Washoe County School District

Robert McQueen High School

Classification: 4 Star School

Accreditation Status:
Currently in Accreditation Process

2026-2027 School Improvement Plan

District Approval Date:
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Mission Statement

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

Table of Contents

Comprehensive Needs Assessment 4

Student Success 5

Adult Learning Culture 8

Connectedness 11

Priority Problem Statements 13

Data Documentation for CNA 15

Student Success 16

Adult Learning Culture 16

Connectedness 16

Inquiry Areas 17

Inquiry Area 1 : Student Success 18

Inquiry Area 2 : Adult Learning Culture 21

Inquiry Area 3 : Connectedness 22

Comprehensive Needs Assessment

Student Success

Areas of Strength

Progress was made on academic goals:

61% of 9th graders on an IEP earned 3 core credits, higher than the previous year.

Overall 10th grade core credit attainment rose by three percentage points to a rate of 66%. 10th graders on an IEP who earned all core credits rose to 46%, up from 29% the previous year. 10th grade EL students who earned all core credits rose to 41% up from 32% the previous year.

Areas for Growth

75% of 9th graders earned 3 core credits in SY 24-25, trending downwards from 80% the previous year.
6% of EL 9th graders earned 3 core credits in 24-25, a drop from 63% the previous year.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Chronic absenteeism for EL students has grown. Many teachers lack differentiation skills to support students learning English. Major discipline events and suspensions for EL students has risen over the previous year.	Continue teacher work with ELF to provide strategies to support language acquisition. Provide students with Tier 2 supports for behavior, attendance, and language skills through MTSS during Lancers Excel.
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	Many teachers lack differentiation skills to support diverse learning needs. Suspensions for IEP students has risen over the previous year but major discipline events has dropped.	Use intervention time (Lancers Excel) to support IEP students with work completion and skill building. Use Excel to support IEP students in learning positive behaviors.

Problem Statements Identifying Student Success Needs

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

★ = Priority

Adult Learning Culture

Areas of Strength

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?

2025 Staff Climate Survey results show a 5% increase in staff favorability in Staff Collaboration to 93% overall.

Favorable responses by staff regarding PLCs was 82%, up from 79% the previous year.

98% of staff members say that they are proud to work at McQueen.

Areas for Growth

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.
2025 Climate survey data shows that 46% of students find what they are learning interesting.
Student climate survey results show that 48% of students say that their teachers make connections between what they are learning and their lives outside the classroom. (Down 7%)
63% of teachers reported feeling tense, restless, or anxious at work, up 4 points from the previous year.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Chronic absenteeism for EL students has grown. Many teachers lack differentiation skills to support students learning English. Major discipline events and suspensions for EL students has risen over the previous year.	Use PLC time for teachers to build SEL skills and engagement strategies to use every day in the classroom.
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	

Student Group	Challenge	Solution
Students with IEPs	Many teachers lack differentiation skills to support diverse learning needs. Suspensions for IEP students has risen over the previous year but major discipline events has dropped.	Use PLC time for teachers to build SEL skills and engagement strategies to use every day in the classroom.

Problem Statements Identifying Adult Learning Culture Needs

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

★ = Priority

Connectedness

Areas of Strength

2025 climate survey results show that 75% of students say that their teachers care about them. (Down 3%)

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

Areas for Growth

The committee noted the following areas of concern from 24-25 Climate Survey data and attendance data. :

- 49% of students say that teachers and staff treat all students fairly. (Down 5%)
- 54% of students respond favorably to questions about their ability to manage their emotions. (No change)
- 50% of students respond favorably to questions regarding their ability to manage their schoolwork. (Down 2%)
- 66% of students say that they feel like they are a part of this school. (Up 2%)
- Chronic Absenteeism was 35%. EL students was 53%. IEP students was 47%.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	chronic absenteeism	SEL strategies used in the classroom
Foster/Homeless	Chronic absenteeism	SEL strategies used in the classroom
Free and Reduced Lunch	Chronic absenteeism	SEL strategies used in the classroom
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Chronic absenteeism rose in 3 racial minorities.	SEL strategies used in the classroom
Students with IEPs	Chronic absenteeism	SEL strategies used in the classroom

Problem Statements Identifying Connectedness Needs

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

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Students on an IEP and English Learners are performing well below accepted achievement levels and well below their peers.	* 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.
2 ★	PLCs are not being maximized to meet the needs of all students	* Inconsistent expectations for PLCs. * Lack of accountability to engage in the PLC process.
3 ★	Students are struggling to feel connected to school; they are struggling to manage their emotions and schoolwork.	* SEL practices are not evenly implemented in all classrooms

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Credit Sufficiency/Deficiency/Retrieval data**
- [x] **Grades**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **Student Climate Survey, Student Voice**
- [x] **Student failure and/or retention rates**

Adult Learning Culture

- [x] **Communications data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Professional Development Agendas**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **School department and/or faculty meeting discussions and data**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **PBIS/MTSS data**
- [x] **Perception/survey data**
- [x] **Social Emotional Learning Data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

The number of 9th grade IEP and EL students earning all 3 core credits will rise by 5%.

Formative Measures: * Grade data at semester

Improvement Strategy 1

MTSS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	* 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.	Curriculum Assistant Principal, Teachers, MTSS Team	SY 25-26	

Position Responsible: Curriculum Assistant Principal, Teachers, MTSS Team

Evidence Level

Level 3: Promising:
MTSS

Status Checks

In progress

November **February** **May**

SMART Goal 2

The number of 10th grade IEP and EL students earning all 4 core credits will rise by 5%.

Formative Measures: Grade data at semester

Improvement Strategy 1

MTSS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Action Steps: * 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. Formative Measures: PLC agendas, intervention schedule, professional learning agendas, academic warning and quarterly grade data	Curriculum Assistant Principal; teachers, MTSS Team	SY 25-26	

Evidence Level

Level 3: Promising:

Status Checks

In progress

November	February	May

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

Increase the percentage (5%) of students who find their learning interesting and connected to their lives.

Formative Measures: * Student Climate survey data

Improvement Strategy 1

PLCs

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Use modeling of scaffolding strategies in PLCs to improve instructional practices related to student engagement.	Department Leaders, Administrators	SY 25-26	

Position Responsible: Department Leaders, Administrators

Evidence Level

Level 2: Moderate:
PLC's

Status Checks

In progress

November **February** **May**

Inquiry Area 3 Connectedness

SMART Goal 1

The percentage of students who report feeling that they are a part of McQueen will increase to 75%.

Formative Measures: * Attendance at activities and events
* Average Daily attendance.
* Student Climate Survey data

Improvement Strategy 1

SEL

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide students with the academic, emotional, and social skills necessary to be actively engaged in school. * 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.	Seminar Coordinator, Administrators, Student Voice Coordinator	SY 25-26	

Position Responsible: Seminar Coordinator, Administrators, Student Voice Coordinator

Evidence Level

Level 1: Strong:
SEL

Status Checks

In progress

November	February	May