Washoe County School District

Earl Wooster High School

Classification: 2 Star School

Accreditation Status:
Currently in Accreditation Process

Title I, ≥ 10% of enrolled students are English Learners

2026-2027 School Improvement Plan

District Approval Date:
September 9, 2026

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Mission Statement

Our Mission - We develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. Our students are active, compassionate, life-long learners who understand that other people, with their differences, can also be right. (Adopted from the International Baccalaureate Mission Statement).

Vision

Our Vision - To change societal beliefs on what is possible in every single child. To help our children build a better tomorrow for themselves and for generations to come.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

- 56% Algebra 1 credit attainment for school – up from 50% in 2021
- 53% Geometry credit attainment for school – up from 52% in 2021
- 51% Core credit attainment for grade 9 – up from 44% in 2021 (51% in 2023)
- 53% Core credit attainment for grade 10 – up from 52% in 2021 (50% in 2023)
- 64% Core credit attainment for grade 11 – up from 51% in 2021 (57% in 2023)
- 52% Core credit attainment for grade 11 – up from 47% in 2021 (43% in 2023)
- ACT 15.6 composite score average – 3 year high
- As of June 2025, grade 10 combined core credit attainment has improved to 49% (up from 46% the previous school year)

Areas for Growth

- 66% Biology credit attainment for school - down from 69% in 2024
- 58% credit attainment for English 1 for school – down from 67% in 2021
- Increase Core Credit attainment for all grade levels and all populations
- Improve student performance on ACT
- Increase Graduate AP or IB credit
- Core credit attainment for grade 10 combined – 47%, 42%, 45%, 46%, and 49% (change over 5 years)
- Freshman earning 5 or more credits by the end of the school year went down from- 69%, 75%, 78%, 77%, 79% (change over 5 years)

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language Barrier for access to Tier 1 instruction	Bilingual classes, translation devices, co-taught classes, language acquisition support strategies (world wall, bridging activities, ELLevation strategies), Mainstream Support Classes
Foster/Homeless	Attendance / Transiency	Social Worker, MTSS Teams, Home Visits, Truancy/Reengagement Team
Free and Reduced Lunch	Attendance / Transiency	Social Worker, MTSS Teams, Home Visits, Truancy/Reengagement Team
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	

Student Group	Challenge	Solution
Students with IEPs	Need for specific supports to access Tier 1 instruction	Individualized Education Plans, co-taught classes, SSTS (directed Studies Classes)

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Attainment in all areas is still below district average. End of year 2024 data shows 51% of students completed at least one credit in Math, English and Science by the end of 9th grade in school year 2023-2024, and 46% of students completed at least one credit in Math, English, Science, and Social Studies by the end of 10th grade in school year 2023-2024. This improved to 55% and 49% respectively as of June 2025, but improvement is still needed in this area.	Loss of instruction (seat time) in the classroom due to COVID has continued to result in learning gaps and increased failure rates. This results is less students entering grade 11 on track to graduate than pre-COVID. Additionally, many students who need interventions do not attend after school opportunities.
2 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Adult Learning Culture

Areas of Strength

Weekly MTSS Meeting

Scheduled PLC Meeting times

Tier 1 strategies in all courses

Pacing Guides

Tier 2 Supplemental programs

Areas for Growth

School Goal: All teachers 100% will work within professional learning communities centered around adult learning and continuous growth as an educator. Teachers will commit to writing clear learning intentions and student success criteria, contribute to identifying essential standards, planning/pacing/course guide, creation of common assessments 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 identify the following:

1. What do we want students to learn? Learning Intentions.
2. How will we know if each student has learned it? Success Criteria.
3. How will we respond when some students do not learn it?
4. How will we extend/enrich the learning for students who demonstrate proficiency?

- Rigorous bell to bell instructional activities (Observations)
- 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 common assessment data to drive instruction (evidence via PLC work)
- Provide professional development opportunities (as dictated by school data)

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language barrier when delivering Tier 1 Instruction	ELF: ELLevation strateties.
Foster/Homeless	Connection with families	Seminar Outreach, Social Worker, FGA
Free and Reduced Lunch	Connection with families	Seminar Outreach, Social Worker, FGA

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	Connection with families	Seminar Outreach, Case Manager, IEP Meetings

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Investigate instructional strategies, interventions/ supports systems, equitable grading practices, and data analysis in order to improve overall instruction, reduce failure rates, increase credit attainment, and promote student success.	Time continues to impede PLC structures and priorities, which leads to lost time to address our four critical questions: 1. What do we want students to learn? (Clear Learning Intentions) 2. How will we know if each student has learned it? (Success Criteria) 3. How will we respond when some students do not learn it? 4. How will we extend/ enrich the learning for students who demonstrate proficiency?

★ = Priority

Connectedness

Areas of Strength

From sy 24 data:

- Of parents who responded to climate survey, 87% have a favorable view of relationships between families and staff, with 88% believing staff really care about their child, and 88% believing their student is treated fairly by all.
- We saw a 1% decrease on chronic absenteeism

We saw a 5% decrease on chronic absenteeism for grade 9

As of June 2025:

- Combined chronic and severely chronic absenteeism is continuing to trend down (52%, down from 55% from sy 24)

Areas for Growth

Post Covid, chronic absenteeism has continued to rise at our school, especially in grades 11 and 12. For us to better gauge what our families know about Wooster, and how we can do a better job in supporting their students, we need to continue to engage more families. The following will be our focus points:

- Increase family participation on climate survey and school events
- Overall chronic absenteeism of 52% is still significantly below district average
- Teachers identify attendance as the most significant behavior problem for our school community

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Parent Engagement/Access to Family resources	School Communications provided in English/Spanish, translation services for parent events., Bilingual office staff.
Foster/Homeless	Access to guardians	FGA, Social Worker, and Truancy Officer outreach/support.
Free and Reduced Lunch	Parent Involvement on Family Events	Provide evening community events to accommodate work hours, FGA/Social Worker outreach/support.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Post COVID, chronic absenteeism has continued to rise at our school, especially in grades 11 and 12. For us to better gauge what our families know about Wooster, and how we can do a better job in supporting their students, we need to continue to engage more families.	Factors that contribute to chronic absenteeism and low family engagement include: * Low SES community * Transiency * Students w/jobs who help support families * Parents not knowing the data for their children and not understanding attendance policy * High % of off track or at-risk students leads to lack of self-efficacy * Lack of systems for targeting teacher and family connection

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Attainment in all areas is still below district average. End of year 2024 data shows 51% of students completed at least one credit in Math, English and Science by the end of 9th grade in school year 2023-2024, and 46% of students completed at least one credit in Math, English, Science, and Social Studies by the end of 10th grade in school year 2023-2024. This improved to 55% and 49% respectively as of June 2025, but improvement is still needed in this area.	Loss of instruction (seat time) in the classroom due to COVID has continued to result in learning gaps and increased failure rates. This results is less students entering grade 11 on track to graduate than pre-COVID. Additionally, many students who need interventions do not attend after school opportunities.
2 ★	Investigate instructional strategies, interventions/ supports systems, equitable grading practices, and data analysis in order to improve overall instruction, reduce failure rates, increase credit attainment, and promote student success.	Time continues to impede PLC structures and priorities, which leads to lost time to address our four critical questions: 1. What do we want students to learn? (Clear Learning Intentions) 2. How will we know if each student has learned it? (Success Criteria) 3. How will we respond when some students do not learn it? 4. How will we extend/ enrich the learning for students who demonstrate proficiency?
3 ★	Post COVID, chronic absenteeism has continued to rise at our school, especially in grades 11 and 12. For us to better gauge what our families know about Wooster, and how we can do a better job in supporting their students, we need to continue to engage more families.	Factors that contribute to chronic absenteeism and low family engagement include: * Low SES community * Transiency * Students w/jobs who help support families * Parents not knowing the data for their children and not understanding attendance policy * High % of off track or at-risk students leads to lack of self-efficacy * Lack of systems for targeting teacher and family connection
4 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Accelerated/Advanced Coursework Enrollment**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **AP Completion**
- [x] **ASVAB**
- [x] **College and career readiness data**
- [x] **Course Offerings**
- [x] **Credit Sufficiency/Deficiency/Retrieval data**
- [x] **CTE**
- [x] **Grades**
- [x] **Graduation rates/GED/HiSET data**
- [x] **Local benchmark, common assessments, diagnostic assessments, or interim assessments data**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **Nevada Alternate Assessment (NAA)**
- [x] **Nevada State Performance Framework (NSPF)**
- [x] **Student Climate Survey, Student Voice**
- [x] **Student failure and/or retention rates**
- [x] **Tier I Instructional Materials Assessments**
- [x] **WIDA ACCESS for ELLs**
- [x] **WIDA Screener**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Evaluation(s) of professional development implementation and impact**

- [x] **Lesson Plans**
- [x] **Master schedule**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Professional Development Agendas**
- [x] **Professional development needs assessment data**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **School department and/or faculty meeting discussions and data**
- [x] **School leadership data**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Teacher evaluation**
- [x] **Teacher retention**
- [x] **Teacher/Student Ratio**
- [x] **Walk-through data**

Connectedness

- [x] **Annual dropout rate data**
- [x] **Attendance**
- [x] **Behavior**
- [x] **Community surveys and/or other feedback**
- [x] **Completion rates and/or graduation rates data**
- [x] **Demographic data**
- [x] **Enrollment**
- [x] **Home Visits**
- [x] **PBIS/MTSS data**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Violence and/or violence prevention records**

☑ **Volunteer opportunities, attendance, and participation**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal:

Improvement Strategy 1

TBD

Status Checks

November	February	May

SMART Goal 2

Increase overall academic achievement success rates by increasing the percentage of 9th and 10th grade students earning core credit to ensure more students enter junior year on track to graduate. At the end of the 25-26 school year, 52% of the sophomore class of 2028 will have earned all core credits from grade 9 and 10 (defined as math, English, science, and social studies).

Formative Measures: BIG Data Warehouse

Credit Attainment Data

Chronic Absenteeism Data

Graduation Report

Student Monitoring Report

Risk Index

Improvement Strategy 1

MTSS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Wooster will be focusing on credit attainment and providing supports driven by student data. Our emphasis will be on Tier 1 instruction with a focus on differentiation and our MTSS committees will provide specific Tier 2 and Tier 3 supports.	Admin Team, Department Leader Team	SY 2025-26	

Position Responsible: Admin Team, Department Leader Team

Evidence Level

Level 2: Moderate:
MTSS

Status Checks

November **February** **May**

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

All (100%) of teachers will work within professional learning communities centered around adult learning and continuous growth as an educator. Teachers will commit to writing clear learning intentions and student success criteria, contribute to identifying essential standards, planning/pacing/course guide, creation of common assessments with scoring rubrics, data analysis and sharing of various teaching strategies, and the implementation of multi-tiered systems of support.

Formative Measures: Data collected from walk-throughs and formal observations, including observations of PLCs.

Improvement Strategy 1

PLCs

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Valuable use of PLC/agendas with focus on: 1. What do we want students to learn? (learning intentions) 2. How will we know if each student has learned it? (success criteria) 3. How will we respond when some students do not learn it? 4. How will we extend/enrich the learning for students who demonstrate proficiency?	Admin Team and Department Leader Team		

Position Responsible: Admin Team and Department Leader Team

Evidence Level

Level 2: Moderate:
PLC

Status Checks

November	February	May

Inquiry Area 3

Connectedness

SMART Goal 1

Decrease student chronic absenteeism (combine chronic and severe) from 52% in 2024-2025 to 50% in 2025-2026.

Formative Measures: Daily attendance data

Improvement Strategy 1

MTSS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Weekly MTSS meetings will include attendance and grade level teams. Attendance data will be analyzed so that grade level teams and teachers can help contact families and support students.	Admin Team and Department Leader Team		

Position Responsible: Admin Team and Department Leader Team

Evidence Level

Level 2: Moderate:
MTSS

Status Checks

November **February** **May**

Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

For all Title 1 Elements, please see addendum.