

Washoe County School District

Galena High School

2025-2026 School Improvement Plan

Classification: 5 Star School

Mission Statement

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

Vision

Earn loyalty, focus on efficiency, engage creativity.

Demographics & Performance Information

Nevada Report Card

https://nevadareportcard.nv.gov/DI/nv/washoe/galena_high_school/2025/nspf/

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/galena_high_school/2025

Galena High School is a comprehensive 9-12 high school in Reno, NV with 1287 students enrolled during the 2023-2024 school year. Galena earned the distinction as a 5 star school for performance the Nevada School Performance Framework Scoring.

Major Demographics:

- White: 911 students (70.8% of student population)
- Hispanic: 217 students (16.9% of student population)
- Two or More Races: 78 students (6.1% of student population)
- Asian: 58 students (4.5% of student population)
- Black: 13 students (1.0% of student population)

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Graduation rate - 93%

CCR Assessment ELA - 67.8%

CCR Assessment Math - 41.4%

From the 2023-2024 school year to the 2024-2025 school year Galena showed growth in

5-Year ACGR - 90%

Advanced Diploma - 70.1%

Post-secondary preparation measure - 87.8%

Post-secondary completion measure - 71.4%

9th Grade Credits - 94%

Student Success 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.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Continue growth in ACCESS	Embedded ELF with teachers
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 1 (Prioritized): 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.

Critical Root Cause: 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.

Adult Learning Culture

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%

Adult Learning Culture 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.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Need classroom support	ELF embedded in classrooms
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 1 (Prioritized): We need to engage in designing professional development opportunities for our staff.

Critical Root Cause: 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.

Problem Statement 2 (Prioritized): 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.

Critical Root Cause: 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.

Connectedness

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

Connectedness 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.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Need classroom and office support	Embedded ELF in classrooms and offices
Foster/Homeless	N/A	

Student Group	Challenge	Solution
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 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.

Critical Root Cause: 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 Problem Statements

Problem Statement 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.

Critical Root Cause 1: 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.

Problem Statement 1 Areas: Adult Learning Culture

Problem Statement 2: We need to engage in designing professional development opportunities for our staff.

Critical Root Cause 2: 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.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 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.

Critical Root Cause 3: 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.

Problem Statement 3 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Nevada State Performance Framework (NSPF)
- Student Climate Survey, Student Voice

Adult Learning Culture

- Equity data
- Professional Development Agendas
- Student Climate Survey
- Walk-through data

Connectedness

- Dual credit College Prep
- Enrollment
- School safety data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By the end of the 2025-2026 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 Writing growth from moving 5 % from the 64% 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.

Aligns with District Goal

Formative Measures: State reporting, WIDA Testing

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLC's				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
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 25-26SY			
Position Responsible: EL Monitor, EL District Monitor, PD Team (1-3 members) Evidence Level Level 2: Moderate: PLC Problem Statements/Critical Root Cause: Adult Learning Culture 2						

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 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. Critical Root Cause: 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 2: Adult Learning Culture

SMART Goal 1: By June 2026, Galena High School will reduce the percentage of students in the chronic absenteeism category (>10% absences) from 28% to 23% 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

Aligns with District Goal

Formative Measures: State reporting, BIG Data, IC

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Family Engagement				Status Check		
				Nov	Feb	May
				No review	No review	No review
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 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 Benchmark progress review Stakeholder updates Resource Allocation Personnel: Attendance team coordinator Grade-level attendance monitors Family engagement specialist Systems: Attendance tracking software - BIG and IC Communication platforms Data analysis tools Parent University: Host monthly "Parent University" sessions to empower families with insights into the curriculum, effective study strategies, and ways to support student attendance and engagement. These sessions would cover topics like "Supporting Student Attendance," "Understanding the Path to College," and "Engaging in Learning from Home." Parent University also serves as an opportunity for parents to collaborate with teachers, share feedback, and build a strong partnership with the school. Professional Learning Communities (PLCs) with Focus on Teacher Clarity: Establish focused PLCs where teachers can collaborate to enhance lesson clarity, setting clear learning targets and assessment criteria that students can easily understand. These PLCs will involve lesson planning, peer review, and collective data analysis to improve instructional practices and boost student outcomes. Ongoing Professional Development: Provide regular workshops on effective communication and clarity in teaching, including techniques like setting success criteria and delivering structured feedback. These sessions would build teacher capacity, making learning objectives transparent and engaging, ensuring every student can track their progress. By fostering a culture of adult learning through these initiatives, Galena High School aims to support effective, transparent instruction that benefits teachers, students, and families alike.	Attendance committee - Counselor, Attendance Officer, Re-engagement specialist, Dean of student relations, Parent engagement specialist, Attendance clerk	End of 25-26SY			
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/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: We need to engage in designing professional development opportunities for our staff. **Critical Root Cause:** 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.

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.

Aligns with District Goal

Formative Measures: EDS Goes Here

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Family Engagement				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
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 25-26SY			
Position Responsible: Counseling Services Family Graduation Advocate Attendance Officer Evidence Level Level 3: Promising: Family Engagement Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 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. Critical Root Cause: 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.

Community Outreach Activities

Activity	Date	Lesson Learned
Open House	August 20th 2025	Need more community businesses for Internship opportunities
All Activities Night	December 10th 2025	
Camp Grizz	March 12th 2026	