% >Ave								
	8th ELA	Literary 58% >Ave Informational 58% >Ave Vocabulary 73% >Ave								

School Continuous Improvement (CI) Team

Name	Role
Michael "Doc" Roth	Principal(s) (required)
Nick Poulson	Other School Leader(s)/Administrator(s) (required)
Heather Young (Academic Team Lead), Kevin Smith, Brittany Gloeckner (Culture Team Lead), Travis Pearson (Leadership Team Lead)	Teacher(s) (required)
Megan Huntsman, Larissa Frehner, Jenny Segler	Paraprofessional(s) (required)
Taniel Wood, Lucy Willingham, Brittany Hafen,	Parent(s) (required)

<i>Student Government Students</i>	Student(s) (required for secondary schools)
	Specialized Instructional Support Personnel (if appropriate)
<i>Dr. Don Deevers, Jessica Hernandez</i>	Community Representative

School Community Outreach

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
PARENT MEETING 1	August 17th 5:00PM	2	Parents were happy with how school launched and the many changes like open campus and no homework.
PARENT MEETING 2	September 14th 5:00PM	2	Parents were thankful for the care we are showing the students.
Student-Led Conferences	September 28th 3:30-5:30		
Staff Meeting	November 1, 2022	9	Discussion on our goals and strategies to reach them. Collaboration was the focus. Keeping in mind our capacities and our desire to increase student growth and engagement with school.
Parent Meeting 3	November 8th, 2022		

Inquiry Area 1

Student Success

	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	<i>SBAC Spring 2023 & MAPS FALL 2023</i>		<i>Master Schedule Review, Exploratories discussion, Planning</i>
Problem Statement	<p><i>Our students failed to demonstrate knowledge and skills in the priority standards for their grade levels.</i></p> <ul style="list-style-type: none"> ● <i>Engaged students who are equipped to achieve and entrusted to lead their own learning</i> <ul style="list-style-type: none"> ○ <i>5.1 A system is in place for all students to develop goals</i> ○ <i>5.2 Team or class growth goals are tracked on classroom scoreboards</i> ○ <i>5.3 School Wide goals are collaboratively identified & tracked on a scoreboard</i> ○ <i>6.1 Students use Leadership Portfolios as an active part of their learning</i> ○ <i>6.2 Students use the Leadership portfolios to plan and lead parent conferences</i> ○ <i>6.3 Students are empowered to lead their own learning</i> 		
Critical Root Causes	<p><i>Factors include trauma and forces outside of our school that impact mood and engagement. Inside the school we have had a failure to cover our core academics in ways that bring student success as measured by SBAC and our MAPS.</i></p> <ul style="list-style-type: none"> - <i>Academic engagement needs improving</i> - <i>Social and emotional needs are great</i> - <i>Tier 1 instruction needed improvement</i> - <i>Tier 2 Intervention Systems need improvement</i> 		

Student Success

School Goals:

1. By winter MAPS testing, 100% of our students will show **Growth** or reach high achievement.
2. **Proficiency** will increase on SBAC from:
 - 29% to 35% in Mathematics &
 - 39% to 58% in ELA

Aligned to Nevada's STIP Goal: *Goal 3*

Improvement Strategy: Educators provide high quality, data-driven instruction through rigorous and relevant learning experiences aligned to standards.

One of our staff members said, "We must do school differently." Our students at the middle school level need us to! Key term in this statement is "relevant learning experiences."

Intended Outcomes (Our Goal):

Students will grow by at least 3% in ELA and Math and will meet their personal goals.

Schedule:

Beginning in August

Action Steps:

- *Strengthen our work with resources we have. RPDP mentoring in ELA. Daily ST Math emphasis.*
- *Increase Social Emotional support. We now have a counselor and two social workers who visit each week. We have mental health focus during morning huddles and assemblies.*
- *Collaborative Projects with the Nevada Portrait of a Learner initiative.*
 - *Medical School Week (Summer Training Program)*
 - i) *A series of days dedicated to preparation for summer*
 - ii) *Including summer job training for lifeguarding, babysitting etc.*
 - iii) *Including CPR and first aid training*
 - iv) *Including Peer Pressure Training*
 - v) *Including Camping, fishing, swimming, maybe scuba training*

Week Plan

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
DAILY THEME	MEDICAL SCHOOL	RODEO DAY	WATER WORLD DAY (OCEANS, RIVERS, LAKES)	FLIGHT, HIKE, & DIRT BIKE DAY
MORNING	Assembly, Martial Arts, Curriculum Rotations	Assembly, Martial Arts, Curriculum Rotations	Assembly, Martial Arts, Curriculum Rotations	HALF DAY ... Summer job training Lifeguard training
AFTERNOON	Body Systems, First Aid, CPR,	Rodeo workshops, exhibitions and	Canoe, fishing, Scuba, Swim lessons,	Flight, helicopter, hot air, planes, Airports, Travel tips, Camping, hiking, Dirt Bike stunt show Graduation and awards

- *Student-Led Daily Schedules*
- *Golden Falcon Incentive Program*
 - i) *Students earn big field trips*
 - ii) *Earned through activities that align with our Graduate profile*

THE GOLDEN FALCON

MODERN SKILLS



Must Haves

- Complete a SS project (Critical Thinker, CT)
- Complete an ELA writing activity (CT)
- Complete a science project (CT)
- Reach the Math Target (Self Directed, SD)

Other Choices (must complete 2)

- Share an idea that would make our school the best Middle School in Nevada (can be any type of communication letter, video, article, conference, speech, drawing, architectural plans)
- Make something that we use for school traditions, events, assemblies, or awards. (Can use the 3D printer, Woodworking tools, construction science, digital media Effective Collaborator, EC)
- Accomplish weekly Lead Measures in Academic Momentum 30 times (SD)
- Write to the Lincoln County Record (CT)
- Win an honor with Choir or Band (EC)
- Play the Effat or B Flat scale excellently (SD)
- Lead an assembly or huddle (EC)
- Participate in a full season of a sport, rodeo, dance team, or play, etc... (EC)
- Meet a Maps Goal in Maps testing (SD)

PERSONAL EXCELLENCE



Must Haves

- Gain 25% progress in ST Math (Academically Tenacious, AT)
- No Incompletes on report card (SS, ELA, SCI) (Master of Core Content, MC)
- Leadership Portfolio pages up to date (AT)

Other Choices (must complete 2)

- Earn Green (or blue) in all areas on MAPS (MC)
- Earn at least one Blue on MAPS (MC)
- Growth in 2 areas on MAPS (AT)
- Reach 50% progress on ST Math (MC)
- Earn a 2 on a Proficiency Scale (MC)
- Create a Digital Project that makes our school even better (Digitally Literate, DL)
- Contribute to Teacher TV slideshow (DL)
- Make a Motivational Video for the school (DL)
- Excelled with an exploratory project (MC)
- Participate in Robotics competition, Band or Choir concert, or enter a contest (AT)
- Read 2 Books and Write a report for each (AT)
- Memorize at least 3 quotes of the week (AT)

RESPONSIBLE CITIZEN



Must Haves

- No more than one office referral per quarter (Personally Responsible, PR)
- No more than two tardies per quarter (PR)
- Pick your favorite habit and share an example how you apply it in your life. (PR)
- Earn 20 Falcon Bucks (PR)

Other Choices (must complete 2)

- Plan and carry out a community service project - (Civic Participant, CP)
- Improve our school through a project (halls, walls, quad, facilities, social media, etc.) (CP)
- Show gratitude or provide inspiration in a significant way to three different audiences: Staff members, family or community members, and a student (CP)
- Write to a political leader sharing your solution to a local, national, world issue (Globally Aware, GA)
- Present a Project to the School Board (CP)
- Attend & share at the Coalition meeting (CP)
- Get a shoutout in morning huddle (CP)
- Help clean the gym after lunch (PR)
- Help clean the quad after lunch (PR)
- Run 30 lines in PE record day (PR)
- Help clean with Breakfast (CP)
- Help clean the bathroom (CP)

- *Develop Student Agency and foster the district instructional model*
 - *Begin schoolwide, classroom, and individual academic goals*
 - *Using RPDP support with a book study on developing Student Agency*
 - *Utilize the Learner Profile from Modern Teacher and Leadership profile in the Leader in Me*
 - *Develop our Student-led Parent Nights with Leadership Portfolios*
 - *Developing a schoolwide economy that emphasizes leadership jobs for students*
 - *Develop our Academic Momentum block for students to take on leading groups*
- *Distribute Leadership within our staff through using the Leader in Me Framework (Leadership, Culture, Academics)*
- *Explore the Aerospace Model to increase engagement and relevance*
 - *Tour Colorado Skies Academy*
 - *Continue to build our SPACE CAMP exploratory*
 - i) *Add Hydroponics*
 - *Develop a Robotics Program (First Tech Challenge)*
 - *Apply for Project Lead The Way grants*
 - i) *Automation and Robotics*
 - ii) ~~*App Design and Creation*~~
 - iii) ~~*Flight and Space*~~
 - iv) ~~*CS for Designers and Makers*~~
- *Improve curriculum options*
 - *Hire an amazing mathematics instructor and support the class extensively*
 - *Add a mentor and new curriculum to support our ELA Tier 1 instruction.*
 - *Increase Inclusion practices with a para involved in all core classes to provide modifications and support for all students with IEPs*
 - *Increase ownership of IEP support and student support with general education staff*
- *Create evidence based interventions*
 - *Meet with Nevada DOE ELA and Math leaders to identify key strategies*
 - *Develop Intervention Planning and Personalized Learning blocks with LIM WIGS and Academic Momentum by restructuring the Master Schedule to include interventions*
 - *Develop daily Academic Momentum time to focus on student goals*
 - *Created an intervention block for students below the 41st percentile*
 - *Deliberate Practice (0.79)*
 - *Exemplars and Success Criteria*
 - *Meet to discuss new plans for students with low performance on the MAPS assessment (41st percentile and below)*
- *Strengthen our RTI/MTSS (1.09)*
 - i) *Build system for quality conversations and analysis*
 - ii) *Create Grade-level Snapshots (Data)*

iii) Have Data Meetings as a Staff

- *Build our proficiency scale systems in each core classroom. We have used them in parent conferences, midterm progress reports, and in the student leadership portfolios.*

Resources Needed:

- *Budget for Golden Falcon Trips*
- *Resources and time for teachers to do interventions.*

Challenges to Tackle:

- *Student Mental Models*
- *Learning new forms of pedagogy*
- *Getting all resources optimized*

Improvement Strategy: Empower students to engage as partners in their learning journey.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):

Intended Outcomes: *Student engagement would increase as students become aware of their learning preferences, styles and strengths. They will set goals, collaboratively develop paths to reach those goals and generate agency to pursue those paths.*

Schedule:

Action Steps:

- *Develop the Leadership Profile Concepts*
 - *Learner Profile development*
 - i) *Create Binders with sections for students:*
 - (1) *About Me*
 - (a) *(My Strengths (Learner profile, RIASEC assessment)*
 - (b) *My Way (Learner preferences)*
 - (2) *WIGS*
 - (a) *My Goals (Gap Analysis and priorities) Goal Setting “Appropriately Challenging Goals” (0.59); Unpacking the standards*
 - (b) *My Path (Learning Roadmaps)*
 - (3) *Leadership*
 - (4) *Celebrations*
- *As a staff, become fluent in Architecting a Student-Centered Culture (Modern Teacher)*
 - *Increasing Student voice through tools like the Classroom Code and Mission, Awards, Policies, and Exploratories.*
 - *Begin to develop pedagogy that amplifies student thinking like Model UN simulations, student presentations, and math talks.*
- *Develop Tier 2 systems for behavior and academics that teachers can access to support*

all students.

- *Develop Class snapshots for the academic trends and projections in Mathematics and ELA.*
- *Develop team agendas and dialogue for Tier 2 Behavior support*

Resources Needed:

- *Coach from Leader in Me*
- *PD from RPDP*
- *Binders*
- *Learning Genome Cards, RIASEC assessment*
- *Modern Teacher Platform & PD*

Challenges to Tackle:

- *Time to plan and study*
- *Finding the assessments like RIASEC, Learning Genome etc.*
- *Student buy-in to data systems*
- *Staff Development on specific ways to maximize tools.*

Improvement Strategy: *Create a process for meeting the needs of our Gifted Learners.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):

Intended Outcomes: *Generate a response to the needs of the advanced learners in our school.*

Schedule: By May all plans will be shared with the superintendent. Our local system will have new process in place for the fourth quarter.

Action Steps:

- *Contact experts to gain insights NDOE*
<https://www.naqc.org/resources-publications/gifted-state/nevada>
- *Define Identification Process*
 - *Intellectually Gifted*
 - *Academically Gifted*
 - *Leadership*
 - *Performing/Visual Arts*
 - *Creatively Gifted*
 - *Other*
- *Align all work to the National Standards*

- <https://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talent-ed-education/pre-k-grade-12>
- *Create pathways and distribute to all schools*
 - *Exploratories developed to maximize gifted methods*
 - *Guide for Gifted techniques in each content area*
- *Design Professional Development so EVERY classroom is Gifted capable*

Resources Needed:

- *Experts with Guides and resources*
- *Opportunities for Gifted students- internships, advanced coursework, etc.*

Challenges to Tackle:

- *Development of a system takes time*
- *Identification process that is thorough and vetted*
- *How to develop flexible systems for all students to move in and out as needed*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

Gifted and Talented Students: Goal setting is individualized so all students will have meaningful targets and goals. Creating a learner-centered culture will allow every group to advocate for their needs. Student voices are amplified in this EMPOWER instructional model.

Students with IEPs: Goal setting is individualized so all students will have meaningful targets and goals. Creating a learner-centered culture will allow every group to advocate for their needs. Student voices are amplified in this EMPOWER instructional model.

English Learners: Goal setting is individualized so all students will have meaningful targets and goals. Creating a learner-centered culture will allow every group to advocate for their needs. Student voices are amplified in this EMPOWER instructional model.

Foster/Homeless: Goal setting is individualized so all students will have meaningful targets and goals. Creating a learner-centered culture will allow every group to advocate for their needs. Student voices are amplified in this EMPOWER instructional model.

Free and Reduced Lunch: Goal setting is individualized so all students will have meaningful targets and goals. Creating a learner-centered culture will allow every group to advocate for their needs. Student voices are amplified in this EMPOWER instructional model.

Migrant: Goal setting is individualized so all students will have meaningful targets and goals. Creating a learner-centered culture will allow every group to advocate for their needs. Student voices are amplified in this EMPOWER instructional model.

Racial/Ethnic Minorities: Goal setting is individualized so all students will have meaningful targets and goals. Creating a learner-centered culture will allow every group to advocate for their needs. Student voices are amplified in this EMPOWER instructional model.

All students involved in interventions will be treated with fair and supportive professional practices. We will find opportunities for growth then create learning experiences for them. Our intervention model in mathematics involves three stations, a Teacher station (stronger connection between teacher and specific needs), a partner “practice through gaming” station (pulling on the social aspects of being in middle school) and an online personalized system called ST Math. In language arts our intervention utilizes the resource 180 Days where authentic reading and writing experiences include book study groups, self selected reading, and novel study.

Inquiry Area 2

Adult Learning Culture

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	SBAC results and MAPS results, LIMS survey results	Conversations with Staff at Faculty meetings and informal conversations around initiatives.	Modern Teacher Platform
Problem Statement	Staff members felt disconnected from systemic information and with the vision for certain initiatives. They were not feeling empowered to affect change.		
Critical Root Causes	<ul style="list-style-type: none"> ● Lack of communication to the staff around many of the initiatives ● Feelings of disconnection and a lack of voice ● Lack of trust and lack of buy-in around district initiatives ● Poor training opportunities 		

Adult Learning Culture	
School Goal: Staff will be empowered to make a significant impact on major decisions that involve our school. Their voice will be amplified.	STIP Connection: ?
Improvement Strategy: Educators will participate in student-centered professional learning , and are given the time, support and resources to collaborate.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):	
Leader: Leadership Team, Lighthouse Coordinator, & Principal	
Intended Outcomes: All training will impact classroom practices in ways that empower students. Staff will make significant contributions to decisions that impact the school.	
Action Steps: <ol style="list-style-type: none"> A. <i>Modern Teacher Professional Development</i> <ol style="list-style-type: none"> a. <i>Send several teachers to the conference in Colorado (2022-2023)</i> b. <i>Create learning module schedule</i> c. <i>Create Coaching Walk Through Schedule</i> 	

- d. *Discussions of benefits architecting a Learner-Centered Culture*
- B. *Build in Instructional Coaching with Frequent Feedback on lesson observations*
- C. *Use McREL Reflective Teacher’s materials.*

Resources Needed:

- Trainers in McREL
- PD Days to give staff time to learn and ask questions
- Flexible Leadership to adjust as staff defines the need

Improvement Strategy: *Architect our physical spaces to enhance learning, engage learners, and elevate instruction. Develop future focused curriculum and accompanying spaces that foster aerospace learning.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):

Intended Outcomes: To inspire our students to learn. To design spaces that meet the needs identified in the Learning Profile interviews.

Action Steps:

- A. Develop School economy (Financial Literacy and Falcon Bucks)
- B. Increase economic opportunities in our school
- C. Analyze current use of spaces and brainstorms next steps to match profiles
- D. Plan for transformation work, logistics of where, what, when, & how spaces will change
- E. Create Future Friday with agenda that fosters robust discussion on our future aerospace curriculum, exploratories, and facilities
 - a. Tour of Anastasis
 - b. Tour of Colorado Skies Academy
 - c. Virtual Tour of Aerospace schools (with Wizard of Oz idea catcher graphic)
 - d. Connection with Organizations like TESLA or Lockheed Martin
- F. Work with experts in the aerospace field
 - a. Invite Dr. Don Deevers to build the program with us

Resources Needed:

- Aerospace experts
- District Lead Teacher
- Materials for new spaces (lamps, music, flexible seating, other room enhancements)
- Funding for new facility
- Partners from other Aerospace Academy sites

Challenges to Tackle:

- Limited spaces and staffing to provide the variety of learning spaces our learners would require

- Funding
- Mental models must shift, we need to think future- not past
- Time to develop aerospace curriculum map

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

Gifted and Talented Students: Many of the offerings we will generate will provide engaging opportunities to expand thinking and learning as well as stretch to meet the awesome capabilities of our students.

English Learners: Inspiration and motivation come with all efforts to connect with students and looking at how we design spaces will help us adjust as students let us know what is important to them.

Foster/Homeless: Inspiration and motivation come with all efforts to connect with students and looking at how we design spaces will help us adjust as students let us know what is important to them.

Free and Reduced Lunch: Exposure to careers in the Aerospace industry could provide inspiration. Inspiration and motivation come with all efforts to connect with students and looking at how we design spaces will help us adjust as students let us know what is important to them.

Migrant: Inspiration and motivation come with all efforts to connect with students and looking at how we design spaces will help us adjust as students let us know what is important to them.

Racial/Ethnic Minorities: Inspiration and motivation come with all efforts to connect with students and looking at how we design spaces will help us adjust as students let us know what is important to them.

Students with IEPs: Inspiration and motivation come with all efforts to connect with students and looking at how we design spaces will help us adjust as students let us know what is important to them. We also meet to discuss how we can meet our students where they are- including special education needs.

Inquiry Area 3

Connectedness

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	LIM survey, Quarterly Reflection Report cards	LIM survey, Quarterly Reflection Report cards, Staff Meeting conversations,	LIM survey, Quarterly Reflection Report cards, Monthly Parent meetings
Problem Statement	A segment of our student population is not engaging in the learning process, nor finding value in school. They are disconnected. In addition, there are families that are also not involved in the school.		
Critical Root Causes	<ul style="list-style-type: none"> • A negative stigma about our middle school in the community • Poor performance and low academic performance led to bad reputation • Pedagogy at tier 1 has not always been engaging to the students (lack of voice) • Student mental models not always supportive of learning in school 		

Connectedness	
<p>School Goal: <i>To connect our students and families to a vibrant and inspirational learning experience. To foster engagement and design experiences that truly empower students.</i></p>	<p>STIP Connection: ?</p>
<p>Improvement Strategy: <i>Create Cultural Events to increase focus on learning and the importance of engagement and a Growth Mindset.</i></p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):</p>	
<p>Team Leader: Culture Team, Lighthouse Coordinator, & Principal</p>	
<p>Intended Outcomes: Help all students enjoy learning, see the value of schooling, and engage better with the learning experiences provided at MVMS.</p>	
<p>Action Steps:</p> <ol style="list-style-type: none"> A. <i>Organize Engaging and Proactive Events:</i> <ol style="list-style-type: none"> a. <i>Morning Huddle</i> b. <i>Quarterly Learning Award Ceremony (Showcasing learning in each area)</i> c. <i>Future Friday</i> d. <i>Student-Led Conferences</i> e. <i>Service Learning Projects (https://barronprize.org/)</i> 	
<p>Resources Needed:</p>	

- *Student leaders for all events*
- *Time to teach and train student speakers*
- *Resources for the Young Authors' Day*
- *Resources for our Student Library Project*
- *Hope Folders and Scripts for student led conferences*
- *PD Fridays for planning together*
- *Engaged and empowered staff members to bring great ideas to the school meetings*

Challenges to Tackle:

- *Time to organize and plan together*
- *New Traditions and events take time to generate momentum (we need patience)*
- *COVID cancellations for events*

Improvement Strategy: *Develop Partnerships that support student learning. Building our Aerospace program. Giving students greater exposure to wonderful careers and opportunities coming in the future.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):

Intended Outcomes: Generate momentum with partnerships that become catalysts for exponential student learning and growth. Create partnerships that give students opportunities to give back and serve as well as provide open doors for resources to come to our school.

Action Steps:

- A. Parent/Family Engagement (0.45)**
 - a. Student-Led Conferences**
 - b. Monthly Family Fun Nights**
- B. Outside Organizational engagement**
 - a. Lincoln Community Coalition**
 - b. Nellis Air Force Base**
 - c. Civil Air Patrol**
 - d. Companies**
 - e. Academic Institutions**
 - f. Local Commerce**
 - g. Other Academic institutions**
 - h. Panaca ES**
 - i. LCHS**

Resources Needed:

- Partnerships, we need to develop relationships with all the above listed entities.

Challenges to Tackle:

- Discovering mutual benefits for companies to want to partner with our students

- Parental Involvement (We must find ways to engage and magnetize our campus)

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

Gifted and Talented Students: The events we create are engaging and open ended. We are going to flood the students with opportunities like they have not had here before. Building partnerships will bring in other opportunities for students to learn but also to contribute.

English Learners: The events we create are engaging and open ended. We are going to flood the students with opportunities like they have not had here before. Building partnerships will bring in other opportunities for students to learn but also to contribute.

Foster/Homeless: The events we create are engaging and open ended. We are going to flood the students with opportunities like they have not had here before. Building partnerships will bring in other opportunities for students to learn but also to contribute.

Free and Reduced Lunch: The events we create are engaging and open ended. We are going to flood the students with opportunities like they have not had here before. Building partnerships will bring in other opportunities for students to learn but also to contribute.

Migrant: The events we create are engaging and open ended. We are going to flood the students with opportunities like they have not had here before. Building partnerships will bring in other opportunities for students to learn but also to contribute.

Racial/Ethnic Minorities: The events we create are engaging and open ended. We are going to flood the students with opportunities like they have not had here before. Building partnerships will bring in other opportunities for students to learn but also to contribute.

Students with IEPs: The events we create are engaging and open ended. We are going to flood the students with opportunities like they have not had here before. Building partnerships will bring in other opportunities for students to learn but also to contribute.

2022-2023 COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
<i>Math & ELA GRANT</i>	\$2,000	<i>ST Math</i>	1
Our Budget	\$	To support Tier 2 strategies that inspire and engage students to learn.	1,2,3
AB495 ARP ESSER	\$5,000	Student centered seating to create student centered environments to reduce learning loss and aid in student agency and positive student centered culture allowing for stations and rotations at all grade levels.	
	\$3750.00	To create a sensory calming room for SEL and at risk disadvantaged students to create an environment to deal with learning loss and increase self regulation and more time on instruction. Items may include	

		but not limited to: lighting, seating, sensory items, rugs, washable pillows.	
TESLA grant for the First Tech Challenge Robotics Program	\$15,000	To get gears, guts, and tools associated with having a robotics team!	
Hydroponics Grant by Green our Planet	\$10,000	To purchase equipment associated with our Hydroponics program.	

2024-2025 will be added at a later date.