Washoe County School District

Galena High School

Classification: 5 Star School

Accreditation Status:
Accredited

2026-2027 School Improvement Plan

District Approval Date:
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Mission Statement

Galena High School will challenge students to develop academic and career skills for post high school options.

Vision

Engage Creativity

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Comprehensive Needs Assessment

Student Success

Areas of Strength

Graduation rate - 89%

CCR Assessment ELA - 74.1%

CCR Assessment Math - 42%

5-Year ACGR - 89%

Advanced Diploma - 74.2%

Post-secondary preparation measure - 89%

Post-secondary completion measure - 77.4%

9th Grade Credits - 94.7%

Areas for Growth

Galena High School remains committed to the standards-based grading system implemented in 2021. This assessment framework enables educators to evaluate student performance directly against established academic standards and learning objectives. The system distinctly separates academic achievement from learning responsibility metrics (such as classroom citizenship), providing a clearer picture of student progress. This academic year, we have incorporated Teacher Clarity initiatives to enhance student understanding of learning objectives, their relevance, and assessment criteria. Additionally, we are working with our community and District officials to address the misleading Chronic Absenteeism information, since most of the students who are considered by the State to be "chronically absent" are actually students with enough credits to graduate early, have 4.0 + GPA's, and are taking Dual Credit classes. Finally, we continue with an English Learning Facilitator joining our instructional team to help our EL students acquire language more efficiently. This is tandem with our work in Engaging Diverse Learners, should help to increase our student's ability to demonstrate mastery in a variety of subjects.

Equity Resource Supports

English Learners	**Limited access to academic support outside the regular school day due to transportation, family responsibilities, language barriers, and scheduling constraints.**	**Provide flexible academic support during 7th period Academic Success/Clubs. Coordinate with EL staff to identify students needing additional academic or language support and provide services during times students are on campus.**
Foster/ Homeless	Inconsistent transportation, housing, and family circumstances can limit consistent access to after-school academic and support opportunities.	Remove transportation and scheduling barriers by providing school based support during 7th period (access to a trusted adult, academic check ins, and connections to school and community resources.)

English Learners	**Limited access to academic support outside the regular school day due to transportation, family responsibilities, language barriers, and scheduling constraints.**	**Provide flexible academic support during 7th period Academic Success/Clubs. Coordinate with EL staff to identify students needing additional academic or language support and provide services during times students are on campus.**
Free and Reduced Lunch	Transportation and employment responsibilities, and limited access to resources may create barriers to participation in after-school supports.	Provide equitable access to academic and enrichment opportunities during the school day using 7th period Academic Success/Clubs.
Migrant/ Title1-C Eligible	N/A	N/A
Racial/ Ethnic Minorities	Differences in access, participation, and engagement may create barriers to fully benefiting from academic and enrichment opportunities.	Increase access through culturally responsive, relationship-based supports during the school day, including peer tutoring, academic intervention, student advocacy, and intentional outreach to families with the FGA assistant.
Students with IEPs	Students with IEPs are not consistently meeting academic growth targets and may require additional access to grade-level instruction and targeted supports.	Monitor inclusive practices, differentiation, accommodations, and new teacher training on coteaching strategies.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Despite strong overall student connectedness at Galena High School, there are notable gaps in student support and engagement. Key challenges include: only 59% of students feel understood by teachers, 58% see real-world connections in their learning, and significant safety concerns with 47% feeling safe in restrooms and 46% experiencing verbal harassment.	Stems from a systemic misalignment between student needs and current school structures, in three areas: student-teacher relationships, real-world engagement, and safety concerns. This misalignment suggests the need for a comprehensive system redesign focusing on relationship-building, engaging instruction, and proactive safety measures.

★ = Priority

Adult Learning Culture

Areas of Strength

- High staff commitment to knowing their students, with 97% of staff reporting they know student names and strengths, and 100% recognizing individual student needs
- Strong strategic plan alignment at 98%, significantly above both high school (94%) and district (97%) averages
- Effective home-school communication at 88%, with 98% of staff indicating the school is welcoming to parents
- Positive safety culture with 88% of staff feeling safe at school, above district average of 86%

Areas for Growth

The Adult Learning Culture at Galena High School demonstrates several significant strengths, including exceptional student knowledge with 97-100% of staff knowing their students' names and needs, strong strategic plan alignment at 98%, and effective home-school communication at 88%. The school also maintains an above-average safety culture at 88%. However, the data reveals notable challenges that need addressing. Staff collaboration stands at 67%, well below the district average of 82%, while work stress has become a pressing concern with 58% of staff reporting burnout. Additionally, only 51% of staff feel involved in decision-making processes, and there's been a decline in leadership support indicators. To advance the adult learning culture, the school should prioritize three key areas: strengthening staff collaboration and support systems, addressing work stress through targeted professional development, and improving leadership-staff communication with an emphasis on shared decision-making practices.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Supporting our English Learners when the majority of teachers are not fluent in Spanish, or other World Languages. We do not have an EL instructor because our population is too small.	EL facilitator coaching teachers on how to support diverse learners, sharing model lessons and exemplar strategies across departments.
Foster/Homeless	Attending to students with attendance fluctuation, housing instability, and limited access to school resources and supports.	Counselors will connect families with community resources, while teachers provide flexible academic support, and monitor attendance through regular grade level data review.

Student Group	Challenge	Solution
Free and Reduced Lunch	Economic barriers may limit access to school activities, supplies, technology, and academic support opportunities.	Staff will continue to make available resources, providing equitable access to materials and technology, and administration will continue to reduce financial barriers to participation in school programs.
Migrant/Title1-C Eligible	Ensuring equitable access to rigorous instruction, representation, and a strong sense of belonging within the school community.	Provide culturally responsive teaching practices and create opportunities for student voice and inclusive school experiences using our FGA administrator, Student Voice, and 7th period Club Access.
Racial/Ethnic Minorities	N/A	
Students with IEPs	Accessing grade-level curriculum while receiving appropriate accommodations and specialized supports across all classrooms.	Teachers will be provided professional development opportunities to strengthen collaboration between general and special education teachers and ensure consistent implementation of accommodations and inclusion practices.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	We need to engage in designing professional develop opportunities for our staff.	Teacher dissatisfaction with the current curricular opportunities is the critical root cause of declining professional development participation. The lack of experiential learning opportunities for teachers and students, the absence of real-world problem-solving curriculum, combined with intensified time constraints and shifted priorities, has created a cycle that significantly impacts teachers' capacity and motivation for professional growth opportunities.
2 ★	After a review of the 2025 Nevada School Performance Framework Scoring our ACCESS/WIDA AGP, Galena scored a 4.1. This score qualifies us in the lowest percentile in this group.	A critical gap exists in our English Language Learner support system due to the elimination of our ELL teaching position and limited professional development resources over the past five years. This has created significant instructional challenges for both students and staff.

★ = Priority

Connectedness

Areas of Strength

Teacher-Student Relationships:

- 94% report at least one teacher knows them by name
- 91% report getting along well with their teachers
- 81% say their teachers care about them
- 80% feel teachers understand their strengths
- 77% find it easy to talk with teachers

School Connection & Belonging:

- 78% are happy to be at their school
- 74% feel they are part of the school
- 81% say teachers notice when they're absent

Academic Support:

- 91% believe their teachers think they can get high grades if they try
- 75% say teachers make them feel good about themselves

Areas for Growth

Based on the student climate survey data, Galena High School demonstrates strong student connectedness, with notably positive indicators in several key areas. An impressive 94% of students report being known by name by at least one teacher, while 81% feel their teachers care about them. Student-teacher relationships appear particularly robust, with 91% of students reporting they get along well with their teachers. The sense of school belonging is also evident, with 78% of students expressing happiness at their school and 74% feeling they are part of the school community. Additionally, 80% of students feel their teachers understand their strengths, indicating a strong foundation of personal connection within the educational environment.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Limited access to academic support outside the regular school day due to transportation, family responsibilities, language barriers, and scheduling constraints.	Provide flexible academic support during 7th period. Coordinate with EL staff to identify students needing additional academic or language support and provide services during times students are on campus.

Student Group	Challenge	Solution
Foster/Homeless	Inconsistent transportation, housing, and family circumstances can limit consistent access to after-school academic and support opportunities.	Remove transportation and scheduling barriers by providing school-based support during the school day (access to a trusted adult, academic check ins during 7th period, and connections to school and community resources.)
Free and Reduced Lunch	Transportation, employment responsibilities, and limited access to resources may create barriers to participation in after-school supports.	Provide equitable access to academic and enrichment opportunities during the school day using 7th period Academic Success/Clubs
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Differences in access, participation, and engagement may create barriers to fully benefiting from academic and enrichment opportunities.	Increase access through culturally responsive, relationship-based supports during the school day, including peer tutoring, academic intervention, student advocacy, club involvement, and intentional outreach to families with the FGA assistant.
Students with IEPs	Students lack access to engaging and diversified curriculum and instructors in Resource vs. Co-taught courses.	Hire content specific instructors for each content area and utilize strong co-teaching models for student engagement.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Despite strong overall student connectedness at Galena High School, there are notable gaps in student support and engagement. Key challenges include: only 59% of students feel understood by teachers, 58% see real-world connections in their learning, and significant safety concerns with 47% feeling safe in restrooms and 46% experiencing verbal harassment.	Stems from a systemic misalignment between student needs and current school structures, in three areas: student-teacher relationships, real-world engagement, and safety concerns. This misalignment suggests the need for a comprehensive system redesign focusing on relationship-building, engaging instruction, and proactive safety measures.
2 ★	Discipline data show that some WCSD schools are using exclusionary discipline practices (such as suspensions) at higher rates than others, particularly for specific student groups. This pattern limits learning time for affected students and may reflect inconsistencies in how behavior expectations and interventions are applied across schools.	Limited access to or implementation of tiered behavior supports. Insufficient supports addressing student behavior needs early in the classroom.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	After a review of the 2025 Nevada School Performance Framework Scoring our ACCESS/WIDA AGP, Galena scored a 4.1. This score qualifies us in the lowest percentile in this group.	A critical gap exists in our English Language Learner support system due to the elimination of our ELL teaching position and limited professional development resources over the past five years. This has created significant instructional challenges for both students and staff.
2 ★	We need to engage in designing professional develop opportunities for our staff.	Teacher dissatisfaction with the current curricular opportunities is the critical root cause of declining professional development participation. The lack of experiential learning opportunities for teachers and students, the absence of real-world problem-solving curriculum, combined with intensified time constraints and shifted priorities, has created a cycle that significantly impacts teachers' capacity and motivation for professional growth opportunities.
3 ★	Despite strong overall student connectedness at Galena High School, there are notable gaps in student support and engagement. Key challenges include: only 59% of students feel understood by teachers, 58% see real-world connections in their learning, and significant safety concerns with 47% feeling safe in restrooms and 46% experiencing verbal harassment.	Stems from a systemic misalignment between student needs and current school structures, in three areas: student-teacher relationships, real-world engagement, and safety concerns. This misalignment suggests the need for a comprehensive system redesign focusing on relationship-building, engaging instruction, and proactive safety measures.
4 ★	Discipline data show that some WCSD schools are using exclusionary discipline practices (such as suspensions) at higher rates than others, particularly for specific student groups. This pattern limits learning time for affected students and may reflect inconsistencies in how behavior expectations and interventions are applied across schools.	Limited access to or implementation of tiered behavior supports. Insufficient supports addressing student behavior needs early in the classroom.
5 ★	Despite strong overall student connectedness at Galena High School, there are notable gaps in student support and engagement. Key challenges include: only 59% of students feel understood by teachers, 58% see real-world connections in their learning, and significant safety concerns with 47% feeling safe in restrooms and 46% experiencing verbal harassment.	Stems from a systemic misalignment between student needs and current school structures, in three areas: student-teacher relationships, real-world engagement, and safety concerns. This misalignment suggests the need for a comprehensive system redesign focusing on relationship-building, engaging instruction, and proactive safety measures.

★ = 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] **CCR Participation data**
- [x] **College and career readiness data**
- [x] **Credit Sufficiency/Deficiency/Retrieval data**
- [x] **CTE**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **Nevada State Performance Framework (NSPF)**
- [x] **Student Climate Survey, Student Voice**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Equity data**
- [x] **Professional Development Agendas**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Teacher evaluation**
- [x] **Walk-through data**

Connectedness

- [x] **Annual dropout rate data**

- [x] **Attendance**
- [x] **Behavior**
- [x] **Completion rates and/or graduation rates data**
- [x] **Dual credit College Prep**
- [x] **Enrollment**
- [x] **PBIS/MTSS data**
- [x] **School safety data**
- [x] **Social Emotional Learning Data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

By the end of the 2026-2027 school year, Galena High School will increase the percentage of ELL students demonstrating positive growth across all four language domains (Listening, Speaking, Reading, and Writing) from the current average of 369, with a specific focus on:

Increasing the average Reading to 20% Expanding by reducing the Entering, Emerging, and Developing sections each by 3%.
Increasing the average Writing Emerging to raise the 19% Expanding and/or to add any percentage to Bridging or Reaching sections.
Increasing the average Speaking growth from moving 5 % from the 39% Emerging to raise the 8% Expanding and/or to add any percentage to Bridging or Reaching sections.

Formative Measures: State reporting, WIDA Testing

Improvement Strategy 1

PLC's

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Targeted Listening Intervention Implement structured academic listening activities across content areas Provide professional development for content teachers on academic listening strategies Create opportunities for authentic listening experiences through academic discourse Reading Achievement Focus Establish dedicated time for academic reading in content areas Implement vocabulary building strategies across disciplines Progress Monitoring Conduct quarterly assessments using WIDA-aligned rubrics Track individual student progress through language development portfolios Analyze data during Professional Learning Communities (PLCs) Success Metrics Student work samples demonstrating language development Increased student participation in academic discussions End-of-year WIDA ACCESS scores Support Structures Monthly collaborative planning time for ELL and content teachers Monthly data analysis meetings Professional development focused on academic language development Parent engagement workshops to support language development at home (District)	EL Monitor, EL District Monitor, PD Team (1-3 members)	End of 26-27SY	

Position Responsible: EL Monitor, EL District Monitor, PD Team (1-3 members)

Evidence Level

Level 2: Moderate:
PLC

Problem Statements: Student Success 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Despite strong overall student connectedness at Galena High School, there are notable gaps in student support and engagement. Key challenges include: only 59% of students feel understood by teachers, 58% see real-world connections in their learning, and significant safety concerns with 47% feeling safe in restrooms and 46% experiencing verbal harassment.	Stems from a systemic misalignment between student needs and current school structures, in three areas: student-teacher relationships, real-world engagement, and safety concerns. This misalignment suggests the need for a comprehensive system redesign focusing on relationship-building, engaging instruction, and proactive safety measures.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By June 2027, Galena High School will reduce the percentage of students in the chronic absenteeism category (>10% absences) from 29.7% to 20% by working with the NV Department of Education, WCSD Curriculum, and WCSD and Galena Counseling to address the rising chronic absenteeism rates for students who have enough credits to graduate.
Measurable Benchmarks
August-October:
Galena Counselors identify students who may be considered chronically absent because they are required to enroll in courses they do not need to graduate.

November-December:
Galena Counselors deliver data from student transcripts to WCSD Curriculum and Counseling to highlight the issue.
Galena Counselors rework student schedules to ensure that students are not enrolled in courses they do not need.

January-March:
Galena Counselor and WCSD Curriculum and Counseling deliver data to Nevada Department of Education for review.

April-June:
Correspondence with NV Department of Education and WCSD Curriculum and Counseling to align new policies and practices

Formative Measures: State reporting, BIG Data, IC

Improvement Strategy 1

Family Engagement

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Tier 1 Attendance Monitoring System Daily attendance tracking Weekly attendance reports Monthly data analysis Communication Strategy	Attendance committee - Counselor, Attendance Officer, Re-engagement specialist, Dean of student relations,	End of 26-27SY	

		Automated calls for all absences Weekly attendance updates to families Positive attendance recognition program Counselor/Student Schedule Review Tier 2 For Students Approaching Chronic Absenteeism (7-9.99%): Individual student attendance contracts Parent/guardian conferences Mentor assignment - Counselors Weekly progress monitoring - Attendance Clerk and Truancy Officer Tier 3 For Chronically Absent Students (>10%): Comprehensive attendance improvement plans Case management Home visits Progress Monitoring Bi-Weekly: Review individual student attendance data Track intervention effectiveness Monitor tardy patterns Monthly: Review intervention success rates Adjust strategies as needed Quarterly: Comprehensive data analysis including earned course credits and attendance analysis Resource Allocation Personnel: Attendance team coordinator Counselors Assistant Principal Family engagement specialist Community Internship Partners	Parent engagement specialist, Attendance clerk			

	Systems: Attendance tracking software - BIG and IC Communication platforms Data analysis tools By fostering a culture of curriculum awareness for both student and family, we can provide options for Dual-Credit electives and Internships. This initiative will help address excessive absences by engaging students in curriculum that is relevant to student desire will help to increase attendance rates.			

Position Responsible: Attendance committee - Counselor, Attendance Officer, Re-engagement specialist, Dean of student relations, Parent engagement specialist, Attendance clerk

Evidence Level

Level 3: Promising:
Family Engagement

Problem Statements: Adult Learning Culture 1, 2

Status Checks

November **February** **May**

Improvement Strategy 2

Family Engagement

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Tier 1 Attendance Monitoring System Daily attendance tracking Weekly attendance reports Monthly data analysis Communication Strategy Automated calls for all absences Weekly attendance updates to families Positive attendance recognition program Counselor/Student Schedule Review Tier 2	Attendance committee - Counselor, Attendance Officer, Re-engagement specialist, Dean of student relations, Parent engagement specialist, Attendance clerk	End of 26-27SY	

For Students Approaching Chronic Absenteeism (7-9.99%):

Individual student attendance contracts
Parent/guardian conferences
Mentor assignment - Counselors
Weekly progress monitoring - Attendance Clerk and Truancy Officer

Tier 3

For Chronically Absent Students (>10%):

Comprehensive attendance improvement plans
Case management
Home visits

Progress Monitoring

Bi-Weekly:

Review individual student attendance data
Track intervention effectiveness
Monitor tardy patterns

Monthly:

Review intervention success rates
Adjust strategies as needed

Quarterly:

Comprehensive data analysis including earned course credits and attendance analysis

Resource Allocation

Personnel:

Attendance team coordinator
Counselors
Assistant Principal
Family engagement specialist
Community Internship Partners

Systems:

Attendance tracking software - BIG and IC
Communication platforms
Data analysis tools

By fostering a culture of curriculum awareness for both student and family, we can provide

	options for Dual-Credit electives and Internships. This initiative will help address excessive absences by engaging students in curriculum that is relevant to student desire will help to increase attendance rates.			

Position Responsible: Attendance committee - Counselor, Attendance Officer, Re-engagement specialist, Dean of student relations, Parent engagement specialist, Attendance clerk

Evidence Level

Level 3: Promising:
Family Engagement

Problem Statements: Adult Learning Culture 1, 2

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	We need to engage in designing professional develop opportunities for our staff.	Teacher dissatisfaction with the current curricular opportunities is the critical root cause of declining professional development participation. The lack of experiential learning opportunities for teachers and students, the absence of real-world problem-solving curriculum, combined with intensified time constraints and shifted priorities, has created a cycle that significantly impacts teachers' capacity and motivation for professional growth opportunities.
2	After a review of the 2025 Nevada School Performance Framework Scoring our ACCESS/WIDA AGP, Galena scored a 4.1. This score qualifies us in the lowest percentile in this group.	A critical gap exists in our English Language Learner support system due to the elimination of our ELL teaching position and limited professional development resources over the past five years. This has created significant instructional challenges for both students and staff.

Inquiry Area 3

Connectedness

SMART Goal 1

Foster a culture of connectedness where all students, staff, and families feel valued, supported, and engaged within the Galena community. According to the 24-25 Parent Climate Survey, "Learning Behaviors" rated at a 51% which indicates opportunity for growth in developing our families perceptions of their child's learning related behaviors. Striving to move up 5% to exceed the District average this year. According to the 25-26 Parent Climate Survey, 56% of the responses were favorable, therefore, we will continue to develop toward another 5% for the 26-27 school year.

Formative Measures: Parent Climate Survey
Title IX Assessment

Improvement Strategy 1

Family Engagement

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	School-Wide Mentorship Program: Launch a peer mentorship at Galena to increase service to our 12% at risk student population. At risk student services will be increased from 81% to 90%. Mentors and Family Graduation Advocates would provide academic support, introduce new students to extracurricular activities, Passion classes, and encourage participation in school events to build a strong sense of belonging. Monthly "Galena Community Circles": Host monthly circles for students, teachers, and staff to come together and discuss important topics like mental health, school culture, and community service. These gatherings would encourage open communication, provide a safe space for students to share their experiences, and strengthen connections across grade levels and groups. Increase Parent U meetings from 2 to affect greater participation than 31 parents and 25 students. Family Engagement Events: Hold regular family nights that include activities like "Grizzly Game Night," parent workshops, and open houses to increase parent involvement and create positive family connections within the school community. These events would allow families to connect with staff and each other, enhancing school support systems. Increase "School Fit" Category from 37% from previous climate survey. Recognition and Celebration of Success: Create a recognition program to celebrate student and staff achievements, both academic and extracurricular, through assemblies, newsletters, and social media. Celebrating successes, big and small, reinforces the value of each member's contribution to the Galena community. This will increase "Supportive Place" category that generated 55% in the latest Parent Climate Survey. Through these initiatives, Galena High School will build a welcoming and supportive environment, helping students and families feel deeply connected to the school. This will better our 58% Family Efficacy category based on previous Parent Climate Survey Data.	Counseling Services Family Graduation Advocate Attendance Officer	End of 26-27SY	

Position Responsible: Counseling Services Family Graduation Advocate Attendance Officer

Evidence Level

Level 3: Promising:
Family Engagement

Problem Statements: Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Despite strong overall student connectedness at Galena High School, there are notable gaps in student support and engagement. Key challenges include: only 59% of students feel understood by teachers, 58% see real-world connections in their learning, and significant safety concerns with 47% feeling safe in restrooms and 46% experiencing verbal harassment.	Stems from a systemic misalignment between student needs and current school structures, in three areas: student-teacher relationships, real-world engagement, and safety concerns. This misalignment suggests the need for a comprehensive system redesign focusing on relationship-building, engaging instruction, and proactive safety measures.

SMART Goal 2

By June 2027, ensure 100% of MTSS behavior team meetings use data (including BIG 5 reports) to guide decisions and reduce out-of-school suspensions (OSS) schoolwide by 20%. This will be achieved through inclusive practices that involve all team members in data review and equitable strategies that address discipline disproportionality for impacted student groups.

Formative Measures: Quarterly Disproportionality Reports
TFI Walk-Through
PBIS SAS (Schoolwide and Classroom Systems)
AIR MTSS (Data-based Decision Making)
BIG Data Warehouse & Big 5 Reporting Templates

Improvement Strategy 1

MTSS and PBIS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	School teams will use BIG or similar systems for behavior data.	Admin	By June 2027	
2	Use AIR MTSS rubric, SAS and TFI walk-through to assess data systems and decision-making fidelity.	Admin	By June 2027	

Position Responsible: Admin

Resources Needed: None

Evidence Level

Level 1: Strong:
PBIS

Level 3: Promising:
MTSS

Problem Statements: Connectedness 2

Status Checks

November **February** **May**

SMART Goal 2 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
2	Discipline data show that some WCSD schools are using exclusionary discipline practices (such as suspensions) at higher rates than others, particularly for specific student groups. This pattern limits learning time for affected students and may reflect inconsistencies in how behavior expectations and interventions are applied across schools.	Limited access to or implementation of tiered behavior supports. Insufficient supports addressing student behavior needs early in the classroom.

Community Outreach Activities

Activity	Date	Lesson Learned
Freshman Orientation	08/07/2026	Assign lockers in advance
Open House	08/19/2026	Have extended food opportunities and better visibility for clubs
All Activities and Athletics Night	11/TBD/2026	