

Douglas County School District



Douglas High School

2025-2026 School Improvement Plan

Mission Statement

As Tigers, we will work together to encourage and empower each other to be lifelong learners and positive contributing members of society.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

Douglas High School has made significant gains in this area. Teacher and full staff lead interventions have been a key here.

Areas for Growth

Continued areas of growth are in fundamental math courses and beginning English courses.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Students in this population are recently struggling with some fundamental fears at home in this political climate. Some students are struggling due to transiency as well.	We have hired a new EL teacher, have an extra para-professional and endorsed language teacher to help redesign our EL program to fit the needs of this transitional population.
Foster/Homeless		
Free and Reduced Lunch		
Migrant/Title1-C Eligible		
Racial/Ethnic Minorities		
Students with IEPs		

Problem Statements Identifying Student Success Needs

Problem Statement	Critical Root Cause
1 Fall 2024: DHS would like to continue working on decreasing the failure rate. Spring Failure Rate, in core classes was 6.01%, a decrease of .44%.	Pandemic Gaps in academic & life skills Students require a wider range of differentiation within the classes.

 = Priority

Adult Learning Culture

Areas of Strength

Strengths in Adult Learning are in organizing authentic PLC structures and looking at classroom student growth data. This organic work has inspired teachers to improve their own instruction.

Areas for Growth

More structure is needed to help lead and facilitate more advanced PLC work.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1	Accreditation results show a need for an aligned assessment process that includes assessment diagnostics and training on analyzing student assessment data and time to communicate outcomes. Update: Continued work on this two year plan.	Overall lack of diagnostic tools at DHS that relate to ACT.. Lack of teacher knowledge about what and how is assessed on standardized tests (specifically the ACT)

★ = Priority

Connectedness

Areas of Strength

Overall DHS attendance for chronic absenteeism is improving. This year we held at 21%, which has been a sign of continual improvement.

Our areas of strength are staff lead interventions.

- 21.4% in 23-24
- 23.5% in 22-23
- 20.2% in 21-22
- 17.7% in 20-21
- Numbers weren't reported in 19-20
- 14.4% in 18-19

Areas for Growth

This continues to be an area of growth, as chronic absenteeism plagues this generation.

Equity Resource Supports

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

Problem Statements Identifying Connectedness Needs

Problem Statement	Critical Root Cause
1 DHS, along with schools around the country, are experiencing an increase in chronic absenteeism. Update: Continued work on this goal. Current rate is 21%.	The Nevada Department of Education determined start time is too early. Attendance is often perceived as optional and unnecessary post pandemic.

 = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- ☒ Accelerated/Advanced Coursework Enrollment
- ☒ Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- ☒ AP Completion
- ☒ Grades
- ☒ Multi-Tiered System of Supports (MTSS)
- ☒ Nevada Alternate Assessment (NAA)
- ☒ SAT, ACT, PSAT or ASPIRE
- ☒ Student failure and/or retention rates
- ☒ WIDA Screener

Adult Learning Culture

- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Professional Development Agendas
- ☒ Professional learning communities (PLC) data/agenda/notes
- ☒ Teacher evaluation
- ☒ Walk-through data

Connectedness

- ☒ Attendance
- ☒ Behavior
- ☒ Enrollment
- ☒ PBIS/MTSS data



Inquiry Areas

Inquiry Area 1

Student Success

SMART Goal 1

To increase credit sufficiency and reduce failure rates in courses with historically high D/F rates, particularly math courses required for graduation. Emphasis will be placed on ensuring underclassmen stay on track toward earning sufficient credits for graduation.

Improvement Strategy 1

Utilize formative assessments and early progress indicators to trigger supports earlier in the semester.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Offer extended learning opportunities (math labs, tutoring, Saturday school) specifically for high-failure-rate courses.	Department Leads	On-Going
2	Provide monthly data review meetings for teachers to adjust instruction based on assessment trends.	Department Leads and Admin	On-going
3	Identify students with multiple D/F grades at each grading period and assign targeted academic supports.	Admin Team and Teachers	On-Going

Status Checks

In progress

November

January

March

June

Inquiry Area

2

Adult Learning Culture

SMART Goal 1

To strengthen the school's professional learning culture through structured PLCs that analyze student growth data, evaluate the effectiveness of interventions, and align instructional practices with college and career readiness standards.

Improvement Strategy 1

Continued work on PLC protocols focused on common assessment creation, data analysis, and instructional planning that aligns with student data trends and instructional gaps.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Facilitate professional development focused on formative assessment practices and response to intervention.	Admin Team	Fall 2024 and On-Going PLC
2	Align observation and feedback cycle aligned to NEPF standards and student outcomes.	Admin Team	On-Going
3	Create structured agendas and data templates for PLC discussions.	Department Leads	On-Going PLC
4	Facilitate professional development focused on common Scope, Sequence, Pacing, and Assessments	Admin and Department Leads	Fall 2025 and On-Going PLC

Status Checks

In progress

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June

Improvement Strategy 2

Continue developing instructional leadership capacity through department leads and peer mentorship.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Continued focus in our Site Leadership Teams		

Status Checks

In progress

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SMART Goal 2

By May 2026, the school will increase staff participation and shared decision-making in the areas of MTSS behavior systems, professional development planning, and School Performance Plan development by increasing communication opportunities for dialogue in these areas. Result of Working Conditions Survey in the area of Staff Leadership & Autonomy

Improvement Strategy 1

Improve Communication Systems Across All Major Decision-Making Areas Increase opportunities for staff dialogue whereby teachers can safely, authentically, and impactfully contribute to instructional, behavioral, PD, and SPP.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Strengthen our standing Site Leadership Team (SLT) representing every department; in addition to meeting monthly to gather feedback on instructional strategies, PD needs, and academic priorities, we need to strengthen the communication prior/post meetings and to share the purpose of the SLT to all stakeholders.	Admin Team	On-Going
2	Strengthen the communication of our SPP Working Group that meets each quarter to review data, recommend adjustments, and draft/approve sections collaboratively.	Admin Team	On-Going
3	Create a MTSS Team to revise the school-wide matrix using teacher-generated problem points, patterns, and solutions.	MTSS Team	Ongoing, with 2nd Semester rollout

Status Checks

In progress

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Inquiry Area

3

Connectedness

SMART Goal 1

Douglas High School will increase the TFI (MTSS Tiered Fidelity Inventory) from 16%, by more than a 100% increase, to at least 40% as measured by 3 TFI walk-throughs.

Improvement Strategy 1

Create routines to educate, communicate, and work with students and families on the importance of attendance and classroom participation.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Monthly MTSS meetings focused on Tier 1.	MTSS Team	Monthly
2	Roll Out The Douglas Way for reevaluation, and push out to all stakeholders	MTSS Team and Admin	1st semester
3	Work with Leadership to create The Douglas Way Expectation Presentations and refreshers for students, teachers, and families.	MTSS Team & Admin	1st Semester
4	Reevaluate current classroom behavioral flow chart, create a Google form to collection intervention data for teachers and present to teachers	Deans and Admin	1st Semester
5	Collect Behavioral Data from IC and Behavior Flow Chart Google form w/interventions	Deans and Admin	Quarterly
6	Create positive intervention strategies that are meaningful to high school students	MTSS Team, Admin, and Leadership	1st Semester and on-going
7	Conduct informal TFI walk-throughs	Admin	Quarterly

Position Responsible: Admin

Resources Needed: TFI data, protocols, and tools

Status Checks

In progress

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June

SMART Goal 2

To continue reducing the chronic absenteeism rate below 15% through intentional monitoring, outreach, and relationship-centered attendance strategies.

Improvement Strategy 1

Continuing refining and maintaining early warning systems that flag students trending toward chronic absenteeism

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Continued support and refinement of the attendance liaisons/ case managers monitoring and follow up protocols for students with 5+ absences		

Status Checks

In progress

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Improvement Strategy 2

Implement student attendance incentives and school-wide campaigns promoting daily attendance

Status Checks

In progress

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January

March

June