

Washoe County School District
Earl Wooster High School
2025-2026 Status Checks with Notes



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.

Demographics & Performance Information

Nevada Report Card

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: https://nevadareportcard.nv.gov/DI/nv/washoe/earl_wooster_high_school/2025

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: 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).

Aligns with District Goal

Formative Measures: BIG Data Warehouse

Credit Attainment Data

Chronic Absenteeism Data

Graduation Report

Student Monitoring Report

Risk Index

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: MTSS Position Responsible: Admin Team, Department Leader Team Evidence Level Level 2: Moderate: MTSS Problem Statements/Critical Root Cause: Student Success 1	Nov: In progress November Lessons Learned While are sy 25 data does confirm that students are improving core credit attainment, Algebra 1 continues to be the most failed class for freshmen. MTSS teams continue to express need for more academic interventions built into the school day. November Next Steps/Need Planning credit recovery options in spring semester for freshmen who have not passed first semester Algebra 1. Exploring option of incorporating a second "movement day" into the week during seminar block. Continue to refine how we document interventions that are in place for students. Continue to refined how we support students who are "approaching" chronic absenteeism. Feb: February Lessons Learned We are experiencing success with students who are regularly attending freshmen credit recovery. To be determined final credit recovery rate. There were students in the class who did not initially understand why they were being placed in the class. Increased success with core credit attainment with 9th graders. February Next Steps/Need Meetings with students to discuss course selection and credit recovery options for summer and sy27. Planning to continue SEL lesson implementation with next year's freshmen grad-level team. May: No review May Lessons Learned May Next Steps/Need

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.

Aligns with District Goal

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

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: PLCs Position Responsible: Admin Team and Department Leader Team Evidence Level Level 2: Moderate: PLC Problem Statements/Critical Root Cause: Adult Learning Culture 1	Nov: In progress November Lessons Learned Need to specifically integrate other school initiatives with PLC process. For example, Teacher Clarity work and feedback from IB Review. November Next Steps/Need Implementation of Teacher Clarity data in walkthroughs and pre-observation meetings. Explore with DLS what Grade calibration artifacts could be collected for IB review. Feb: February Lessons Learned Specific need to maintain focus on current tier 1 goals rather than rolling out new strategies. Specifically, opening and closing activities that support Teacher Clarity initiatives. February Next Steps/Need PLC work to provide feedback on and pilot new Unit Planners. Work with DLs on data collection for opening and closing activities. May: No review May Lessons Learned May Next Steps/Need

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.

Aligns with District Goal

Formative Measures: Daily attendance data

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: MTSS Position Responsible: Admin Team and Department Leader Team Evidence Level Level 2: Moderate: MTSS Problem Statements/Critical Root Cause: Connectedness 1	Nov: November Lessons Learned Despite increased interventions, chronic absenteeism data is showing very similar trend to last school year. November Next Steps/Need Explore differences between chronic absenteeism (above 10%) and severe chronic absenteeism (above 20%). Grade level teams checking in with students who are "approaching" chronic absenteeism. Continue to celebrate teacher attendance calls. Feb: February Lessons Learned Chronic absenteeism is starting to trend higher than sy25. February Next Steps/Need Data dive with students and faculty on new student climate data. Begin to explore plan for Fall 26. May: No review May Lessons Learned May Next Steps/Need