Washoe County School District

Damonte Ranch High School

Classification: 4 Star School

Accreditation Status:
Currently in Accreditation Process

TSI

2026-2027 School Improvement Plan

District Approval Date:
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Comprehensive Needs Assessment

Student Success

Areas of Strength

1. Social Emotional Learning – SEL Lessons are designed and taught weekly schoolwide.

2. ACT ELA proficiency data on the NSPF shows a maximum score.

3. Our AP, CTE, and Dual credit participation.

4. Behavior Intervention Support Team is strengthening school wide climate and culture.

Areas for Growth

Accruing credits in the first two years of high school is imperative to future success and making it to graduation. Because of this, freshmen credit accrual has always been a focus of our school's performance plan. Our data for both freshmen and sophomore credit accrual showed a slight increase last year moving us slightly closer to our goal of 90% for both cohorts. We set the goal for this year at 86% and 75% to recoup that loss and to move closer to the long-term goal of 90%

Since the shutdown due to COVID, our school was rezoned, and we have struggled with chronic absenteeism ever since. Our data last year showed that over 33% of our students were either chronically or severely chronically absent. We have adjusted our target to reducing that number to 20% in response to that data.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language Acquisition in content areas	Increasing exposure to Ellevation and GLAD strategies for all staff.
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	1. Credit attainment by our 9th and 10th grade students, especially those in our Hispanic population, has dropped. 2. Chronic Absenteeism has negatively impacted both credit attainment and the graduation rate.	1. Lack of resources and access to curriculum, to include access to Canvas and technology, for students new to the Damonte Ranch community and those that have excessive absences.

★ = Priority

Adult Learning Culture

Areas of Strength

1. Development and implementation of the SEL curriculum through Mustangs Matters.

2. Monthly staff meetings to support school-wide initiatives.

3. The PLC structure supports curriculum implementation and academic interventions.

4. PBIS implementation positively impacts teacher and student morale.

Areas for Growth

Our PLC process is strong and improving every year. Information gathered through walk-throughs and feedback provided by teachers has been utilized to inform decisions around professional development. Peer use of walkthroughs happened vary sparingly last year and will be a focus for us this year.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	There is a lack of consistent feedback on effective instructional practices.	Lack of an effective feedback tool to provide consistent support to teachers.

★ = Priority

Connectedness

Areas of Strength

1. Students, staff, and families all feel that our school is safe.

2. Staff have a high level of expectations for our students.

3. Students feel supported by staff and teachers believe in them.

4. Staff takes collective responsibility for student success in PLC's.

Areas for Growth

We offer a number of opportunities for our families to engage with the school community. Last year we kicked off our Mustang Roundup and will continue that new tradition this year. Our process for the Ice Cream Social and Open House continue to evolve and or Boosters have established new traditions of monthly recognition and events for Seniors.

Parent participation on the Climate Survey continues to be a concern. Although we did provide a couple of outreach opportunities at our feeder schools last year, we did not implement opportunities for parents around the Climate Survey.

The student Climate Survey showed improvement perception of self-management indicators of 2% in Emotion, 2% in Goal Setting, and 2% in Schoolwork; however, these indicators continue to be an area of focus for our SEL curriculum.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language Barriers	Ensuring all communication home is in both English and Spanish.
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
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 ★	1. Only 119 of our parents submitted the parent climate survey. 2. Our students have indicated that they lack the skills to self-manage their emotions, goals, and schoolwork. 3. There is a disconnect between partnering with families to support their child's academic success.	1. A lack of effective communication regarding the importance of parent feedback and its impact on school practice. 2. A Lack of focus on self-management skills through the development and implementation of the SEL curriculum.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	1. Credit attainment by our 9th and 10th grade students, especially those in our Hispanic population, has dropped. 2. Chronic Absenteeism has negatively impacted both credit attainment and the graduation rate.	1. Lack of resources and access to curriculum, to include access to Canvas and technology, for students new to the Damonte Ranch community and those that have excessive absences.
2 ★	There is a lack of consistent feedback on effective instructional practices.	Lack of an effective feedback tool to provide consistent support to teachers.
3 ★	1. Only 119 of our parents submitted the parent climate survey. 2. Our students have indicated that they lack the skills to self-manage their emotions, goals, and schoolwork. 3. There is a disconnect between partnering with families to support their child's academic success.	1. A lack of effective communication regarding the importance of parent feedback and its impact on school practice. 2. A Lack of focus on self-management skills through the development and implementation of the SEL curriculum.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Grades**
- [x] **Graduation rates/GED/HiSET data**
- [x] **Student Climate Survey, Student Voice**
- [x] **Other**

Adult Learning Culture

- [x] **Master schedule**
- [x] **Professional Development Agendas**
- [x] **Teacher evaluation**
- [x] **Teacher retention**

Connectedness

- [x] **Annual dropout rate data**
- [x] **Attendance**
- [x] **Dual credit College Prep**
- [x] **Home Visits**
- [x] **Social Emotional Learning Data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

1. By the end of the 26-27 school year, 86% of freshmen will obtain five or more credits.
2. By the end of the 26-27 school year, 75% of sophomores will have obtained 10 or more credits.
3. By the end of the 26-27 school year, we will reduce chronic absenteeism to 20% or less school wide.

Formative Measures: IC and BIG credit reports
IC and BIG attendance reports

Improvement Strategy 1

MTSS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	MTSS Build supports for all 4 core content areas. Distribute attendance data by cohort for class assignments. Behavior IAT to establish PD on restorative practices and Tier 1 systems of rewards.	Curriculum AP, Attendance AP, Behavior IAT Chair	SY 2026-27	

Position Responsible: Curriculum AP, Attendance AP, Behavior IAT Chair

Evidence Level

Level 2: Moderate:
MTSS

Status Checks

November	February	May

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By the end of the Fall 2026 Semester, we will create feedback tools that will support classroom instruction to utilized by both administrators and staff as measured by 3 classroom walk-throughs per week for each administrator and at least 2 walk-throughs during the second semester for staff.

Formative Measures: Walkthrough data

Improvement Strategy 1

PLC's

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Redesign lessons to create content for new courses to allow more access to students at every level Provide walkthrough form for admin. Give specific disaggregated data to DL's quarterly. Provide walkthrough form for staff. Create a reward system for teachers who participate.	Principal and Curriculum AP	End of 26-27	

Position Responsible: Principal and Curriculum AP

Evidence Level

Level 2: Moderate:
PLC

Status Checks

November	February	May

Inquiry Area 3

Connectedness

SMART Goal 1

As measured by the annual parent climate survey, we will increase parent participation by 100 respondents and improve parent perception of School Fit by 7%. As measured by the annual student climate survey, we will increase self-management indicators by 5%.

Formative Measures: None

Improvement Strategy 1

Family/Community Outreach

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Encourage students to invite families to events and provide snacks and childcare when appropriate. Utilize Parent University to provide supports for families at events. Improve communications around importance of participation in Climate Surveys. Continue work with SEL coordinator to design lessons that focus on Self-management skills for our students. Offer Parent Climate Survey and Online Registration at school events and satellite locations. Home Visits Program. Family Graduation Advocate	Curriculum AP, Dean	End of 26-27SY	

Position Responsible: Curriculum AP, Dean

Evidence Level

Level 1: Strong:
Parent/Teacher Home Visits

Level 3: Promising:
Family Engagement

Status Checks

November	February	May