

Washoe County School District
Reno High School
2025-2026 School Improvement Plan

Classification: 5 Star School



Mission Statement

Our mission is to develop Respect, Honor, and Strength in our school community to empower positive contributions to society.

Vision

Reno High School will foster kind, hardworking, and humble citizens who possess the skills and knowledge to reach their 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 https://nevadareportcard.nv.gov/DI/nv/washoe/reno_high_school/2024

Table of Contents

Comprehensive Needs Assessment	4
Student Success	4
Adult Learning Culture	7
Connectedness	9
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Inquiry Areas	13
Inquiry Area 1: Student Success	13
Inquiry Area 2: Adult Learning Culture	14
Inquiry Area 3: Connectedness	15
Schoolwide and Targeted Assistance Title I Elements	17
2.1: School Performance Plan (SPP) developed with appropriate stakeholders	17
2.2: Regular monitoring and revision	17
2.3: Available to parents and community in an understandable format and language	17
2.4: Opportunities for all children to meet State standards	17
2.5: Increased learning time and well-rounded education	17
2.6: Address needs of all students, particularly at-risk	17
Community Outreach Activities	18

Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Student Performance

92% of Short Term EL students made growth on ACCESS testing during the 2024-25 SY. 15% of our STEL population made expected growth, and overall, 7 students exited the program based on their scores in the 2024-25 SY. School year 2023-24, no EL students exited the program.

Specifically, 87% of short-term students made gains in writing.

State Measure: Since the 2017-18 School Year Reno High School has earned a 5 Star rating for schools based on a number of factors to include student academic achievement in Math, ELA, Science, and graduation rates. This rating also uses measurements which include English Language Proficiency among English Learners, College and Career Readiness as measured through universal assessment of Juniors through the ACT, and student engagement factors which include credit attainment, chronic absenteeism, testing participation rates, and participation in the student climate survey.

National Measures: The national student performance data collected includes the SAT and ACT, summary data on the student performance on the Advanced Placement exams, and the number of National Merit Finalists from our school. Approximately 95% of our 11th grade students completed the ACT last school year. Reno High has seen an increase in the number of students completing the ACT compared with the number of students completing the SAT because it is now a state graduation requirement.

The percentage of students scoring a 3 or better on the Advanced Placement exams rose from 67% in 2020 to 75% in 2024. The average number of AP students over the last five years has been relatively stable ranging from 495 students in 2022 to 540 students in 2023. The number of AP exams has ranged from 1,037 exams in 2022 to 1,092 in 2023. This increase earned Reno High School a ranking of 1910 out of 22,000 high schools nationwide in Newsweek magazine's challenge index in 2024. It is mandated that all students enrolled in AP classes take the exams in those classes.

Since 2018 the number of National Merit Scholarship Semifinalists has risen from 1 in 2018 to 6 in 2024. In 2023 Reno High School celebrated 8 National Merit Scholarship Semifinalists, and 2 National Merit Scholarship Finalists.

- 6 students named 2024-25 National Merit Scholarship Semifinalists. 2 Finalists
- 8 students named 2023-24 National Merit Scholarship Semifinalists. 2 Finalists.
- 5 students named 2022-23 National Merit Scholarship Semifinalists.

Since 2021 the number of students earning the Seal of Biliteracy has increased. The number of languages is varied and includes Spanish, Italian, Russian, Hebrew, Tagalog, Korean and Turkish.

- 60 students earned the Seal of Biliteracy in 2024
- 53 students earned the Seal of Biliteracy in 2023
- 49 students earned the Seal of Biliteracy in 2022
- 44 students earned the Seal of Biliteracy in 2021

Student Success Areas for Growth

Only 50% of LTEL made growth overall on the ACCESS test and of these students, 49% gained in speaking and 51% gained in writing.

According to ACT Reports the last three years: the percentage of Juniors college ready in math has dropped from 40% to 33% , the percentage of Juniors testing college ready in Reading has dropped from 51% to 41%, and the percentage of Juniors testing college ready in Science has dropped from 39% to 31% the last 3 years. The 2024 SY overall composite score for Juniors was 19.5.

Graduating students have an opportunity to earn several endorsements on their diploma. The percentage of students earning these endorsements has decreased each year.

- College Ready endorsement has dropped from 38.6% of graduates in 2021 to 25.4% in 2024
- STEAM endorsement has dropped from 11.8% of graduates in 2021 to 8.4% in 2024
- STEM endorsement has dropped from 9.9% of graduates in 2021 to 7.8% in 2024
- Career Ready endorsement has remained at 20.7% in 2021 and 2024

The first area of improvement that needs to be focused on is core credit attainment for all students, primarily 9th graders with a focus on addressing skill deficits through building a tutoring program. Expanding personalized support systems or offering more specialized learning interventions could further ensure all students can excel, regardless of academic or non-academic backgrounds. Students who struggled in middle school to include the special populations of special education and EL struggling to find their way, so RHS must continue to refine and bolster supports for these students. Ideally, a robust MTSS system of supports could fit the needs of a wide variety of learners, but barriers exist since the focus of reducing class size to support tier 1 instruction causes a challenge when it comes to funding intervention supports. Administration is looking to find a way to bring outside assistance specifically for tutoring students in the academic skills they need most as well as looking to find sources of funding for an intervention allocation.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Communication to families and transiency of teachers.	Hired a standard teacher allocation and improved communication home on a weekly basis in home language.
Foster/Homeless	Communication to families on strategies and supports.	Conferences, phone calls, emails, newsletter, home visits.
Free and Reduced Lunch	Improving attendance.	Increased conferences, phone calls, emails, newsletter, home visits. New RHS attendance policy.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Potential disproportionality among racial/ethnic groups based on monthly discipline data.	Analyze and develop strategies to decrease any trends that may exist. Utilize student voice and department supports as needed from WCSD.
Students with IEPs	Potential disproportionality among students receiving services in special education based on monthly discipline data.	Analyze and develop strategies to decrease any trends that may exist. Utilize IEP team as needed.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): There are significant gaps in core credit attainment in 9th and 10th grade levels.

Critical Root Cause: Prerequisite skills and knowledge needs, SEL/mental health supports, reduction of chronic absenteeism, improved student engagement and executive functioning skills in the classroom to support academic achievement.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Evidence of Adult Learning Culture include the following:

- PLC outcomes as reported by individual departments on a weekly basis
- Reno Math Department accepted practice of midterm grade to support equitable grading practices in combination with the Final identified as accepted practice for district high schools.
- Core credit attainment data shared and considered during PLC time by department leaders.
- Analysis of Advanced Placement data during accreditation
- Individual, annual Graduation Plan meetings between counselor and student
- Connection with middle schools for vertical articulation meetings with math, ELA, and science departments.
- Student Learning Objective (SLO) data by department
- Professional development centered around English Learners (EL) and relationship building during PLC's with English Learner Facilitator and District EL supports.

Challenges like skill deficits, mental health needs, absenteeism, and grading shifts impacted 9th- and 10th-grade credit attainment, particularly in math, ELA, and science. These factors include deficits in prerequisite skills and knowledge, chronic absenteeism, and significant changes in grading practices from time during the pandemic to after the pandemic. The focus and structure of PLCs varied widely post-Covid and attendance, behavior, and engagement challenges persisted. To address this, PLCs were restructured around community building, equitable grading, and collaborative practices (“Wisdom Within the Walls”), boosting 9th-grade credit attainment from 69% to 73% and maintaining upperclassmen rates at 77%.

The counseling department meets annually with students to develop Graduation Plans, including course requests and tracking progress toward diploma types. Reno High maintains a strong graduation rate, with 84.5% of students graduating in 2024: 32.7% earned a Standard Diploma, 16.4% an Advanced Diploma, and 35.4% an Honors Diploma.

Individual departments have developed intervention strategies using Canvas and blended learning strategies for students, as well as continuing to develop common assessments, rubrics and grading practices.

Adult Learning Culture Areas for Growth

An area of improvement is supporting teachers in their PLC time to improve the rigor and relevance of lessons and connection to daily application. RHS has also found the need to continue working on the pockets of students who are non-traditional learners, transient students, and socioeconomically disadvantaged students. While strides have been made in supporting Second Language Learners more focus needs to be placed on providing targeted interventions for students. Continuing staff professional development in strategies for designated English language learners as well as those who have recently exited the program should help in reaching the goals of academic support for all students in all subjects, but most particularly in core subjects.

Reno High School must adapt to changing demographics by developing culturally responsive teaching strategies, offering support for English Language

Learners (EL), and addressing the varied academic and social needs of students from different backgrounds. This can require adjustments in curriculum, teacher training, and resource allocation to ensure all students have equitable access to educational opportunities.

Focusing on PLC/School goals across departments with fidelity and the implementation of Teacher Clarity is a focus for the upcoming 2025-26 School Year.

Adult Learning Culture Equity Resource Supports

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

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Support teachers in the PLC process through purposeful alignment of 4 school goals: building community in the classroom, teacher clarity, equitable grading practices and sharing best practices.

Critical Root Cause: Refocusing structures and priorities of the PLC process to focus on improving instruction through clarity of organization, explanation, guided practice, and assessment.

Connectedness

Connectedness Areas of Strength

- The Washoe County School District (WCSD) Panorama Education Climate survey displays a high regard amongst stakeholders for safety at Reno High School (RHS).
- The survey data shows stakeholders believe there is a culture of communication and relationship building between students and staff.
- RHS stakeholders believe there are high expectations of student success established by the staff.
- RHS students believe they have an active role in improving their school environment through their skill development in decision making and social awareness.
- The survey data shows staff believes there is an area of improvement for communication by gaining more parent/at home follow through with academic and behavioral supports.
- .The Advanced Ed survey indicates students see a significant use of digital tools in the classroom.

Connectedness Areas for Growth

- Teachers report a high level of stress and burnout while students report difficulties with managing emotions and schoolwork.
- Parents perceive the current curriculum in some instances does not meet the diverse or unique needs of their students
- Parents and students expressed concerns in the relevancy of the curriculum to students' everyday live and a lack of individualized instruction.

Findings that are most important (with capacity to address):

- Parent/at home follow through with academic and behavioral supports
- Real-world lesson plans
- Staff and student mental health

Chronic absenteeism, defined as missing 10% or more of school days in a year, is a challenge for Reno High has faced since emerging from the Covid-19 Pandemic. Chronic absenteeism is linked to poor academic performance, higher dropout rates, and negative long-term outcomes for students. Factors contributing to chronic absenteeism include health issues, family challenges, transportation barriers, disengagement from school, and social or emotional difficulties. Reno must implement creative, and proactive interventions to reduce absentee rates and ensure students stay on track academically.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language barriers	Train bilingual staff and provide weekly bilingual school newsletter with detail on practices.
Foster/Homeless	Communication to families on strategies and supports.	Conferences, phone calls, emails, newsletter, home visits.
Free and Reduced Lunch	Attendance.	Improve attendance strategies with a focus on one administrator per grade level to address attendance concerns.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Potential disproportionality among racial/ethnic groups based on monthly discipline data.	Analyze and develop strategies to decrease any trends that may exist. Utilize student voice and department supports as needed from WCSD.
Students with IEPs	Potential disproportionality among students receiving services in special education based on monthly discipline data.	Analyze and develop strategies to decrease any trends that may exist. Utilize IEP team as needed.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Create a two-pronged approach through Culture Club to improve teacher climate through scheduled staff celebrations/mentoring, and address student engagement through the Safety Committee and Student Voice to reduce referrals and increase pro-social behaviors.

Critical Root Cause: The faculty believes that the lack of at home support for student's academics and behaviors comes from: 1) communication gaps; 2) a lack of awareness or understanding for the rationale behind certain expectation due to personal or cultural beliefs; 3) time or resource constraints due to work, caregiving, or other life demands; 4) a limited capacity for enforcement at home due to a lack of authority or inconsistent parenting styles. RHS believes they can address these issues by: 1) finding new methods of communication; 2) ensuring there are translated and visual aids for parents; 3) share practical strategies for reinforcing expectations at home; 4) offer support from counselors, family graduate advocate, and other support staff through home visits. RHS staff express the feeling of burnout for teachers from heavy teaching loads, administrative tasks, and extracurricular activities. They also believe many staff members struggle to set boundaries between work and personal time. Teachers report many students don't have the time management skills to be successful in managing these responsibilities. RHS believes they can address mental health concerns for staff and students by: 1) limiting work volume; 2) establish clear boundaries of communication; 3) schedule planning, reflection, and rest periods; 4) implement peer mentorship programs.

Priority Problem Statements

Problem Statement 1: There are significant gaps in core credit attainment in 9th and 10th grade levels.

Critical Root Cause 1: Prerequisite skills and knowledge needs, SEL/mental health supports, reduction of chronic absenteeism, improved student engagement and executive functioning skills in the classroom to support academic achievement.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Support teachers in the PLC process through purposeful alignment of 4 school goals: building community in the classroom, teacher clarity, equitable grading practices and sharing best practices.

Critical Root Cause 2: Refocusing structures and priorities of the PLC process to focus on improving instruction through clarity of organization, explanation, guided practice, and assessment.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Create a two-pronged approach through Culture Club to improve teacher climate through scheduled staff celebrations/mentoring, and address student engagement through the Safety Committee and Student Voice to reduce referrals and increase pro-social behaviors.

Critical Root Cause 3: The faculty believes that the lack of at home support for student's academics and behaviors comes from: 1) communication gaps; 2) a lack of awareness or understanding for the rationale behind certain expectation due to personal or cultural beliefs; 3) time or resource constraints due to work, caregiving, or other life demands; 4) a limited capacity for enforcement at home due to a lack of authority or inconsistent parenting styles. RHS believes they can address these issues by: 1) finding new methods of communication; 2) ensuring there are translated and visual aids for parents; 3) share practical strategies for reinforcing expectations at home; 4) offer support from counselors, family graduate advocate, and other support staff through home visits. RHS staff express the feeling of burnout for teachers from heavy teaching loads, administrative tasks, and extracurricular activities. They also believe many staff members struggle to set boundaries between work and personal time. Teachers report many students don't have the time management skills to be successful in managing these responsibilities. RHS believes they can address mental health concerns for staff and students by: 1) limiting work volume; 2) establish clear boundaries of communication; 3) schedule planning, reflection, and rest periods; 4) implement peer mentorship programs.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- AP Completion
- CCR Participation data
- CTE
- Curriculum Based Measures
- SAT, ACT, PSAT or ASPIRE
- Student Climate Survey, Student Voice

Adult Learning Culture

- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- Student Climate Survey

Connectedness

- Attendance
- Behavior
- Perception/survey data
- School safety data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By June 2026, 9th and 10th grade core credit attainment for special populations of Hispanic, Multiracial, FRL, IEP and EL will increase by 5%, and MTSS supports will be implemented in Freshman Seminar Classes.

Formative Measures: Monitoring data from WCSD Big Data Warehouse, progress reports, attendance and Infinite Campus grade reports. Review supports provided in 9th grade seminar for math, ELA, behavior, and attendance.

Aligns with District Goal

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: MTSS <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Action #</th> <th style="width: 50%;">Actions for Implementation</th> <th style="width: 20%;">Person(s) Responsible</th> <th style="width: 20%;">Timeline</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>Freshman success academy targets to support students at risk of struggling during the critical transition to high school with a focus on core academic support in math and English, executive functioning skills, high school navigation, and social emotional development.</td> <td>Administration, departments, and teachers.</td> <td>August 2025-June 2026</td> </tr> </tbody> </table> <p>Position Responsible: Administration, departments, and teachers. Resources Needed: Master Schedule</p> <p>Evidence Level Level 1: Strong: MTSS</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Freshman success academy targets to support students at risk of struggling during the critical transition to high school with a focus on core academic support in math and English, executive functioning skills, high school navigation, and social emotional development.	Administration, departments, and teachers.	August 2025-June 2026	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Freshman success academy targets to support students at risk of struggling during the critical transition to high school with a focus on core academic support in math and English, executive functioning skills, high school navigation, and social emotional development.	Administration, departments, and teachers.	August 2025-June 2026							
Nov	Feb	May												
No review	No review	No review												

SMART Goal 1 Problem Statements:

Student Success
<p>Problem Statement 1: There are significant gaps in core credit attainment in 9th and 10th grade levels. Critical Root Cause: Prerequisite skills and knowledge needs, SEL/mental health supports, reduction of chronic absenteeism, improved student engagement and executive functioning skills in the classroom to support academic achievement.</p>

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Reno High School Professional Learning Communities will align their work sessions on school goals 90% of the time evidenced by PLC logs. School goals are: Building Community in the classroom (SEL/Mental Health support), Teacher Clarity in the classroom, Equitable Grading Practices and Wisdom Within the Walls (sharing of best practices among teaching staff).

Formative Measures: Forms survey data collected by each PLC group/department, department leader meeting debriefs, staff workshop attendance, teacher to teacher walkthrough data, review of assessment focus and restorative practices (discipline at the door).

Aligns with District Goal

Improvement Strategy 1 Details				Status Checks									
Improvement Strategy 1: Professional Learning Communities (PLCs) to establish and sustain a focus on data-driven community to foster a strong culture of adult learning, improve instructional practices, and improve student outcomes.				Status Check									
				Nov	Feb	May							
				No review	No review	No review							
<table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Implement Teacher Clarity and content focus in PLCs.</td> <td>Administration, Department Leaders, Teachers.</td> <td>August 2025 to June 2026</td> </tr> </tbody> </table>	Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Implement Teacher Clarity and content focus in PLCs.	Administration, Department Leaders, Teachers.	August 2025 to June 2026					
Action #	Actions for Implementation	Person(s) Responsible	Timeline										
1	Implement Teacher Clarity and content focus in PLCs.	Administration, Department Leaders, Teachers.	August 2025 to June 2026										
<p>Position Responsible: Curriculum AP and Department Leaders</p> <p>Resources Needed: Teacher Clarity Playbook, Forms survey data collected by each PLC group/department, department leader meeting debriefs, staff workshop attendance, teacher to teacher walkthrough data, review of assessment focus and restorative practices (discipline at the door).</p> <p>Evidence Level Level 2: Moderate: PLC's</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>													

SMART Goal 1 Problem Statements:

Adult Learning Culture
<p>Problem Statement 1: Support teachers in the PLC process through purposeful alignment of 4 school goals: building community in the classroom, teacher clarity, equitable grading practices and sharing best practices. Critical Root Cause: Refocusing structures and priorities of the PLC process to focus on improving instruction through clarity of organization, explanation, guided practice, and assessment.</p>

Inquiry Area 3: Connectedness

SMART Goal 1: Implement School-wide Restorative Practices to decrease behavior events as evidenced in Infinite Campus entries by 10% from 24-25 school year data by June

2026. Increase teacher connectedness as measured by improvement in teacher attendance by 3%.

Formative Measures: Quarterly reduction in behavior events and quarterly improvement of teacher attendance based on 2025-26 SY data.

Aligns with District Goal

Improvement Strategy 1 Details				Status Checks										
<p>Improvement Strategy 1: Restorative Discipline Practice to include conferences, reintegration support, and behavior intervention plans to include staff training in trauma-informed practices, de-escalation, and restorative techniques to improve connectedness between staff and students.</p> <table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Implementation of restorative discipline practices to include restore at the door to reduce suspensions, improve school connectedness, and support equity.</td> <td>Administration and teachers.</td> <td>August 2025-June 2026.</td> </tr> </tbody> </table> <p>Position Responsible: AP in charge of Attendance and Dean. Resources Needed: Training of restorative discipline practices of administrators, teachers, and classified. Time to implement. Evidence Level Level 2: Moderate: Restorative Discipline Practice Problem Statements/Critical Root Cause: Connectedness 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Implementation of restorative discipline practices to include restore at the door to reduce suspensions, improve school connectedness, and support equity.	Administration and teachers.	August 2025-June 2026.	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
1	Implementation of restorative discipline practices to include restore at the door to reduce suspensions, improve school connectedness, and support equity.	Administration and teachers.	August 2025-June 2026.											
Nov	Feb	May												
No review	No review	No review												

SMART Goal 1 Problem Statements:

Connectedness

Problem Statement 1: Create a two-pronged approach through Culture Club to improve teacher climate through scheduled staff celebrations/mentoring, and address student engagement through the Safety Committee and Student Voice to reduce referrals and increase pro-social behaviors. **Critical Root Cause:** The faculty believes that the lack of at home support for student's academics and behaviors comes from: 1) communication gaps; 2) a lack of awareness or understanding for the rationale behind certain expectation due to personal or cultural beliefs; 3) time or resource constraints due to work, caregiving, or other life demands; 4) a limited capacity for enforcement at home due to a lack of authority or inconsistent parenting styles. RHS believes they can address these issues by: 1) finding new methods of communication; 2) ensuring there are translated and visual aids for parents; 3) share practical strategies for reinforcing expectations at home; 4) offer support from counselors, family graduate advocate, and other support staff through home visits. RHS staff express the feeling of burnout for teachers from heavy teaching loads, administrative tasks, and extracurricular activities. They also believe many staff members struggle to set boundaries between work and personal time. Teachers report many students don't have the time management skills to be successful in managing these responsibilities. RHS believes they can address mental health concerns for staff and students by: 1) limiting work volume; 2) establish clear boundaries of communication; 3) schedule planning, reflection, and rest periods; 4) implement peer mentorship programs.

Schoolwide and Targeted Assistance Title I Elements

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The School Improvement Plan is based on the Cognia Accreditation data and scheduled district training for school-wide implementation of Teacher Clarity. Parents, staff, and community member feedback was solicited through surveys and interviews completed during the accreditation process. Students also participated as a focus group during accreditation and spoke of the high academic expectations of Reno High to include a focus to ensure every student has a rigorous understanding of personal ownership as it pertains to learning.

2.2: Regular monitoring and revision

We will schedule quarterly checks of data at each grade level as we consider graduation monitoring. This data will inform whether we are making progress and determine if a new action plan needs to be created, documented in Plan4Learning, and measured.

2.3: Available to parents and community in an understandable format and language

The plan will be posted on our new school website in August and sent to our families via email through Blackboard Connect.

2.4: Opportunities for all children to meet State standards

N/a.

2.5: Increased learning time and well-rounded education

N/a.

2.6: Address needs of all students, particularly at-risk

N/A.

Community Outreach Activities

Activity	Date	Lesson Learned
Reno High School Tours	Week of July 28th with Student Leadership	
Parent Night	September 3rd, 2025	
Reno HS Booster Club Meeting	Monthly	
Homecoming and Hall of Fame Induction	September 26th, 2025	
Incoming 8th Grade Parent Night	February 18th, 2026	
Frosh Day for future enrollments	February 20th	
Reno HS Fasfa Nights	November 2025	
University of Nevada/TMCC Application Workshop	Ongoing	
Weekly Sunday Message Newsletter and Social Media posts.	Weekly	