Washoe County School District

Reno High School

Classification: 4 Star School

Accreditation Status:
Accredited

2026-2027 School Improvement Plan

District Approval Date:
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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.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

Student Performance

ACCESS Testing scale scores changed from the 2025 SY to the 2026 SY so comparison of growth is not an appropriate measure. Overall, 3 students exited the program based on their scores in the 2025-26 SY. School year 2023-24, no EL students exited the program.

Attendance

Chronic Absenteeism dropped in every grade level, but the 10th grade. This year's Junior Class.

School-wide in 2025 chronic absenteeism was 31% and this past year (2025-26 SY) to a 3-year low of 27%.

Assessment Data

- ACT Composite performance remains stable with an average score of 20.2.
- College-readiness outcomes:
  - 49% of students met ACT ELA college-readiness benchmarks.
  - 38% met ACT Math college-readiness benchmarks.
  - 49% met ACT Reading college-readiness benchmarks.
  - 32% met ACT Science college-readiness benchmarks.
  - 25% met college-ready benchmarks in all four ACT content areas.
- Nevada proficiency rates:
  - 70% of students met the Nevada ELA standard.
  - 46% of students met the Nevada Math standard.
- Postsecondary pathway participation is a major strength:
  - 75% of seniors completed an AP, Dual Credit, or CTE pathway.
  - 68% of juniors completed at least one advanced opportunity pathway.
- AP participation remains strong:
  - 67% of seniors completed at least one AP course.
  - 58% of juniors completed at least one AP course.
- Strong AP performance:
  - 48% of seniors passed at least one AP or IB exam.
  - 45% of juniors passed at least one AP or IB exam.
- CTE participation continues to expand:
  - 36% of seniors completed a CTE pathway.
  - 40% of juniors completed a CTE pathway.
- Dual Credit participation increased among seniors:
  - 36% of seniors completed Dual Credit coursework.

State Measure: During the 2025 SY, Reno High School earned a 4 Star rating for schools in Nevada. 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. 395 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 school averaged an overall composite score of 20.2.

This score is based on the first year Enhanced ACT first administered in April 2025.

The percentage of students scoring a 3 or better on the Advanced Placement exams rose from 67% in 2020 to 78% in 2026. The average score earned on all AP exams was 3.4. The average number of AP students over the last five years has been relatively stable ranging from 495 students in 2022 to 564 students in 2026. The number of AP exams has ranged from 1,037 exams in 2022 to 1,158 in 2026. 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 2025-26 National Merit Scholarship Semifinalists. 2 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, Chinese, Hebrew, Tagalog, Korean and French.

- 56 students earned the Seal of Biliteracy in 2026
- 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

- Career Ready endorsement increased from 20.7% in 2024 to 30.6% in 2026
- STEM endorsement has increased from 9.9% of graduates in 2021 to 11.5% in 2026
- STEAM endorsement has increased from 11.8% of graduates in 2021 to 13.4% in 2026

9th grade core credit attainment (Class of 2029):

83.18% Projected graduate
8.29% Potential graduate
7.6% Potential non-graduate
0.7% dropout/vanished

Core Credit Attainment 2026 SY Freshman
Fall Semester - Algebra 1S1/Geometry/Algebra2/Foundations – 393/433 – 90.76%
Spring Semester - Algebra 1S2/Geometry/Algebra2/Foundations – 369/433 – 85.22%
Fall Biology/Chemistry – 356/433 – 82.22%
Spring Biology/Chemistry – 340/433 – 78.52%
Fall Semester – English – 430/462 – 93.1%
Spring Semester – English – 414/434 – 95.61%

9th Graders

- 9th Grade Core Credit Attainment grew from 72%-74%
- Algebra moved from 78% (2024), 72% (2025), to 79% last year.
- Algebra Growth in FRL, EL, & CIT.
- 9th Grade Five or More Credits dropped from 90% with last year's Junior Class to 87% this school year.
- School-wide science proficiency (Level 3-4) improved: 31% (2024) 35% (2025) → **43%** (2026)
- Exceptional Growth over one year with students in the FRL (6%) and IEP (10%) Category in comparison to 2025.

10th grade credit attainment (Class of 2028)
87.2% Projected graduate
2.9% Potential graduate
7.1% Potential non-graduate
2.1% Dropout/vanished

11th grade credit attainment (Class of 2027)
88.57% Projected graduate
2.4% Potential graduate
3.3% Potential non-graduate
5.5% Dropout/Vanished

11th Grade - Strong Performance

- 11th grade core credit attainment improved: 79% (2025) → **81%** (2026)
- 11th grade combined core credits improved: 76% (2025) → **78%** (2026)
- Notable gains for EL students in 11th grade: 44% → **50%** core credit attainment

Areas for Growth

ACCESS Testing scale scores changed from the 2025 SY to the 2026 SY so comparison of growth is not an appropriate measure. Overall, 3 students exited the program based on their scores in the 2025-26 SY. School year 2023-24, no EL students exited the program.

9th Grade challenges (Significant Math increase, overall core credit attainment stable last 3 years: 73%; 72%; 74%):

- **However, Special populations showing significant drops earning 5 + credits:**
  1. IEP students: 84% → 50% (dropped 34 points)
  2. EL students: 70% → 61% (dropped 9 points)
  3. Biology Credit attainment remained flat at 70% but had a significant drop in IEP cohort from 53% (2024), 39% (2025), and 32% (2026).

10th Grade - MAJOR DECLINES:

- 10th grade core credit attainment DROPPED significantly: 79% (2025) → 67% (2026) - 12 point decline
- 10th grade combined core credits DROPPED: 77% (2025) → 65% (2026) - 12 point decline
- Special populations hit hardest:
  1. EL students: 36% → 28% (core) over last 3 years; 29% → 20% (combined) over last 3 years
  2. IEP students: 56% → 32% (core) over last 3 years; 36% → 32% (combined) over last 3 years.
  3. FRL students: 61% → 53% (core) over last 3 year; 55% → 46% (combined) over last 3 years.
  4. Chronic absenteeism: 45% → 34% (core); 37% → 29% (combined)

According to ACT Reports from 2025 and 2026 SY: the percentage of Juniors college ready in math has risen 3% to 39.7%, but still lower than the 40% three years ago.

The percentage of Juniors testing college ready in Science this year was 33.1% (128/387). While growth in each of the ACT areas is being demonstrated, continued growth on this assessment in all areas must continue.

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

- College Ready endorsement has dropped from 38.6% of graduates in 2021 to 27.8% in 2026

The first area of improvement that needs to be focused on is core credit attainment for all students, primarily 9th and 10th 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 with an understanding that this year's 11th grade class has two years of drops in credit attainment. Students in 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. Reno has implemented systemic changes in math which need to continue in other areas to support Tier 1 instruction and Tier 2 Intervention.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Communication to families and transiency of teachers. Growth of student population and lack of supports.	Hired a second standard EL Teacher allocation and improved communication home on a weekly basis in home language. Access to English Learner Facilitator to support teaching strategies in line with continued implementation of strong universal tier one strategies in all classrooms to support learners. Teacher Clarity professional development with staff on site.
Foster/Homeless	Student attendance	Increased communication to families on strategies, supports in the community, and support for learners at school based on student needs. Conf erences, phone calls, emails, newsletter, home visits.
Free and Reduced Lunch	Student attendance.	Increased conferences with students and attendance team. Family outreach through phone calls, emails, newsletter, home visits. Access to tutoring during the school day for learning recovery due to missed instruction. RHS attendance policy.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Disproportionality among racial/ethnic groups based on suspension data.	Analyze and develop strategies to decrease any trends that may exist. Looking at monthly discipline data to identify patterns. Utilize student voice and department supports as needed from WCSD.
Students with IEPs	Core credit attainment is 50% or below for students receiving services in regular education classes.	Improve fidelity of accommodations utilized and formative assessment to support improved outcomes and communication with parents when students receiving services are failing classes.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	There are significant gaps in core credit attainment in 9th and 10th grade levels.	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. Continue to develop Tier 1 instruction and Tier 2 Intervention.

★ = Priority

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
- Working to implement common formative assessments, assessments, and Teacher Clarity.
- Improving fidelity of Frosh Seminar implementation.
- Analysis of grading. Curriculum pacing plans.
- Core credit attainment data shared and considered during PLC time by department leaders.
- Semester grades, particularly grade level and Special population failures
- Individual, annual Graduation Plan meetings between counselor and student
- Connection with middle schools for vertical articulation meetings with math, ELA, and science departments.
- Professional development centered around English Learners (EL) and relationship building during PLC's with English Learner Facilitator and District EL supports.

Reno High School's Staff Climate reflects a strong belief in a student-centered culture characterized by high expectations, positive relationships, collaboration, and focus on safety. There is a recognition that not all staff are consistent with consistent behavior expectations, and that changes need to take place to strengthen student outcomes for all students from all stakeholders.

- Staff demonstrate a strong commitment to student success, with exceptionally high ratings in **Expectations of Success (97%)**, **Staff-Student Relationships (93%)**, **Home-School Communication (94%)**, and **Safety (91%)**.
- Staff report strong collaboration and positive leadership support, with **89% favorable ratings in Staff Collaboration** and **99% indicating they are proud to work at Reno High School**.
- The school culture reflects caring relationships, high academic expectations, and a welcoming environment for students and families.
- Student behavior indicators and staff work stress have shown improvement compared to previous years.

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.

PLCs are being restructured from community building, equitable grading, and collaborative practices (“Wisdom Within the Walls”), to a focus on Teacher Clarity and common practices within grade-level content areas as well as review of assessment and student learning to support uncommon teaching practices and improve student outcomes.

The Counseling department meets annually with students to develop Graduation Plans, including course requests and tracking progress toward diploma types. Reno High maintains a stable graduation rate, with 84% of students graduating in 2024, 2025, and 2026.

Individual departments have developed intervention strategies using Canvas and blended learning strategies for students. The negative impact of these strategies has been an increase in chronic absenteeism. The focus is to improve student average daily attendance.

Areas for Growth

Focusing on PLC/School goals across departments with fidelity and the implementation of Teacher Clarity is a focus for the upcoming 2026-27 School Year.

9th grade level walkthroughs for fidelity checks in Freshman Seminar to support the 9th grade plan.

Identified PLC dates to support professional development initiated by teachers, content area departments, and facilitate professional development from District Department to include De-escalation training from MTSS department and training from school police.

- Parent Involvement (39%) remains the lowest-rated area, indicating a need to strengthen family engagement and increase meaningful parent participation in student learning.
- Staff identified concerns regarding the consistent enforcement of student behavior expectations, with only 59% favorable responses in this area.
- Social Emotional Learning (74%) scored below district and high school averages, suggesting a need for clearer systems, training, and communication regarding SEL implementation.
- Attendance, student mental health concerns, and class-cutting/truancy continue to impact student success and school climate.
- While district perception improved substantially, staff continue to express concerns about feeling valued by the district and confidence in the district's direction

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.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language barriers, gaps in academic vocabulary, and varying levels of prior schooling can impact achievement in core subjects and credit attainment.	Continue EL-focused professional development, provide targeted interventions, and increase supports for current and recently exited EL students.
Foster/Homeless	High mobility, inconsistent school attendance, social-emotional needs, and interrupted learning can affect academic progress and graduation pathways.	Strengthen counseling support, attendance monitoring, and connecting with academic interventions and wraparound services.

Free and Reduced Lunch	Economic barriers may contribute to absenteeism, limited access to resources, at times limited access to transportation, and lower academic achievement.	Increase academic supports, improve attendance interventions, expand access to tutoring and enrichment opportunities, and strengthen family engagement.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Achievement gaps, varying cultural experiences, and the need for greater representation and inclusion may impact student engagement and outcomes.	Training on culturally responsive practices, monitor achievement data, provide equitable access to advanced coursework, work to address disproportionality, and strengthen school-family partnerships.
Students with IEPs	Skill deficits, attendance concerns, and the need to ensure the IEP is developed and implemented with fidelity.	Increase collaboration between general and special education staff, monitor student progress through PLCs, provide targeted interventions, and ensure accommodations are implemented with fidelity.

Problem Statements Identifying Adult Learning Culture Needs

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

★ = Priority

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).
- Student Climate Survey Response was 1303 students and saw improvement in every area except one: Self-Management of Emotion which was stable in comparison to the previous year.
- Students reported they felt safer than previous year and this was the highest category.
- Students reported an increase in student voice, respect, engagement, responsible decision-making, participation, adult support, and attitudes towards substance use.
- Family responses in surveys showed increase and approval rating above other high schools and the district in all areas with the highest ratings in physical safety (97%), quality of education (89%), and supportive place (83%).
- The survey data shows stakeholders believe there is a culture of communication and relationship building between students and staff.
- Staff-Student Relationships were above high school average at 93% as reported by 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.
- All but one staff reported they are proud to work at this school.
- 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.
- An improvement was noted by teachers in the school's implementation of Social Emotional Learning which supports the focus of Systems & Structures last year.

Areas for Growth

Student Climate Survey Response was 1303 students and saw improvement in every area except one: Self-Management of Emotion which was stable in comparison to the previous year.

- Students reported an improvement in addressing bullying at the school from the previous two years, but many still reported students at the school are often bullied, social media is used to spread mean rumors, and 52% of respondents believes that students do not try to stop bullying.
- Families were most concerned about their student's learning behaviors (61%) to include reading for fun, organization, perseverance, effort, motivation, and how easily distracted students are at home.
- Teachers report an improvement in student behaviors and work stress, but it was still the two major areas of concern.
- The area in most need for teachers was being provided the materials and resources needed to provide support for students of all abilities.
- Findings that are most important (with capacity to address):

- Follow through with academic and behavioral supports at school & communicated with parents at home.
- Staff and student mental health
- Continue to develop a focus on Tier 1 instruction with a focus on respect, rigor, and relevance.

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.

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. Address through bi-weekly attendance meetings.
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	Critical Root Cause
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.	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.
2 ★	Discipline data show that some WCSD schools are using exclusionary discipline practices (such as suspensions) at higher rates than others, particularly for specific student groups. This pattern limits learning time for affected students and may reflect inconsistencies in how behavior expectations and interventions are applied across schools.	Limited access to or implementation of tiered behavior supports. Insufficient systems for monitoring and analyzing discipline data to identify and address trends early.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	There are significant gaps in core credit attainment in 9th and 10th grade levels.	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. Continue to develop Tier 1 instruction and Tier 2 Intervention.
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.	Refocusing structures and priorities of the PLC process to focus on improving instruction through clarity of organization, explanation, guided practice, and assessment.
3 ★	Discipline data show that some WCSD schools are using exclusionary discipline practices (such as suspensions) at higher rates than others, particularly for specific student groups. This pattern limits learning time for affected students and may reflect inconsistencies in how behavior expectations and interventions are applied across schools.	Limited access to or implementation of tiered behavior supports. Insufficient systems for monitoring and analyzing discipline data to identify and address trends early.

4 ★

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.

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

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Accelerated/Advanced Coursework Enrollment**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **AP Completion**
- [x] **CCR Participation data**
- [x] **Credit Sufficiency/Deficiency/Retrieval data**
- [x] **Criterion-Referenced Test in Science**
- [x] **CTE**
- [x] **Graduation rates/GED/HiSET data**
- [x] **SAT, ACT, PSAT or ASPIRE**
- [x] **Student Climate Survey, Student Voice**
- [x] **WIDA ACCESS for ELLs**

Adult Learning Culture

- [x] **Communications data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Professional Development Agendas**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **School department and/or faculty meeting discussions and data**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Study of best practices**

Connectedness

- [x] **Annual dropout rate data**

- [x] **Attendance**
- [x] **Behavior**
- [x] **Community surveys and/or other feedback**
- [x] **Perception/survey data**
- [x] **School safety data**
- [x] **Social Emotional Learning Data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

By June 2027, 9th and 10th grade core credit attainment for special populations of FRL, IEP and EL will increase by 5%, and MTSS supports will be implemented with fidelity in Freshman Seminar Classes, focused intervention supports with 10th graders.

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.

Improvement Strategy 1

MTSS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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 2026-June 2027	

Position Responsible: Administration, departments, and teachers.

Resources Needed: Master Schedule

Evidence Level

Level 1: Strong:
MTSS

Problem Statements: Student Success 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	There are significant gaps in core credit attainment in 9th and 10th grade levels.	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. Continue to develop Tier 1 instruction and Tier 2 Intervention.

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 Teacher Clarity in the classroom, explicit focus on formative assessment in the classroom, and developing systems & structures for Tiered Supports.

Formative Measures: Forms survey data collected by each PLC group/department, Agendas/Notes from MTSS Teams, staff professional development attendance, walkthrough data, review of assessment focus and restorative practices (discipline at the door).

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.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement Teacher Clarity and content focus in PLCs.	Administration, Department Leaders, Teachers.	August 2026 to June 2027	

Position Responsible: Curriculum AP and Department Leaders

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).

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Adult Learning Culture 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

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

Inquiry Area 3

Connectedness

SMART Goal 1

Implement School-wide Restorative Practices to decrease major behavior events as evidenced in Infinite Campus entries by 10% from 25-26 school year data by June 2027. 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.

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.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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 2026-June 2027.	

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: Connectedness 1, 2

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
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.	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.
2	Discipline data show that some WCSD schools are using exclusionary discipline practices (such as suspensions) at higher rates than others, particularly for specific student groups. This pattern limits learning time for affected students and may reflect inconsistencies in how behavior expectations and interventions are applied across schools.	Limited access to or implementation of tiered behavior supports. Insufficient systems for monitoring and analyzing discipline data to identify and address trends early.

SMART Goal 2

By October 2026, establish and sustain effective teaming structures--including a School Leadership Team, MTSS Team, and Collaborative Teacher Teams (CTTs)--with documented roles, meeting schedules, and protocols to ensure data-driven decision-making and implementation fidelity of academic and behavioral supports. This will be achieved through inclusive practices that engage all staff in collaborative inquiry and equitable strategies that prioritize student groups most impacted by academic and behavioral disparities. 100% of schools will have documented and functioning teams at each level. AIR MTSS rubric ratings for "Teaming" will increase by at least one performance level. PBIS SAS responses will show 85% agreement on team collaboration items.

Formative Measures: Quarterly Disproportionality Reports
AIR MTSS (Teaming Structures & Collaboration)
PBIS SAS (Team Functioning & Collaboration)
TFI Walk-Through

Improvement Strategy 1

MTSS and PBIS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	* Define clear roles, responsibilities, and meeting schedules for each team.	Admin	Aug 2026	
2	* Provide professional development on effective team facilitation and collaborative inquiry cycles (e.g., Plan-Do-Study-Act).	Admin	Aug 2026	
3	* Use "Taking Action" protocols to guide CTTs in using data to inform Tier 1 and Tier 2 practices.	Admin	Aug 2026	
4	* Implement a teaming checklist aligned with AIR MTSS rubric and TFI walk-through to monitor fidelity. Tools Used:	Admin	Aug 2026	

Position Responsible: Admin

Resources Needed: N/A

Evidence Level

Level 1: Strong:
PBIS

Level 3: Promising:
MTSS

Problem Statements: Connectedness 2

Status Checks

November	February	May

SMART Goal 2 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
2	Discipline data show that some WCSD schools are using exclusionary discipline practices (such as suspensions) at higher rates than others, particularly for specific student groups. This pattern limits learning time for affected students and may reflect inconsistencies in how behavior expectations and interventions are applied across schools.	Limited access to or implementation of tiered behavior supports. Insufficient systems for monitoring and analyzing discipline data to identify and address trends early.

Schoolwide and Targeted Assistance Title I Element Summary

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	**August 4th-7th**	**Additional dates earlier in the summer for self-guided tours**
Parent Night & Club Fair	September 2nd & 3rd	Parents would like to keep later date and most like format. Consider less travel.
Reno HS Booster Club Meeting	Monthly	Consider committees to increase more parent involvement.
Senior Parent Information Night	September 30th	
Hall of Fame Induction	October 3rd	
Homecoming Week	October 19-24	
Incoming 8th Grade Night	February 24th	
Frosh Day for future enrollments	February 26th	
Reno HS FAFSA Nights		
University of Nevada/TMCC Application Workshop	Ongoing	
Weekly Sunday Message, Weekly Athletics Message, Social Media	Weekly	