

**Washoe County School District**  
**North Valleys High School**  
**2025-2026 School Improvement Plan**

**Classification: 2 Star School**

TSI



# Mission Statement

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

## Vision

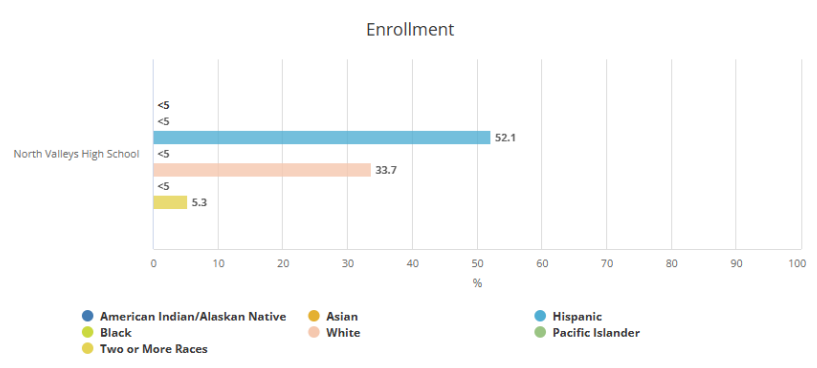
### 4 Pillars of NVHS

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

## 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/north\\_valleys\\_high\\_school/2025](https://nevadareportcard.nv.gov/DI/nv/washoe/north_valleys_high_school/2025) North Valleys High School - Nevada Accountability Portal



# Table of Contents

Comprehensive Needs Assessment .....	4
Student Success .....	4
Adult Learning Culture .....	6
Connectedness .....	8
Priority Problem Statements .....	10
Comprehensive Needs Assessment Data Documentation .....	11
Inquiry Areas .....	12
Inquiry Area 1: Student Success .....	12
Inquiry Area 2: Adult Learning Culture .....	13
Inquiry Area 3: Connectedness .....	14
School Continuous Improvement (CI) Team .....	15
Community Outreach Activities .....	16

# Comprehensive Needs Assessment

Revised/Approved: October 17, 2025

## Student Success

### 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.

### Student Success 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.

### Student Success Equity Resource Supports

Student Group	Challenge	Solution
<b>English Learners</b>	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.
<b>Foster/Homeless</b>	N/A	
<b>Free and Reduced Lunch</b>	N/A	
<b>Migrant/Title1-C Eligible</b>	N/A	
<b>Racial/Ethnic Minorities</b>	N/A	
<b>Students with IEPs</b>	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 1 (Prioritized):** 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.

**Critical Root Cause:** 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.

# Adult Learning Culture

## 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

## Adult Learning Culture 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.

## Adult Learning Culture 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	

Student Group	Challenge	Solution
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 1 (Prioritized):** Staff are concerned that students are increasingly disengaged in the classroom, exhibiting minimal participation and limited motivation to engage with learning activities.

**Critical Root Cause:** 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.

# Connectedness

## 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.

## Connectedness 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.

## Connectedness 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 1 (Prioritized):** 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.

**Critical Root Cause:** 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 Problem Statements

**Problem Statement 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.

**Critical Root Cause 1:** 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.

**Problem Statement 1 Areas:** Student Success

**Problem Statement 2:** Staff are concerned that students are increasingly disengaged in the classroom, exhibiting minimal participation and limited motivation to engage with learning activities.

**Critical Root Cause 2:** 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.

**Problem Statement 2 Areas:** Adult Learning Culture

**Problem Statement 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.

**Critical Root Cause 3:** 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%.

**Problem Statement 3 Areas:** Connectedness

# Comprehensive Needs Assessment Data Documentation

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

## **Student Success**

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

## **Adult Learning Culture**

- Professional Development Agendas
- School department and/or faculty meeting discussions and data
- Staff surveys and/or other feedback
- Student Climate Survey
- Walk-through data

## **Connectedness**

- Annual dropout rate data
- Behavior
- Demographic data
- Enrollment
- Home Visits

# Inquiry Areas

## Inquiry Area 1: Student Success

**SMART Goal 1:** North Valleys High school will decrease the 10th Grade Combined Core Credit failures from 49% to 36% during the 2025-2026 school year.

**Aligns with District Goal**

**Formative Measures:** WCSD 10th Grade Credit Attainment Document

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Core Knowledge Curriculum				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
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	No review	No review	No review
<p><b>Position Responsible:</b> Principal</p> <p><b>Evidence Level</b> Level 4: Demonstrate Rationale: Core Curriculum Knowledge</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1</p>						

### SMART Goal 1 Problem Statements:

Student Success
<p><b>Problem Statement 1:</b> 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. <b>Critical Root Cause:</b> 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.</p>

## 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.

**Aligns with District Goal**

**Formative Measures:** - Student Climate Survey

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Professional Learning Communities(PLCs) (Level 2 Moderate)				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
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	No review	No review	No review
<b>Position Responsible:</b> Department Leaders						
<b>Evidence Level</b> Level 2: Moderate: PLC						
<b>Problem Statements/Critical Root Cause:</b> Adult Learning Culture 1						

### SMART Goal 1 Problem Statements:

Adult Learning Culture
<b>Problem Statement 1:</b> Staff are concerned that students are increasingly disengaged in the classroom, exhibiting minimal participation and limited motivation to engage with learning activities. <b>Critical Root Cause:</b> 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.

**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.

**Aligns with District Goal**

**Formative Measures:** - BIG Data on Chronic Absenteeism

Improvement Strategy 1 Details				Status Checks		
<b>Improvement Strategy 1: Family Engagement</b>				<b>Status Check</b>		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
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	No review	No review	No review
<p><b>Position Responsible:</b> Assistant Principal over Attendance</p> <p><b>Evidence Level</b> Level 3: Promising: Family Engagement</p> <p><b>Problem Statements/Critical Root Cause:</b> Connectedness 1</p>						

**SMART Goal 1 Problem Statements:**

Connectedness
<p><b>Problem Statement 1:</b> 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. <b>Critical Root Cause:</b> 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%.</p>

# School Continuous Improvement (CI) Team

<b>Team Role</b>	<b>Name</b>	<b>Position</b>
Committee Member	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 Chair	Sarah Crane	Dean of Students

# Community Outreach Activities

Activity	Date	Lesson Learned
Incoming 9th Grade Parent Night	3/5/25	Well attended by students, staff, and parents. Information given to parents regarding schedules.
Soon to Be A Panther Day	3/6/25	Great way to build connection to lower levels. Schedule is tight, but event seems to be a positive.
Aktivate Night	5/20/25 and 5/22/25	Attendance was not great. When held on a Saturday we had higher turnouts than a weeknight.
Open Building - Students Walk Through	8/5/25	
Open House	8/20/25	