Washoe County School District

North Valleys High School

Classification: 3 Star School

Accreditation Status:
Currently in Accreditation Process

2026-2027 School Improvement Plan

District Approval Date:
September 9, 2026

Generated by Plan4Learning.com
November 10, 2026 at 11:55 AM

Mission Statement

Together, We the Panthers are a community where voice matters, collaboration fuels growth, and our students are empowered to excel.

Vision

4 Pillars of NVHS

1. Take care of each other
2. Set high expectations
3. Connect students to school
4. If you are not growing anywhere, you are not going anywhere

Table of Contents

Comprehensive Needs Assessment 4

Student Success 5

Adult Learning Culture 8

Connectedness 10

Priority Problem Statements 12

Data Documentation for CNA 14

Student Success 15

Adult Learning Culture 15

Connectedness 15

Inquiry Areas 16

Inquiry Area 1 : Student Success 17

Inquiry Area 2 : Adult Learning Culture 19

Inquiry Area 3 : Connectedness 20

Teams 21

School Continuous Improvement (CI) Team 22

Members 22

Comprehensive Needs Assessment

Student Success

Areas of Strength

- Students feeling that they can build relationships and feeling safe on campus has stayed consistent and shown an improvement in many areas including:
    1. SEL Skills: Relationship Skills (+3%)
    2. SEL Skills: Responsible Decision Making (+1%)
    3. Attitudes towards substance abuse (+3%)
    4. SEL Skills: Self Management of Goals (+1%)
    5. SEL Skills: Self-Awareness of Self Concept (+2%)
- 12th grade students failing one or more courses dropped from 21.8% to 21.6%, a figure that essentially held steady year over year.
- Staff Climate Survey data shows staff believes there has been a positive increase in relation to student behaviors (+13% year over year).

Our high school is committed to fostering student success by embracing our four pillars: taking care of each other, setting high expectations, connecting students to school, and ensuring that growth is a constant pursuit. By creating a supportive environment where students feel valued and challenged, we empower them to achieve academic excellence and personal development. Through meaningful connections and a focus on continuous growth, we prepare our students to thrive in their future endeavors, knowing that if they are not growing, they are not going anywhere.

Areas for Growth

Data indicates a need to improve student credit attainment and reduce chronic absenteeism. Increasing the percentage of students on track to graduate by earning sufficient credits each year is a key focus area. Additionally, addressing chronic absenteeism through targeted interventions and consistent attendance supports will be essential to improving overall student success and engagement.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Accessing the language needed to understand the content of the curriculum for students, and communication home is often difficult based on the language barrier with the EL population.	Home visit program reintroduction. The school's English Learner Facilitator provides ongoing guidance, resources, and professional development to teachers to support effective instructional strategies. In addition, EL students have access to targeted supports, including technology-based language tools, small-group instruction, and individualized academic assistance.
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	Difficulty keeping up with curriculum, attention, focus, or executive functioning issues, social or emotional challenges.	Students IEPs are supported through a combination of specialized instruction, accommodations, and modifications designed to meet their unique learning needs. Support services may include co-taught classes, resource support, and related services

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	10th-grade core course failures have increased over recent years, with 38.7% of students failing one or more courses in 2024, rising to 49.9% in 2025. Current data indicate that, as of October 13, 2025, the in-progress failure rate for the 2026 school year is 63.5%, highlighting the need for targeted interventions. These rates are significantly higher than other grade levels.	Increased academic demands, such as the addition of a core social studies credit, coupled with greater student independence, remediation stress, language barriers, and chronic absenteeism, have contributed to declining student engagement. These factors, along with rising apathy and external stressors, have negatively affected motivation, resulting in lower course completion rates and reduced credit attainment.
2 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Adult Learning Culture

Areas of Strength

- Staff Collaboration numbers from the Staff Climate survey were two points higher than the district average.
- Effective use of PLC time
- Refocus on engaging school wide SEL instruction (especially during Seminar). Social Emotional Learning increased (+2%) on the Staff Climate survey.
- Collaboration within departments on grading best practices and gradebook alignment.
- Use of on-campus EL Facilitator
- Monthly Engagement Hub
- Teacher Clarity Professional Development / PLC work
- Peer Observations

Areas for Growth

One of the pillars at North Valleys High School is "If you are not growing anywhere, you are not going anywhere." Under that premise, staff at North Valleys High School works to ensure that they are growing professionally to positively affect outcomes for students. This includes book studies for department leaders and front office staff, dedicated PLC time, and connecting with instructional leaders on campus such as our EL Facilitator as well as using Elevate strategies in the classroom. Adult learning culture will be focused on the third pillar at North Valleys High School which is "connecting students to school." The focus of the school year will be around Standard 3C of the teacher rubric and engaging students in learning.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Possible language barriers	Provide specialized EL classes while also integrating students into general education classes; EL Facilitator communicates strategies and supports with 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	Consistent access to accommodations	Case managers and special education teachers collaborate with general education staff to ensure IEP goals are implemented across all settings.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Staff are concerned that students are increasingly disengaged in the classroom, exhibiting minimal participation and limited motivation to engage with learning activities.	Student engagement in classrooms has declined due to various factors including chronic absenteeism, excessive phone usage, and other distractions. Falling behind academically often leads students to disengage further from school, contributing to decreased achievement and other negative outcomes.

★ = Priority

Connectedness

Areas of Strength

Our school demonstrates a strong commitment to connecting students to the school community through a variety of academic, social-emotional, and extracurricular initiatives. Strengths include dedicated school-wide and grade-specific SEL instruction, bilingual communication efforts to engage families, and a broad range of clubs, activities, and support opportunities during lunch and after school. The school emphasizes Pillar #3, “Connect Students to School,” through programs such as the Student Voice Group, PNN/Panther News Network, PBIS incentives like Panther Cash and Prowl Badges, and targeted attendance interventions. These initiatives foster a sense of belonging, student engagement, and positive school culture.

Areas for Growth

While our school offers numerous programs and initiatives to foster student engagement, opportunities remain to strengthen participation and inclusivity. Areas for growth include increasing student involvement in extracurricular activities, ensuring equitable access to supports and clubs for all students, addressing chronic absenteeism that limits connection to school, and expanding strategies to engage students who are less motivated or socially connected. Additionally, ongoing efforts to gather and act on student feedback can help refine programs to better meet the diverse needs of the student body. By increasing the connection to school, the hope is that students will attend classes more consistently and improve the chronic absenteeism rate at the school.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Possible language barriers	We offer most printed material in both Spanish and English. We have a bilingual family advocate as well as a number of Spanish speakers on staff to support families in meetings and at events.
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 ★	42.46% of students during the 2024-2025 school year were chronically absent. Those rates were elevated amongst the following groups: American Indian students, Pacific Islander students, CIT students, and EL students.	Only 52% of students believe that they have the self-management of schoolwork skills necessary to succeed. Additionally, the negative impacts of social media, other duties at home that lead to less focus on school, and less adherence to SEL practice implementation in student life all can negatively affect attendance. Student's access to educational resources led to gaps in foundational knowledge. Staff Climate Survey data shows that only 21% of staff believes their is positive parent involvement, below the WCSD High School average of 30%.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	10th-grade core course failures have increased over recent years, with 38.7% of students failing one or more courses in 2024, rising to 49.9% in 2025. Current data indicate that, as of October 13, 2025, the in-progress failure rate for the 2026 school year is 63.5%, highlighting the need for targeted interventions. These rates are significantly higher than other grade levels.	Increased academic demands, such as the addition of a core social studies credit, coupled with greater student independence, remediation stress, language barriers, and chronic absenteeism, have contributed to declining student engagement. These factors, along with rising apathy and external stressors, have negatively affected motivation, resulting in lower course completion rates and reduced credit attainment.
2 ★	Staff are concerned that students are increasingly disengaged in the classroom, exhibiting minimal participation and limited motivation to engage with learning activities.	Student engagement in classrooms has declined due to various factors including chronic absenteeism, excessive phone usage, and other distractions. Falling behind academically often leads students to disengage further from school, contributing to decreased achievement and other negative outcomes.
3 ★	42.46% of students during the 2024-2025 school year were chronically absent. Those rates were elevated amongst the following groups: American Indian students, Pacific Islander students, CIT students, and EL students.	Only 52% of students believe that they have the self-management of schoolwork skills necessary to succeed. Additionally, the negative impacts of social media, other duties at home that lead to less focus on school, and less adherence to SEL practice implementation in student life all can negatively affect attendance. Student's access to educational resources led to gaps in foundational knowledge. Staff Climate Survey data shows that only 21% of staff believes their is positive parent involvement, below the WCSD High School average of 30%.
4 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **College and career readiness data**
- [x] **Credit Sufficiency/Deficiency/Retrieval data**
- [x] **Grades**
- [x] **Graduation rates/GED/HiSET data**
- [x] **Student Climate Survey, Student Voice**
- [x] **Student failure and/or retention rates**

Adult Learning Culture

- [x] **Professional Development Agendas**
- [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] **Annual dropout rate data**
- [x] **Behavior**
- [x] **Demographic data**
- [x] **Enrollment**
- [x] **Home Visits**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal:

Improvement Strategy 1

TBD

Status Checks

November	February	May

SMART Goal 2

North Valleys High school will decrease the 10th Grade Combined Core Credit failures from 49% to 36% during the 2025-2026 school year.

Formative Measures: WCSD 10th Grade Credit Attainment Document

Improvement Strategy 1

Core Knowledge Curriculum

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Foster student engagement through curricula and programs that connect learning to college and career opportunities and strengthen students' ability to manage challenges academically, socially, and personally. 1. Access student engagement in curriculum through peer-observation process. 2. Collect walk-through data during seminar classes on student engagement. 3. Discuss observation and walk-through data in administration meeting and department leader meetings. 4. Identify areas of growth for students and teachers.	Principal	SY 2025-26	

Position Responsible: Principal

Evidence Level

Level 4: Demonstrate Rationale:
Core Curriculum Knowledge

Status Checks

November **February** **May**

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

During the 2025-2026 school year, student climate survey results will demonstrate growth by 3 percentage points in student Self-Management of Schoolwork.

Formative Measures: - Student Climate Survey

Improvement Strategy 1

Professional Learning Communities(PLCs) (Level 2 Moderate)

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	1. Within PLC meeting, teachers will collaborate to define clear learning intentions for daily lessons across all subject areas, aligned with curriculum standards and student needs. 2. Lesson plans will identify formative assessments that will be used to inform and adjust instruction. 3. Implement peer observation and feedback protocols and share observation takeaways during PLC meetings to promote continuous improvement.	Department Leaders	SY 2025-26	

Position Responsible: Department Leaders

Evidence Level

Level 2: Moderate:
PLC

Status Checks

November	February	May

Inquiry Area 3

Connectedness

SMART Goal 1

During the 2025-2026 school year, North Valleys High School will work to decrease the chronic absenteeism rate from 36.69% to 33% through targeted interventions and student support strategies.

Formative Measures: - BIG Data on Chronic Absenteeism

Improvement Strategy 1

Family Engagement

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	1. Celebrate achievements related to improved attendance through PBIS and communication of these achievement home. 2. Collaborate with families to develop individualized attendance plans for students at risk of chronic absenteeism through student support office. 3. Form attendance team to coordinate efforts to develop individualized attendance contracts/ agreements and whole school systems during bi-weekly attendance reviews. 4. Conduct home visits for students who are at risk of chronic absenteeism.	Assistant Principal over Attendance	SY 2025-26	

Position Responsible: Assistant Principal over Attendance

Evidence Level

Level 3: Promising:
Family Engagement

Status Checks

November	February	May

Teams

Teams

School Continuous Improvement (CI) Team

Members

First Name	Last Name	Position	Committee Role
Jasper	Baker	Student	Committee Member
Alice	Hunt	Student	Committee Member
Katie	Brown	Teacher	Committee Member
Ignacio	Chavez	Assistant Principal	Committee Member
Rick	Flora	Counselor	Committee Member
Tomas	Macaluso	Principal	Committee Member
Ashley	Stephenson	Parent	Committee Member
Sarah	Crane	Dean of Students	Committee Chair