# Washoe County School District

# Reno High School

# 2026-2027 Status Checks with Notes

**Accreditation Status**
**Accredited**

**District Approval Date:** September 13, 2026

# Mission Statement

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

# Vision

Reno High School will foster kind, hardworking, and humble citizens who possess the skills and knowledge to reach their goals.

# Demographics & Performance Information

**Nevada Report Card**

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at https://nevadareportcard.nv.gov/DI/nv/washoe/reno_high_school/2026/nspf/

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# 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.

**Aligns with District Goal**

**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 Details | Status Checks |
|---|---|
| **Improvement Strategy 1:** MTSS<br>**Position Responsible:** Administration, departments, and teachers.<br>**Resources Needed:** Master Schedule<br><br>**Evidence Level**<br>Level 1: Strong: MTSS<br>**Problem Statements/Critical Root Cause:** Student Success 1 | **Nov:** In progress<br>**November Lessons Learned**<br>Continue to monitor fidelity of Freshman Seminar.<br>**November Next Steps/Need**<br>Preparing for next year's master schedule to include movement of Freshman Seminar to MTSS focused model for Tier 2 Interventions.<br>**Feb:** No review<br>**February Lessons Learned**<br>**February Next Steps/Need**<br>**May:** No review<br>**May Lessons Learned**<br>**May Next Steps/Need** |

**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.

**Aligns with District Goal**

**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 Details | Status Checks |
|---|---|
| **Improvement Strategy 1:** Professional Learning Communities (PLCs) to establish and sustain a focus on data-driven community to foster a strong culture of adult learning, improve instructional practices, and improve student outcomes.<br>**Position Responsible:** Curriculum AP and Department Leaders<br>**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).<br><br>**Evidence Level**<br>Level 2: Moderate: PLC's<br>**Problem Statements/Critical Root Cause:** Adult Learning Culture 1 | **Nov:** In progress<br>**November Lessons Learned**<br>Continue to implement focus on formative assessment and Teacher Clarity.<br>**November Next Steps/Need**<br>Additional professional development opportunities in connection between Teacher Clarity and NEPF.<br>**Feb:** No review<br>**February Lessons Learned**<br>**February Next Steps/Need**<br>**May:** No review<br>**May Lessons Learned**<br>**May Next Steps/Need** |

**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%.

**Aligns with District Goal**

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

| Improvement Strategy 1 Details | Status Checks |
|---|---|
| **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.<br>**Position Responsible:** AP in charge of Attendance and Dean.<br>**Resources Needed:** Training of restorative discipline practices of administrators, teachers, and classified. Time to implement.<br><br>**Evidence Level**<br>Level 2: Moderate: Restorative Discipline Practice<br>**Problem Statements/Critical Root Cause:** Connectedness 1, 2 | **Nov:** In progress<br>**November Lessons Learned**<br>Reduction of suspensions the last two years at RHS. Challenge of supporting restorative practices with students struggling with mental health and attendance concerns.<br>**November Next Steps/Need**<br>Completed de-escalation training with staff and continue to review consequences. New staff training on schoolwide progressive discipline and protocols.<br>**Feb:** No review<br>**February Lessons Learned**<br>**February Next Steps/Need**<br>**May:** No review<br>**May Lessons Learned**<br>**May Next Steps/Need** |

**Inquiry Area 3:** Connectedness

**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.

**Aligns with District Goal**

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

| Improvement Strategy 1 Details | Status Checks |
|---|---|
| **Improvement Strategy 1:** MTSS and PBIS<br>**Position Responsible:** Admin<br>**Resources Needed:** N/A<br><br>**Evidence Level**<br>Level 1: Strong: PBIS<br>Level 3: Promising: MTSS<br>**Problem Statements/Critical Root Cause:** Connectedness 2 | **Nov:** In progress<br>**November Lessons Learned**<br>Created exit criteria for students in MTSS tab. Identified tiers for behavior and attendance Continuing to implement professional development.<br>**November Next Steps/Need**<br>Focus on developing action steps to support tier 2 with allocation.<br>**Feb:** No review<br>**February Lessons Learned**<br>**February Next Steps/Need**<br>**May:** No review<br>**May Lessons Learned**<br>**May Next Steps/Need** |