

Washoe County School District
Robert Mcqueen High School
2024-2025 Status Check

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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>Improvement Strategy 1: MTSS</p> <p>Formative Measures: Action Steps:</p> <ul style="list-style-type: none"> * 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 * 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 * In PLCs, teachers will develop differentiated intervention strategies to support student learning. * Administrators and other school leaders will model literacy scaffolding strategies for teachers. * Each teacher will place students in Responsive Scheduling sections weekly to provide academic intervention for struggling students * 9th graders who need additional supports in math will be pulled from Freshman Seminar to work with Algebra 1 teachers. * MTSS Team will identify students for Tier 3 intervention and provide additional support to those students during Lancers Excel. <p>Formative Measures: PLC agendas, intervention schedule, professional learning agendas, academic warning and quarterly grade data</p> <p>Position Responsible: Curriculum Assistant Principal, Teachers, MTSS Team</p> <p>Student Groups This Strategy Targets: EL, Students with Disabilities, At Risk</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Student Success 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>			

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>Improvement Strategy 1: MTSS</p> <p>Formative Measures: Action Steps:</p> <ul style="list-style-type: none"> * 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 * 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 * In PLCs, teachers will develop differentiated intervention strategies to support student learning. * Administrators and other school leaders will model literacy scaffolding strategies for teachers. * Each teacher will place students in Responsive Scheduling sections weekly to provide academic intervention for struggling students * MTSS Team will identify students for Tier 3 intervention and provide additional support to those students during Lancers Excel. <p>Formative Measures: PLC agendas, intervention schedule, professional learning agendas, academic warning and quarterly grade data</p> <p>Student Groups This Strategy Targets: EL, Students with Disabilities, At Risk</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p>	Status Check		
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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>Improvement Strategy 1: PLCs</p> <p>Use modeling of scaffolding strategies in PLCs to improve instructional practices related to student engagement.</p> <p>Formative Measures: Action Steps:</p> <ul style="list-style-type: none"> * Design PLCs agenda to include professional development on scaffolding strategies and how to use them * Develop common formative and summative assessments * Develop data protocols to analyze student data within the PLC <p>Formative Measures: PLC Agendas, lesson plans</p> <p>Position Responsible: Department Leaders, Administrators</p> <p>Student Groups This Strategy Targets: EL, Students with Disabilities, Chronically Absent, At Risk</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p>	Status Check		
	Jan	Apr	June
			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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>Improvement Strategy 1: SEL</p> <p>Provide students with the academic, emotional, and social skills necessary to be actively engaged in school.</p> <p>Formative Measures: Action Steps:</p> <ul style="list-style-type: none"> * Identify and share with teachers SEL practices that can be embedded in classroom instruction and environment. * 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. * Create more opportunities for students to voice their concerns and ideas about activities and culture at McQueen. <p>Formative Measures: Lesson plans, Student Voice Council meeting notes, attendance</p> <p>Position Responsible: Seminar Coordinator, Administrators, Student Voice Coordinator</p> <p>Student Groups This Strategy Targets: EL, Students with Disabilities, Chronically Absent, At Risk</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p>	Status Check		
	Jan	Apr	June
			
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