

# Washoe County School District

## Yvonne Shaw Middle School

### 2024-2025 Status Check



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# Goals

## **Goal 1:** Student Success


**Annual Performance Objective 1:** 2024/25 SBAC data will evidence an increase of 5% overall in ELA and Math SGP. EL population will increase 3% in ACCESS SGP.

**Evaluation Data Sources:** 24/25 SBAC results

24/25 ACCESS results

24/25 Diagnostic (proficiency and growth) I-Ready data for formative measure

Common formative assessments across grade level content areas

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1:</b> Multi-Tiered Systems of Support <b>Formative Measures:</b> * Assure sufficient data to identify student in need of T2 and T3 instructional support: diagnostic and monitoring data from I-Ready (tri-yearly diagnostic and weekly practice). * Assure effective T1 instruction for all students before assigning T2 and T3 supports via MTSS process. * Enough Tier 1, 2, 3 interventions for 6th graders. Create Master schedule to allow every 6th grade student to receive ELA or Math instruction (highest need content area) at his or her level. For those students above grade level, provide enrichment instruction. * Specific departmental T1 instructional commitments:  <b>ELA</b> o Provide consistent and regular (daily if feasible) practice opportunities in both reading and writing within ELA, SS, and Science classes. o In ELA, provide direct instruction in comprehension strategies as well as coaching through writing setup, idea development, and elaboration. Focus on elaboration strategies specific to each quarter's writing modality. Provide consistent rigorous texts (both smaller and longer) to students. o Encourage remediation and fundamental skills by endorsing and encouraging I-Ready lessons completion  <b>SCIENCE</b> o Require all Science teachers to use new science curriculum that encourages student engagement and participation. Consistently implement these hands-on opportunities, and connect the phenomena observed to the world around students.  <b>MATH</b> o Reward students for completion of Math homework packets by giving Coyote Cash for on-time completion. Offer weekly rewards to buy with CC and monthly rewards. o Analyze student performance on daily assessments (formative) to identify student needs and share teaching strategies.  <b>SOCIAL STUDIES</b> o Provide consistent academic vocabulary instruction including pre and post tests to assure student growth. o Have students do written reflections on the SS lessons to understand the relevance of the content to their world today and their role as a citizen. o horizontally align with ELA to assure reading and writing of informational texts is consistent and rigorously aligned to literacy standards.  <b>Position Responsible:</b> Principal, Assistant Principal, and Dean Department Lead Team All teachers  <b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Racial/Ethnic Groups, Chronically Absent, At Risk - <b>Evidence Level:</b> Promising <b>Problem Statements/Critical Root Causes:</b> Student Success 1	Status Check		
	Jan	Apr	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

## Goal 2: Adult Learning Culture

**Annual Performance Objective 1:** By the end of 24/25, all Shaw departmental PLC groups will evidence a consistent process and focus including analysis of standards, aligned assessments, and rigor of instruction. Staff efficacy regarding the PLC process will increase by 10% by the end of 24/25.

- Evaluation Data Sources:**
1. Monthly staff surveys regarding PLC efficacy and quality
  2. Administrator participation and data from PLCs
  3. PLC recording forms
  4. DL feedback data
  5. Associate Chief walkthrough data if available

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1:</b> PLC training on implementation with focus on Teacher Clarity <b>Formative Measures:</b> 1. Teacher Clarity Playbook (Fisher and Frey) PD for all teachers to increase teacher knowledge related to aligning instructional rigor to standards and developing assessments that accurately measure the desired outcomes. Expected impact is consistent student and teacher understanding of learning/teaching expectations daily. 2. Regular PLC focus on standards-outcomes, daily formative assessments of learning intentions, and analysis of assessment outcomes weekly. Resulting in improved instructional conversations leading to improvements "real-time" in instruction. 3. Regular Administrative support and participation in this process (all three Admins). Resulting in increase perception of Admin alignment and consistency 4. DL takes leadership role in this process vs driven only by Admin - resulting in more teacher "buy-in" with DL teachers modeling a positive, proactive, and collaborative approach. 5. Provide PD at start of year and quarterly throughout the year. 6. Empower DL team to lead PL sessions by purchasing Teacher Clarity book for all DL members. Principal (Teacher Clarity Trainer) to provide PD to DL team. 7. Monthly PLC surveys to assess effectiveness and increase of teacher efficacy. <b>Position Responsible:</b> Admin Team DL Team Teachers  <b>Evidence Level:</b> Moderate <b>Problem Statements/Critical Root Causes:</b> Adult Learning Culture 1	Status Check		
	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

### Goal 3: Connectedness

**Annual Performance Objective 1:** Shaw will increase student Climate Survey results by an average of 5 percentage points overall (across all components)

**Evaluation Data Sources:** 24/25 Student Climate Survey  
Monthly Student Surveys (formative)  
Student Advisory Council data

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1:</b> Strengthen Student Voice <b>Formative Measures:</b> 1. Shaw began a Student Advisory Council during 23/24 as part of our 23/24 SPP. The SAC was highly successful and resulted in a feedback mechanism from students regarding Shaw. Students presented at the WCSD Student Voice conference and all members intend to continue in their role with additional 6th grade students to be added.  2. During 24/25, will challenge SAC to share their understanding and ideas with full Shaw population. Currently, feedback is shared directly with Shaw teachers.  3. Will engage SAC members to consider the actions taken as a direct result of their feedback (i.e. Spanish and Home Ed Electives; SBAC rewards field trips). Will ask SAC to evaluate effectiveness using available data  4. Will take on a SAC Advisory to expand the projects run by SAC.  5. Will bring monthly student survey data to SAC for analysis <b>Position Responsible:</b> SAC members SAC Advisor Principal Student population  <b>Evidence Level:</b> Strong <b>Problem Statements/Critical Root Causes:</b> Connectedness 1	Status Check		
	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue