

**Washoe County School District**  
**Robert Mcqueen High School**  
**2024-2025 School Performance Plan**

**Classification: 4 Star School**

# Mission Statement

*McQueen is an inclusive, respectful community where all students can grow to reach their highest level of personal and academic achievement.*

# Value Statement

## 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/robert\\_mcqueen\\_high\\_school/2024/nspf/](https://nevadareportcard.nv.gov/DI/nv/washoe/robert_mcqueen_high_school/2024/nspf/)

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# Comprehensive Needs Assessment

## Student Success

### Student Success Summary

Progress has been made on two goals - 9th grade core credit attainment for IEP and EL students. The committee noted the following:

Overall 10<sup>th</sup> grade core credit attainment has dropped the past three years, to a rate of 63%.

29% of 10<sup>th</sup> graders on an IEP earned 4 core credits last year.

32% of EL 10<sup>th</sup> graders earned 4 core credits last year.

62% of 9<sup>th</sup> graders earned a full credit in Biology, a decrease of 10% from the previous year.

ACT Composite scores for students on an IEP dropped to 12.9, down from 13.1 the previous year.

ACT Composite scores for EL students rose slightly to 13.3, but still well below the average score for the school as a whole (18.1.)

### Student Success Strengths

88% of 9th graders earned five or more credits, up 1 point from the previous year. 80% of 9th graders earned 3 core credits, up from 75% the previous year.

Overall composite ACT scores dropped slightly to 18.1 schoolwide.

57% of 9th graders on an IEP earned 3 core credits, up from 48% the previous year.

63% of 9th grade EL students earned 3 core credits, up from 41% the previous year.

Dual credit attainment by graduation continues to increase in special populations.

### Problem Statements Identifying Student Success Needs

**Problem Statement 1 (Prioritized):** Students on an IEP and English Learners are performing well below accepted achievement levels and well below their peers. **Critical Root**

**Cause:** \* Lack of differentiation of instructional strategies to support all learners. \* Inconsistent communication regarding the needs of IEP and EL students. \* Students have inequitable access to targeted intervention as not all teachers use Lancers Excel with fidelity.

# Adult Learning Culture

## Adult Learning Culture Summary

The committee noted the following areas of concern:

Not all PLCs are focusing on the questions of a PLC: What do we need students to know and be able to do? How will know if they know it and can do it? What will we do if students don't know it and can't do it? What will we do to extend the learning of those who know it and can do it? Some are at the first stages of collaboration: Filling the Time, Sharing Personal Practice, and Planning.

Climate survey data shows that 44% of students find what they are learning interesting. (down 1 point from last year.)

Student climate survey results show that 55% of students say that their teachers make connections between what they are learning and their lives outside the classroom. (Up 1%)

59% of teachers reported feeling tense, restless, or anxious at work, up 11 points from the previous year.

## Adult Learning Culture Strengths

PLCs in math and English are very strong, with teachers focusing continually on the four questions of a PLC: What do we need students to know and be able to do? How will know if they know it and can do it? What will we do if students don't know it and can't do it? What will we do to extend the learning of those who know it and can do it?

Staff Climate Survey results show a 7% increase in staff favorability in Staff Collaboration to 88% overall.

Favorable responses by staff regarding PLCs was 79%, up from 61% the previous year.

95% of staff members say that they are proud to work at McQueen.

## Problem Statements Identifying Adult Learning Culture Needs

**Problem Statement 1 (Prioritized):** PLCs are not being maximized to meet the needs of all students **Critical Root Cause:** \* Inconsistent expectations for PLCs. \* Lack of accountability to engage in the PLC process.

# Connectedness

## Connectedness Summary

The committee noted the following areas of concern:

- 56% of students say that teachers and staff treat all students fairly. (No change from the previous year.)
- 54% of students respond favorably to questions about their ability to manage their emotions. (Up 1%)
- 52% of students respond favorably to questions regarding their ability to manage their schoolwork. (No Change)
- 64% of students say that they feel like they are a part of this school. (Down 3%)
- Chronic Absenteeism rose last year from 36% to 38%. EL students stayed the same at 56%. IEP students from 44% to 51%.

## Connectedness Strengths

78% of students say that their teachers care about them. (Down 2%)

90% of students say their teachers believe they can succeed. (Down 2%)

## Problem Statements Identifying Connectedness Needs

**Problem Statement 1 (Prioritized):** Students are struggling to feel connected to school; they are struggling to manage their emotions and schoolwork. **Critical Root Cause:** \* SEL practices are not evenly implemented in all classrooms

# Priority Problem Statements

**Problem Statement 1:** Students on an IEP and English Learners are performing well below accepted achievement levels and well below their peers.

**Critical Root Cause 1:** \* Lack of differentiation of instructional strategies to support all learners. \* Inconsistent communication regarding the needs of IEP and EL students. \* Students have inequitable access to targeted intervention as not all teachers use Lancers Excel with fidelity.

**Problem Statement 1 Areas:** Student Success

**Problem Statement 2:** Students are struggling to feel connected to school; they are struggling to manage their emotions and schoolwork.

**Critical Root Cause 2:** \* SEL practices are not evenly implemented in all classrooms

**Problem Statement 2 Areas:** Connectedness

**Problem Statement 3:** PLCs are not being maximized to meet the needs of all students

**Critical Root Cause 3:** \* Inconsistent expectations for PLCs. \* Lack of accountability to engage in the PLC process.

**Problem Statement 3 Areas:** Adult Learning Culture

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- School goals
- College and career readiness goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Formative and summative reviews
- Planning and decision-making committee minutes

## **Student Data: Assessments**

- SAT, ACT, PSAT or ASPIRE
- Student failure and/or retention rates

## **Student Data: Student Groups**

- Special education
- EL
- Dual credit
- College prep

## **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Social Emotional Learning
- Student surveys and/or other feedback

## **Employee Data**

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- School department and/or faculty meeting discussions and data

## **Parent/Family/Community Data**

- Parent/family engagement, opportunities, attendance, and participation

## **Support Systems and Other Data**

- Master schedule

- Course offerings

# Goals

**Goal 1: Student Success**

Aligns with District Priority

**Annual Performance Objective 1:** The number of 9th grade IEP and EL students earning all 3 core credits will rise by 5%.

**Evaluation Data Sources:** \* Grade data at semester

Improvement Strategy 1 Details	Status Checks		
<p><b>Improvement Strategy 1: MTSS</b></p> <p><b>Formative Measures:</b> Action Steps:</p> <ul style="list-style-type: none"> <li>* Provide teachers with a "student profile" for each of their EL and IEP students with information about their current proficiency levels and targeted differentiation and scaffolding strategies to provide support in the classroom</li> <li>* In PLCs, teachers will use frequent formative assessment results to identify EL and IEP students who need additional time and support to master essential standards</li> <li>* In PLCs, teachers will develop differentiated intervention strategies to support student learning.</li> <li>* Administrators and other school leaders will model literacy scaffolding strategies for teachers.</li> <li>* Each teacher will place students in Responsive Scheduling sections weekly to provide academic intervention for struggling students</li> <li>* 9th graders who need additional supports in math will be pulled from Freshman Seminar to work with Algebra 1 teachers.</li> <li>* MTSS Team will identify students for Tier 3 intervention and provide additional support to those students during Lancers Excel.</li> </ul> <p>Formative Measures: PLC agendas, intervention schedule, professional learning agendas, academic warning and quarterly grade data</p> <p><b>Position Responsible:</b> Curriculum Assistant Principal, Teachers, MTSS Team</p> <p><b>Student Groups This Strategy Targets:</b> EL, Students with Disabilities, At Risk</p> <p>- <b>Evidence Level:</b> Moderate</p> <p><b>Problem Statements/Critical Root Causes:</b> Student Success 1</p>	Status Check		
	Jan	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Annual Performance Objective 1 Problem Statements:**

## Student Success

**Problem Statement 1:** Students on an IEP and English Learners are performing well below accepted achievement levels and well below their peers. **Critical Root Cause:** \* Lack of differentiation of instructional strategies to support all learners. \* Inconsistent communication regarding the needs of IEP and EL students. \* Students have inequitable access to targeted intervention as not all teachers use Lancers Excel with fidelity.

**Goal 1: Student Success**

**Annual Performance Objective 2:** The number of 10th grade IEP and EL students earning all 4 core credits will rise by 5%.

**Evaluation Data Sources:** Grade data at semester

Improvement Strategy 1 Details	Status Checks		
<p><b>Improvement Strategy 1: MTSS</b></p> <p><b>Formative Measures: Action Steps:</b></p> <ul style="list-style-type: none"> <li>* Provide teachers with a "student profile" for each of their EL and IEP students with information about their current proficiency levels and targeted differentiation and scaffolding strategies to provide support in the classroom</li> <li>* In PLCs, teachers will use frequent formative assessment results to identify EL and IEP students who need additional time and support to master essential standards</li> <li>* In PLCs, teachers will develop differentiated intervention strategies to support student learning.</li> <li>* Administrators and other school leaders will model literacy scaffolding strategies for teachers.</li> <li>* Each teacher will place students in Responsive Scheduling sections weekly to provide academic intervention for struggling students</li> <li>* MTSS Team will identify students for Tier 3 intervention and provide additional support to those students during Lancers Excel.</li> </ul> <p>Formative Measures: PLC agendas, intervention schedule, professional learning agendas, academic warning and quarterly grade data</p> <p><b>Student Groups This Strategy Targets:</b> EL, Students with Disabilities, At Risk</p> <p>- <b>Evidence Level:</b> Moderate</p> <p><b>Problem Statements/Critical Root Causes:</b> Student Success 1</p>	Status Check		
	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Annual Performance Objective 2 Problem Statements:**

Student Success
<p><b>Problem Statement 1:</b> Students on an IEP and English Learners are performing well below accepted achievement levels and well below their peers. <b>Critical Root Cause:</b> * Lack of differentiation of instructional strategies to support all learners. * Inconsistent communication regarding the needs of IEP and EL students. * Students have inequitable access to targeted intervention as not all teachers use Lancers Excel with fidelity.</p>

**Goal 2: Adult Learning Culture**  
Aligns with District Priority

**Annual Performance Objective 1:** Increase the percentage (5%) of students who find their learning interesting and connected to their lives.

**Evaluation Data Sources:** \* Student Climate survey data

Improvement Strategy 1 Details	Status Checks		
<p><b>Improvement Strategy 1: PLCs</b></p> <p>Use modeling of scaffolding strategies in PLCs to improve instructional practices related to student engagement.</p> <p><b>Formative Measures: Action Steps:</b></p> <ul style="list-style-type: none"> <li>* Design PLCs agenda to include professional development on scaffolding strategies and how to use them</li> <li>* Develop common formative and summative assessments</li> <li>* Develop data protocols to analyze student data within the PLC</li> </ul> <p>Formative Measures: PLC Agendas, lesson plans</p> <p><b>Position Responsible:</b> Department Leaders, Administrators</p> <p><b>Student Groups This Strategy Targets:</b> EL, Students with Disabilities, Chronically Absent, At Risk</p> <p>- <b>Evidence Level:</b> Moderate</p> <p><b>Problem Statements/Critical Root Causes:</b> Adult Learning Culture 1</p>	Status Check		
	Jan	Apr	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Annual Performance Objective 1 Problem Statements:**

Adult Learning Culture
<p><b>Problem Statement 1:</b> PLCs are not being maximized to meet the needs of all students    <b>Critical Root Cause:</b> * Inconsistent expectations for PLCs. * Lack of accountability to engage in the PLC process.</p>

**Goal 3: Connectedness**

**Aligns with District Priority**

**Annual Performance Objective 1:** The percentage of students who report feeling that they are a part of McQueen will increase to 75%.

**Evaluation Data Sources:** \* Attendance at activities and events

\* Average Daily attendance.

\* Student Climate Survey data

Improvement Strategy 1 Details	Status Checks		
<p><b>Improvement Strategy 1: SEL</b></p> <p>Provide students with the academic, emotional, and social skills necessary to be actively engaged in school.</p> <p><b>Formative Measures: Action Steps:</b></p> <ul style="list-style-type: none"> <li>* Identify and share with teachers SEL practices that can be embedded in classroom instruction and environment.</li> <li>* Teach SEL lessons during Freshman Seminar to improve students' interpersonal skills, such as problem-solving, conflict resolution, self-control, communication, negotiation, sharing, and good manners. Other skills that could be taught include listening, stress management, and decision-making.</li> <li>* Create more opportunities for students to voice their concerns and ideas about activities and culture at McQueen.</li> </ul> <p>Formative Measures: Lesson plans, Student Voice Council meeting notes, attendance</p> <p><b>Position Responsible:</b> Seminar Coordinator, Administrators, Student Voice Coordinator</p> <p><b>Student Groups This Strategy Targets:</b> EL, Students with Disabilities, Chronically Absent, At Risk</p> <p>- <b>Evidence Level:</b> Moderate</p> <p><b>Problem Statements/Critical Root Causes:</b> Connectedness 1</p>	Status Check		
	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Annual Performance Objective 1 Problem Statements:**

<b>Connectedness</b>
<p><b>Problem Statement 1:</b> Students are struggling to feel connected to school; they are struggling to manage their emotions and schoolwork. <b>Critical Root Cause:</b> * SEL practices are not evenly implemented in all classrooms</p>