

Washoe County School District

Yvonne Shaw Middle School

2025-2026 Status Checks with Notes



Mission Statement

The Yvonne Shaw Middle School Community is built on a foundation of respectful relationships and inclusivity, promoting accountability and perseverance in pursuit of academic and personal goals. We are passionate about holding students to the highest expectations for academic, behavioral, and social-emotional goals.

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 http://nevadareportcard.nv.gov/DI/nv/washoe/yvonne_shaw_middle_school/2023

Table of Contents

The Yvonne Shaw Middle School Community is built on a foundation of respectful relationships and inclusivity, promoting accountability and perseverance in pursuit of academic and personal goals. We are passionate about holding students to the highest expectations for academic, behavioral, and social-emotional goals. 2

Inquiry Areas 4

 Inquiry Area 1: Student Success 4

 Inquiry Area 2: Adult Learning Culture 6

 Inquiry Area 3: Connectedness 8

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By June 2026, the percentage of students performing on or above grade level in both Reading and Math on the i-Ready End-of-Year diagnostic will increase by 10 percentage points, from 42% to 52% in Reading and from 42% to 52% in Math, with a minimum of 60% of all students meeting their annual typical growth targets.

Aligns with District Goal

Formative Measures: i-Ready Fall and Winter Diagnostics (Reading and Math): Track percent on/above grade level and growth toward typical/stretch targets.

Progress Monitoring Checks (biweekly) using i-Ready lessons passed and standards mastery reports.

Formative Common Assessments (every 4-6 weeks) for Math and ELA with subgroup data disaggregation.

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: Implement a schoolwide system of tiered instruction that uses i-Ready data to drive targeted small-group interventions, monitor student progress, and close skill gaps, especially for students below grade level. Position Responsible: Principal, AP, Counselor Resources Needed: Revised schedule, intervention curriculum Evidence Level Level 3: Promising: i-Ready Problem Statements/Critical Root Cause: Student Success 1	Nov: In progress November Lessons Learned Intervention efforts are strongest when group lists, materials, and expectations are clear for staff and students. With i-Ready happening in every student's 30-minute advisory on scheduled days, access has been consistent and has reduced disruptions to core classes. All students are working toward the weekly goal of 40 minutes in ELA and 40 minutes in math, though regular reminders are still needed. We also learned that when students are not showing growth in their core ELA or math classes, reviewing their i-Ready and classroom data early helps us identify who may need Tier 3 support. Keeping that review process consistent across departments will strengthen placement decisions. November Next Steps/Need We need to finalize group lists for students being considered for Tier 3 ELA or math support and make sure expectations for those classes are clear. We also need a consistent progress-monitoring schedule so teams know when to review data and adjust supports based on i-Ready and classroom performance. Updated advisory i-Ready data should continue to guide these

decisions.

A brief refresher for teachers on expectations during advisory i-Ready time will help with consistency. We may also need minor schedule adjustments to reduce any conflicts between Tier 3 classes and core instruction.

Feb: In progress

February Lessons Learned

Protected advisory time has improved consistency and reduced disruptions, but student growth increases most when small groups are tightly aligned to diagnostic domain needs.

Active monitoring of minutes, lesson pass rates, and standards mastery leads to stronger student engagement and progress.

Clear, consistent criteria for Tier 2 and Tier 3 placement are needed to ensure accurate intervention decisions.

Disaggregated data review is critical, as some subgroups require more targeted supports to stay on track for typical growth.

February Next Steps/Need

Finalize and implement clear Tier 2 and Tier 3 placement criteria using Winter Diagnostic and classroom data.

Update small groups based on domain needs and monitor intervention effectiveness through walkthroughs and PLC data reviews.

Increase student goal-setting and ownership prior to the Spring Diagnostic.

Monitor subgroup progress and provide targeted skill support for students not on track to meet typical growth.

May: No review

May Lessons Learned

May Next Steps/Need

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By March 2026, 100% of content-area PLCs will consistently implement a schoolwide data-driven protocol (e.g., analysis of i-Ready and common assessment data) at least twice monthly, as evidenced by PLC minutes, admin observation notes, and staff self-assessment surveys, leading to an increase in instructional alignment and data use fidelity.

Aligns with District Goal

Formative Measures: Quarterly PLC Self-Assessments using a fidelity rubric (e.g., DuFour PLC framework).

Teacher Survey Results (Fall/Winter/Spring) measuring confidence and perceived usefulness of PLC participation.

Interim Common Assessment Results reviewed collaboratively and tracked for instructional response.

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: PLC's: Develop and implement consistent PLC structures across all departments focused on standards alignment, data-informed instruction, and student learning outcomes. Position Responsible: Principal Resources Needed: NA Evidence Level Level 2: Moderate: PLC's Problem Statements/Critical Root Cause: Adult Learning Culture 1	Nov: In progress November Lessons Learned We've learned that PLCs are most effective when the structure is predictable and the expectations are clear. Some teams are using a data-driven protocol consistently, while others are still getting used to reviewing i-Ready and common assessment data twice a month. Teams that meet regularly with a set agenda are already seeing stronger conversations about student learning. We also saw that the quality of PLC minutes varies across departments. Some teams are capturing clear evidence of standards alignment and instructional planning, while others need support in documenting decisions and next steps. Having admin present periodically has helped guide teams, but more coaching is still needed to keep discussions focused on student outcomes. November Next Steps/Need We need to continue building consistency across all PLCs by tightening agendas, expectations, and documentation. Providing a simple, shared template for PLC minutes will help create more uniform evidence of data use. We should also schedule regular admin check-ins to support teams in analyzing i-Ready and common assessment data twice a month. A short refresher or mid-year alignment meeting for PLC leads would help reinforce expectations and improve fidelity across

departments. Finally, collecting brief self-assessments from PLCs will give us insight into where support is still needed.

Feb: In progress

February Lessons Learned

Most PLC teams are now using a consistent agenda and data protocol, resulting in more focused conversations around student performance and standards alignment.

When PLC facilitators come prepared with i-Ready and common assessment data, meetings are more efficient and action-oriented.

Clear documentation expectations have improved the quality of PLC minutes, though consistency across departments is still developing.

Ongoing admin presence and coaching continue to strengthen fidelity and keep discussions centered on instructional response rather than logistics.

February Next Steps/Need

Ensure all PLCs consistently implement the data protocol at least twice monthly.

Continue brief admin walkthroughs of PLCs to monitor fidelity and provide real-time coaching.

Refine the PLC minutes template to require clear documentation of data reviewed, instructional decisions, and follow-up actions.

Use Winter survey and self-assessment results to target support for teams needing additional structure.

May: No review

May Lessons Learned

May Next Steps/Need

Inquiry Area 3: Connectedness

SMART Goal 1: By June 2026, the percentage of students who report feeling connected to at least one adult at school and that "adults at this school care about me" on the student climate survey will increase from the current baseline (TBD from 2024-25 survey) by at least 10 percentage points, and chronic absenteeism will decrease by 5 percentage points across all grade levels.

Aligns with District Goal

Formative Measures: Quarterly Student Check-In Surveys (Forms) measuring adult connection, engagement, and belonging.

Monthly Attendance Reports disaggregated by subgroup and grade level to track trends and progress toward reduction.

Tracking of Mentorship/Advisory Participation logs (for students identified as at-risk or chronically absent).

Behavior and Office Referral Trends reviewed bi-monthly for early signs of disengagement.

Participation Logs for student leadership, clubs, and extracurricular activities (tracked quarterly).

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: PBIS: Strengthen student-adult relationships and sense of belonging through implementation of a campus-wide advisory system, tiered engagement support, and family outreach strategies. Position Responsible: Attendance Clerk, AP, Teachers Resources Needed: Student rosters, mentorship tracker Evidence Level Level 1: Strong: PBIS Problem Statements/Critical Root Cause: Connectedness 1	Nov: In progress November Lessons Learned We've seen that advisory has been an important touchpoint for students, especially when routines are consistent and teachers are building relationships intentionally. Students respond well when advisory feels structured and predictable, but some classes are still finding their rhythm. We also learned that students who struggle with attendance or behavior often need more than just classroom connections. Tiered engagement supports and timely family communication make a noticeable impact, but they require coordination and follow-through. Early outreach has helped, but we need a more consistent way to track which students are getting additional support. Overall, this month reinforced that student belonging improves most when adults are intentional about checking in, noticing changes, and communicating with home early. November Next Steps/Need We need to strengthen consistency in advisory by reviewing expectations with staff and sharing simple engagement strategies they can use weekly. We should also continue refining our tiered engagement supports, especially for

students showing early signs of chronic absenteeism. A clearer system for tracking outreach, check-ins, and follow-up would help us monitor which students feel connected and which ones need more adult support. Pulling early climate data or administering short pulse surveys later in the year will also help us measure progress toward the goal. Continuing to encourage staff to reach out to families early and build relationships before issues arise will support both belonging and attendance.

Feb: In progress

February Lessons Learned

Advisory consistency has improved across campus, and classrooms with strong routines and intentional relationship-building report higher engagement.

Early identification of students with attendance or behavior concerns allows for faster intervention and stronger family partnerships.

Tiered engagement supports are most effective when outreach, mentoring, and follow-up are clearly assigned and tracked.

Students respond positively to regular adult check-ins, but consistency in documentation and follow-through still needs refinement.

February Next Steps/Need

Reinforce advisory expectations and provide staff with quick strategies for weekly relationship-building check-ins.

Standardize tracking for mentorship, outreach, and tiered engagement supports to ensure no students fall through gaps.

Review monthly attendance and behavior data in grade-level teams to identify early warning signs.

Administer a mid-year pulse survey to monitor progress toward connection and belonging goals prior to the Spring climate survey.

May: No review

May Lessons Learned

May Next Steps/Need

