

## Washoe County School District

# Earl Wooster High School

## School Performance Plan: A Roadmap to Success

*Earl Wooster High School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.*

**Principal:** Leah Keuscher

**School Website:** [woostercolts.com](http://woostercolts.com)

**Email:** Click or tap here to enter text.

**Phone:** 775-321-3160

**School Designations:**  Title I  CSI  TSI  TSI/ATSI

*Our SPP was last updated on October 10, 2022*

## School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Leah Keuscher	<b>Principal(s)</b> (required)
Susan Schraeder, Erika Sanchez, Jeff Miller, Trina Olsen	<b>Other School Administrator(s)</b> (required)
Jennifer Lienau, Nancy Carroll, Ken Stynen, Ian Callahan, Roseanna D'Arcangelo, Kimberly Gibbons, Rene Flores, Ray Swigart, Mary Brooke, Zeynep Evenson, Erin Danilesen	<b>Teacher(s)</b> (required)
Miriam Rodriguez, Araceli Ramirez, Estella Villanueva	<b>Paraprofessional(s)</b> (required)
Zoe Caldwell, Hilary Vass, Lana Goldenberg, Lisette Gomez	<b>Parent(s)</b> (required)
Caroline Perry, Anish Bayya, Lydia Olsen, Basha Owusu	<b>Student(s)</b> (required for secondary schools)
Click here to enter text.	<b>Tribes/Tribal Orgs</b> (if present in community)
Click here to enter text.	<b>Specialized Instructional Support Personnel</b> (if appropriate)
Click here to add additional members.	Click here to add their role.

## School Demographics and Performance Information

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 [http://nevadareportcard.nv.gov/DI/nv/washoe/earl\\_wooster\\_high\\_school/2022](http://nevadareportcard.nv.gov/DI/nv/washoe/earl_wooster_high_school/2022)



# School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

## Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>69% Algebra 1 credit attainment for school - up from 53% in 2021</li> <li>EL Algebra 1 credit attainment 54% - up from 40% in 2021</li> <li>Algebra 1 credit attainment at 72% for students on an IEP – up from 27% in 2021</li> <li>79% credit attainment for English 1 for school – up from 70% in 2021</li> <li>English 1 credit attainment at 61% for EL students – up from 57% in 2021</li> <li>English 1 credit attainment at 87% for students on an IEP – up from 73% in 2021</li> <li>Biology credit attainment for students on an IEP at 62% - up from 49% in 2021</li> <li>Biology credit attainment for EL students at 54% - up from 48% in 2021</li> <li>Graduate AP/IB Completion for CIT students went from 38% in 2021 to 47% in 2022</li> <li>Graduate CTE completion for school went from 9% in 2021 to 25% in 2022</li> <li>Freshman earning 5 or more credits increased to 80% - up from 71% in 2021</li> </ul>	<ul style="list-style-type: none"> <li>Continue to increase credit attainment for students with and IEP, EL, and students who are FRL</li> <li>Increase Core Credit attainment for all grade levels and all populations</li> <li>Improve student performance on ACT</li> <li>Increase Graduate AP or IB credit</li> </ul>
<p><b>Problem Statement:</b> Attainment in all areas is still below district average. End of year 2022 data shows 62% of students completed at least one credit in Math, English and Science by the end of 9<sup>th</sup> and 10<sup>th</sup> grade. By end of 2022 69% of students enrolled in Algebra 1 earned full credit, and 79% earned full English I-II credit. 68% of 9<sup>th</sup> graders earned full Biology credit, and 68% of 10<sup>th</sup> graders earned full Geometry credit. 2022 data revealed 7% of students who took the ACT are college ready in all four subject areas. Our overall English average score was 12%, our overall Math average score was 15%, our overall Reading average score was 15%, and our overall Science average score was 16%.</p>	



**Critical Root Causes of the Problem:**

Loss of instruction (seat time) in the classroom due to COVID has created learning gaps and increased failure rates. Interventions for credit attainment and instructional rigor will continue to be a focus to ensure better student performance on ACT assessment and college/career readiness.

**Student Success**

**School Goal:**

Increase overall academic achievement success rates by increasing the percentage of 9th and 10th grade students earning core credit to ensure high school completion, as well as student college and career readiness by focusing on performance in CCRS: ACT assessment, AP/IB Performance, CTE Pathways, and Dual Credit.

- At the end of the 22-23 school year, 84% of the freshmen class of 2026 will earn all core credits (defined as math, English, and science)
- At the end of the 22-23 school year, 84% of the sophomore class of 2025 will earn all core credits (defined as math, English, science, and social studies)
- At the end of 22-23 school year, the junior class of 2024 will earn an overall performance score of math 30% & ELA 30%.
- At the end of the 22-23 school year, 70% of our graduating class will have earned credit in one or more AP/IB course.
- At the end of the 22-23 school year, 15% of our graduating class will have completed enough courses to be considered CTE completers.
- At the end of the 22-23 school year, 13% of our graduating class will have earned credit in Dual Credit courses.

**Aligned to Nevada’s STIP Goal:**

- STIP Goal 1
- STIP Goal 2
- STIP Goal 3
- STIP Goal 4
- STIP Goal 5



**Formative Measures:**

- BIG Data Warehouse
- Credit Attainment Data
- Chronic Absenteeism Data
- Graduation Report
- Student Monitoring Report
- Risk Index

**Improvement Strategy:** Wooster will be focusing on credit attainment and providing supports driven by student data. Our MTSS committees will provide specific Tier 2 supports and tutoring for students.

**Evidence Level:** Tier 2 - Moderate Evidence

**Action Steps:** *What steps do you need to take to implement this improvement strategy?*

- Daily after school tutoring
- Remediation/interventions everyday during seminar period
- Credit recovery math during seminar
- Saturday School
- Goal writing for IEP training & EdPlan
- MTSS committees and training
- Ongoing MYP training and I&S data bank
- Ongoing IB teacher training
- New teacher mentors & site training

**Resources Needed:** *What resources do you need to implement this improvement strategy?*

- Increasing student attendance to tutoring sessions
- After school tutor recruitment
- Saturday School teachers
- PAPER Online Tutoring
- Goal writing training provided to IEP teachers by district.
- MTSS meetings and training led by administrators and leads every Monday.
- MYP and IB training on-going during PLC time supported by IB Coordinators.
- New teacher mentors and training provided by site facilitators.

**Lead:** *Who is responsible for implementing this strategy?*

Jennifer Lienau  
Nancy Carroll  
Ken Stynen  
Ian Callahan  
Roseanna D'Arcangelo  
Kimberly Gibbons  
Rene Flores  
Ray Swigart  
Mary Brooke  
Zeynep Evenson  
Erin Danilesen  
Araceli Ramirez Cruz  
Estela Villanueva  
Emilia De La Mora  
Lisette Gomez Martinez  
Leah Keuscher  
Susan Schraeder  
Trina Olsen  
Jeffery Miller  
Erika Sanchez



**Challenges to Tackle:** *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Lack of consistency, accountability and follow through among all involved parties; lack of support staff for academic interventions; high teacher absence and turnover rates. Referring students and ensuring they attend classes/tutoring sessions.
- *Potential Solution:* Teacher trainings on grading, scaffolding/differentiation of instruction. Calling parents/guardians to promote our various tutoring/support opportunities. Escorting students to class and tutoring sessions.

**Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Title 1 funds and potentially the Loss of Learning Grant from the NDE
- Esser Grant Funds
- Paper online tutoring
- Teachers getting paid for tutoring outside of contract hours

**Equity Supports:** *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

**English Learners**

- *Challenge:* language barrier; attendance
- *Support:* EL classes; 9th grade co-taught with differentiated instruction between general/Sped/EL teachers.

**Foster/Homeless:**

- *Challenge:* transiency, poor hygiene, mental health resources, trauma
- *Support:* CIT resources; school mental health counselor

**Free and Reduced Lunch:**

- *Challenge:* lack of resources at home, including food
- *Support:* Bus passes and transportation

**Migrant: N/A**

- *Challenge:* Update during SPP Roadmap Development.



- *Support:* Update during SPP Roadmap Development.

**Racial/Ethnic Groups:**

- *Challenge:* disparities during intervention process
- *Support:* Monitor student progress

**Students with IEPs:**

- *Challenge:* Alignment with student goals and objectives
- *Support:* IEP team working together to provide the best Tier 2 supports and tutoring services

**New Comers**

- *Challenge:* language barrier; attendance
- *Support:* Testing for appropriate placement; individualized schedule support and coaching

## Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>• Weekly MTSS Meeting</li> <li>• PLC Meetings</li> <li>• Tier 1 strategies</li> <li>• Pacing Guides</li> <li>• Tier 2 Supplemental programs</li> <li>• Common Assessment Data</li> </ul>	<ul style="list-style-type: none"> <li>• Create valuable PLC time/agendas</li> <li>• Increase engagement/participation during PLCs</li> <li>• Teacher commitment to Tier 1 and 2 strategies</li> <li>• Teacher collaboration</li> <li>• Use of Data to drive instruction</li> <li>• Focus on learning new instructional strategies to ensure professional growth</li> </ul>
<p><b>Problem Statement:</b> We must investigate instructional strategies, interventions/supports systems, equitable grading practices, and data analysis in order for us to improve our overall instruction, reduce failure rates, increase credit attainment, and promote student success.</p>	
<p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>• Time continues to impede PLC structures and priorities. This in turn leads to lost time for valuable data analysis to make informed decisions about possible supports and overall instruction.</li> </ul>	
Adult Learning Culture	



**School Goal:** All teachers will work within professional learning communities centered around adult learning and continuous growth as an educator. Teachers will commit to contribute to identifying essential standards, planning/pacing/course guide, creation of common assessment with scoring rubrics, data analysis and sharing of various teaching strategies, and the implementation of multi-tiered systems of support.

**Formative Measures:**

- PLCs working together to align curriculum, instruction, and assessments (meeting agendas)
- Rigorous bell to bell instructional activities (Walk through forms)
- Logs of at-risk students referred to after school tutoring (parent communication/attendance form)
- Schoolwide gradebook alignment (Infinite Campus)
- Tier 1 instructional supports offered daily (data collected via walk through forms)
- Use relevant data to drive instruction (evidence via PLC and element planning)
- Provide professional development opportunities (as dictated by school data)

**Aligned to Nevada’s STIP**

**Goal:**

- ✓ STIP Goal 1      ✓ STIP Goal 2
- ✓ STIP Goal 3      ✓ STIP Goal 4
- STIP Goal 5

**Improvement Strategy:** Valuable use of PLC time with meaningful items on agenda

**Evidence Level:** Tier 2 - Moderate Evidence

**Action Steps:** *What steps do you need to take to implement this improvement strategy?*

- PLCs agendas will be created to collaborate and help colleagues improve instructional practices
- PLCs will develop a plan for Tier 2 interventions/tutoring
- PLCs will create a strategy to referring students who need more support/tutoring
- PLCs will research and implement tutoring/support strategies based on specific commonalities in their classroom and department data
- Use failing a course report for teachers to problem-solve and develop supports
- Provide professional development opportunities
- Teachers will reach out to parents/guardians to seek solutions/supports prior to issuing an F
- Gradebooks are aligned and kept up to date with a minimum of one grade in Infinite Campus per week

**Resources Needed:** *What resources do you need to implement this improvement strategy?*

**Lead:** *Who is responsible for implementing this strategy?*

- Jennifer Lienau
- Nancy Carroll
- Ken Stynen
- Ian Callahan
- Roseanna D’Arcangelo
- Kimberly Gibbons
- Rene Flores
- Ray Swigart
- Mary Brooke
- Zeynep Evenson
- Erin Danilesen
- Estela Villanueva
- Leah Keuscher
- Susan Schraeder

Trina Oisen





- PLC time
- Quarterly student failing reports
- Funds for Department Leaders
- Prep-buy out for implementation of interventions

Jeffery Miller  
Erika Sanchez

**Challenges to Tackle:** *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Teacher commitment to use PLC time to engage in meaningful collaboration. Having time to identify students who are at risk of failing a course and coming up with supports needed in class.
- *Potential Solution:* Support teachers with resources, uninterrupted PLC time, and pulling data to make this work.

**Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Title 1 Funds
- Esser Grant Funds

**Equity Supports:** *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

**English Learners**

- *Challenge:* Communicating tutoring/support plans and attendance.
- *Support:* EL classes; 9th grade co-taught with differentiated instruction between general/Sped/EL teachers.

**Foster/Homeless:**

- *Challenge:* transiency, poor hygiene, mental health resources, trauma
- *Support:* CIT resources; school mental health counselor

**Free and Reduced Lunch:**

- *Challenge:* lack of resources at home, including food
- *Support:* Bus passes

**Migrant: N/A**

- *Challenge:* Update during SPP Roadmap Development.



- *Support:* Update during SPP Roadmap Development.

**Racial/Ethnic Groups:**

- *Challenge:* disparities during intervention process
- *Support:* monitor student progress

**Students with IEPs:**

- *Challenge:* Alignment with student goals and objectives
- *Support:* IEP team working together to provide the best Tier 2 supports and tutoring services

**New Comers**

- *Challenge:* language barrier; attendance
- *Support:* Testing for appropriate placement; individualized schedule support and coaching

### Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>• Of those who responded, 82% feel their students are receiving a quality education.</li> <li>• Of those who responded, 81% have a favorable view of relationships between families and staff, with 86% believing staff really care about their child, and 84% believing their student is treated fairly by all.</li> </ul>	<ul style="list-style-type: none"> <li>• Only 38 families responded to the Parent Climate Survey in 2022</li> </ul>
<p><b>Problem Statement:</b> There is not enough data to come to anything more than a superficial conclusion. A broader range of feedback is necessary in order for us to better gauge what our families know about Wooster, and how we can do a better job in supporting their students.</p>	
<p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>• Families don't always feel confident in their ability to connect with other parents (34%) and only 53% are confident they can make sure the school is meeting their child's learning needs.</li> </ul>	

### Connectedness



**School Goal:** Improve family involvement at school functions by establishing a baseline of data from which families and staff can learn and grow together. Increase the level of family engagement at Wooster High School and have a better understanding of family needs by increasing parent responses on the climate survey by 500% from 38 responses in 2021-2022 to 190 responses in 2022-2023 in order to better understand how to support students' 9th/10th credit attainment and CCR readiness at Wooster HS.

**Formative Measures:**

- Increase of 500% response rate on the Parent Climate Survey
- Increase of 10% favorability in Family Efficacy and School Fit on the Parent Climate Survey
- Increase of 5% favorability in Supportive Place on the Parent Climate Survey

**Aligned to Nevada's STIP**

**Goal:**

- STIP Goal 1
- STIP Goal 2
- STIP Goal 3
- STIP Goal 4
- STIP Goal 5

**Improvement Strategy:** In-person events will be held to welcome students and families to inform them about curriculum, expectations, and available supports.

**Evidence Level:** 4 Demonstrates a Rationale

**Action Steps:** *What steps do you need to take to implement this improvement strategy?*

- Schedule parent conferences with at risk subpopulation families in 9th & 10th grade, that include student, parent, counselor, FGA and administrator; with the objective of developing a graduation plan, set short term goals and a plan for the family member to monitor the student with Infinite Campus. Help students take advantage of interventions. Schedule a minimum of 2 follow up conferences with the family and student. Involve SSPs as necessary.
- FGA works with core teachers of freshmen to make monthly phone calls home during Prep Collaboration time.
- Expand knowledge to parents about Wooster during IB 101 nights, Parent Booster meetings, and Gallop to Graduation meetings for parents.
- Engage parents in 9<sup>th</sup> grade Service Learning and 10th grade Personal Projects.
- Outreach to parents more explicitly when the family survey is released.
- Connect Ed phone calls
- Kiosks at athletic events
- Kiosk in front office with FGA help
- During aforementioned conferences and meetings throughout the year, families will be encouraged to take time to complete survey.
- Continuous information via Social Media, Wooster website, Quarter Horse Newsletter, weekly news briefs.

**Lead:** *Who is responsible for implementing this strategy?*

**Administrators, Counselors, Coordinators, Department Leads, FGS, SSP**



--	--



**Resources Needed:** *What resources do you need to implement this improvement strategy?*

- Administrators pull information on IC and conduct home visits based on MTSS folders provided by Vaughn MS and SMT data from BIG. Drive to homes and introduce ourselves and develop relationships with initial outreach.
- Throughout the year, Counselors pull at-risk using SMT from BIG and conduct meetings.
- Admin, counselors, IB coordinators mandatory attendance at meetings to support parent knowledge of Wooster academics, activities, athletics.
- FGA, SSPs, Teachers collaborating, Boosters, IB Coordinators, Social Media, Connect Ed

**Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* Getting our families to attend in-person informational sessions
- *Potential Solution:* Sending weekly invitations/updates and providing coffee and snacks.

**Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Title 1 Funds
- Esser Grant Funds

**Equity Supports:** *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

**English Learners**

- *Challenge:* Language barrier; communicating in home language
- *Support:* Interpreters calling in various home languages listed in IC; translated messages in social media and Wooster website

**Foster/Homeless:**

- *Challenge:* Scheduling a time to meet or getting a hold of foster parents/case workers
- *Support:* Foster home visits and case worker involvement

**Free and Reduced Lunch:**

- *Challenge:* Contacting parents/guardians due to conflicting work schedules and lack of transportation to school events
- *Support:* Informational emails/text messages and bus passes for family events/parent teacher conferences, etc.



**Migrant: N/A**

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

**Racial/Ethnic Groups:**

- *Challenge:* Contacting parents/guardians due to conflicting work schedules and lack of transportation to school events
- *Support:* Informational emails/text messages and bus passes for family events/parent teacher conferences, etc.

**Students with IEPs:**

- *Challenge:* Parent participation in their child’s individualized education plan
- *Support:* Informational sessions on available resources and supports

**New Comers**

- *Challenge:* Language barrier; communicating in home language
- *Support:* Interpreters calling home in various home languages listed in IC; translated messages in social media and Wooster website

## School Community Outreach

*This section highlights our school’s deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.*

Outreach Activity	Date	Lessons Learned from the School Community
Open House Nevada Promise Scholarship Free College Tuition in Nevada High School 101 IC Parent Portal Open-Lab English Classes for Wooster Families Connect-Ed phone calls Kiosk in front office with FACE help Inform via Social Media, School Website, Quarter Horse Newsletter	8/8/2022	<ul style="list-style-type: none"> <li>• Dialogue with community</li> </ul>



During aforementioned conferences and meetings throughout the year, families will be encouraged to complete a survey.		
---	--	--

**School: Wooster HS**

**AB 219 Corrective Action Plan:** Each and every student is impacted in various ways. Our EL students are impacted, as are our general education students. The School Performance Plan is designed to analyze data that is relevant to all student achievement, including our EL students. The following information is in addition to and supplemental to the 3 Inquiry Areas and Equity Supports surrounding the EL population. Root causes were determined based on data to drive school improvement and shrink the achievement gap for our special populations with special attention to AB 219 and the EL population.

**Data Reviewed:**

- ACCESS Individual Scores for Growth (3-Year Comparative ACCESS reports provided by Dept. of ELD)
- ACCESS AGP as determined by NDE (AGP Report in BIG)
- ACCESS Exit Rate
- (3-Year Comparative ACCESS reports provided by Dept. of ELD)
- EL Performance on Standardized Testing (BIG Reports)

**Problem Statement:**

Many students identified as English Learners having an ACCESS Composite Score of 4.0 or higher on trajectory to exit are historically not exiting and are in danger of becoming LTELs.

**Critical Root Causes:**

Need for appropriate placement in Academic Language Development courses for Long-Term ELs.

**Goal:**

- 80% of students having a Level 4 or higher Composite Score on ACCESS will exit EL services
- The average composite of Long-Term ELs will increase by .5 on ACT.

**Improvement Strategy:**

- ELD Co-Teaching of Core Content Classes
- Implementation of ELD Course Sequences



**Action Steps:**

- Whole staff professional learning around co-planning and co-teaching for content and language development.
- Coaching cycles with co-teaching teams through ELD SF or Department of ELD PF
- Work with ELD Program Facilitators to appropriately place both short-term and long-term ELs in courses according to student need.
- EL Teachers to collaborate with Dept. of ELD and fellow EL teachers to utilize curriculum resources and assessment tools.
- EL Teachers participate in specialized Dept. of ELD professional learning opportunities