

**Washoe County School District**  
**Damonte Ranch High School**  
**2024-2025 School Performance Plan**

**Classification: 3 Star School**

**Distinction Designations:**  
TSI

# Value Statement

## 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/damonte\\_ranch\\_high\\_school/2024](https://nevadareportcard.nv.gov/DI/nv/washoe/damonte_ranch_high_school/2024)

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# Comprehensive Needs Assessment

## Student Success

### Student Success Summary

Accruing credits in the first two years of high school is imperative to future success and making it to graduation. Because of this, freshmen credit accrual has always been a focus of our school's performance plan. Our data for both freshmen and sophomore credit accrual showed a decrease last year moving us further from our goal of 90% for both cohorts. We set the goal for this year at 86% and 75% to recoup that loss and to move closer to the long-term goal of 90%

Since the shutdown due to COVID, our school was rezoned, and we have struggled with chronic absenteeism ever since. Our data last year showed that over 33% of our students were either chronically or severely chronically absent. We have adjusted our target to reducing that number to 20% in response to that data.

### Student Success Strengths

1. Social Emotional Learning – SEL Lessons are designed and taught weekly schoolwide.
2. ACT ELA proficiency data on the NSPF shows a maximum score.
3. Our AP, CTE, and Dual credit participation.
4. Behavior Intervention Support Team is strengthening school wide climate and culture.

### Problem Statements Identifying Student Success Needs

**Problem Statement 1 (Prioritized):** 1. Credit attainment by our 9th and 10th grade students, especially those in our Hispanic population, has dropped. 2. Chronic Absenteeism has negatively impacted both credit attainment and the graduation rate. **Critical Root Cause:** 1. Lack of resources and access to curriculum, to include access to Canvas and technology, for students new to the Damonte Ranch community and those that have excessive absences.

# Adult Learning Culture

## Adult Learning Culture Summary

Our PLC process is strong and improving every year. Information gathered through walk-throughs and feedback provided by teachers has been utilized to inform decisions around professional development. Peer use of walkthroughs happened vary sparingly last year and will be a focus for us this year.

## Adult Learning Culture Strengths

1. Development and implementation of the SEL curriculum through Mustangs Matters.
2. Monthly staff meetings to support school-wide initiatives.
3. The PLC structure supports curriculum implementation and academic interventions.
4. PBIS implementation positively impacts teacher and student morale.

## Problem Statements Identifying Adult Learning Culture Needs

**Problem Statement 1 (Prioritized):** There is a lack of consistent feedback on effective instructional practices. **Critical Root Cause:** Lack of an effective feedback tool to provide consistent support to teachers.

# Connectedness

## Connectedness Summary

We offer a number of opportunities for our families to engage with the school community. Last year we kicked off our Mustang Roundup and will continue that new tradition this year. Our process for the Ice Cream Social and Open House continue to evolve and our Boosters have established new traditions of monthly recognition and events for Seniors.

Parent participation on the Climate Survey continues to be a concern. Although we did provide a couple of outreach opportunities at our feeder schools last year, we did not implement opportunities for parents around the Climate Survey.

The student Climate Survey showed improvement perception of self-management indicators of 2% in Emotion, 2% in Goal Setting, and 2% in Schoolwork; however, these indicators continue to be an area of focus for our SEL curriculum.

## Connectedness Strengths

1. Students, staff, and families all feel that our school is safe.
2. Staff have a high level of expectations for our students.
3. Students feel supported by staff and teachers believe in them.
4. Staff takes collective responsibility for student success in PLC's.

## Problem Statements Identifying Connectedness Needs

**Problem Statement 1 (Prioritized):** 1. Only 119 of our parents submitted the parent climate survey. 2. Our students have indicated that they lack the skills to self-manage their emotions, goals, and schoolwork. 3. There is a disconnect between partnering with families to support their child's academic success. **Critical Root Cause:** 1. A lack of effective communication regarding the importance of parent feedback and its impact on school practice. 2. A Lack of focus on self-management skills through the development and implementation of the SEL curriculum.

# Priority Problem Statements

**Problem Statement 1:** 1. Credit attainment by our 9th and 10th grade students, especially those in our Hispanic population, has dropped. 2. Chronic Absenteeism has negatively impacted both credit attainment and the graduation rate.

**Critical Root Cause 1:** 1. Lack of resources and access to curriculum, to include access to Canvas and technology, for students new to the Damonte Ranch community and those that have excessive absences.

**Problem Statement 1 Areas:** Student Success

**Problem Statement 2:** There is a lack of consistent feedback on effective instructional practices.

**Critical Root Cause 2:** Lack of an effective feedback tool to provide consistent support to teachers.

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

**Problem Statement 3:** 1. Only 119 of our parents submitted the parent climate survey. 2. Our students have indicated that they lack the skills to self-manage their emotions, goals, and schoolwork. 3. There is a disconnect between partnering with families to support their child's academic success.

**Critical Root Cause 3:** 1. A lack of effective communication regarding the importance of parent feedback and its impact on school practice. 2. A Lack of focus on self-management skills through the development and implementation of the SEL curriculum.

**Problem Statement 3 Areas:** Connectedness

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- School goals
- College and career readiness goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Formative and summative reviews

## Accountability Data

- State assessment performance report
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- State and federally required assessment information
- Current and longitudinal results, End-of-Course current and longitudinal results, Retest questions
- English Language Proficiency Assessment System results
- Postsecondary college, and career ready graduates
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT, ACT, PSAT or ASPIRE
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Special education
- At-risk
- EL
- Career and Technical Education (CTE)
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)
- Dual credit
- College prep

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

- Social Emotional Learning
- Student surveys and/or other feedback
- School safety data

#### **Employee Data**

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- School department and/or faculty meeting discussions and data
- Professional development needs assessment data

#### **Parent/Family/Community Data**

- Parent/family surveys and/or other feedback

#### **Support Systems and Other Data**

- Master schedule
- Course offerings
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

# Goals

Revised/Approved: August 29, 2024

## Goal 1: Student Success

Aligns with District Priority

- Annual Performance Objective 1:**
1. By the end of the 24-25 school year, 86% of freshmen will obtain five or more credits.
  2. By the end of the 24-25 school year, 75% of sophomores will have obtained 10 or more credits.
  3. By the end of the 24-25 school year, we will reduce chronic absenteeism to 20% or less school wide.

**Evaluation Data Sources:** IC and BIG credit reports  
IC and BIG attendance reports

Improvement Strategy 1 Details	Status Checks		
<p><b>Improvement Strategy 1: MTSS</b></p> <p>Build supports for all 4 core content areas. Distribute attendance data by cohort for class assignments. Behavior IAT to establish PD on restorative practices and Tier 1 systems of rewards.</p> <p><b>Formative Measures:</b> measuring tools for the strategy <b>Position Responsible:</b> Curriculum AP, Attendance AP, Behavior IAT Chair</p> <p><b>Student Groups This Strategy Targets:</b> EL, Chronically Absent, At Risk - <b>Evidence Level:</b> Moderate <b>Problem Statements/Critical Root Causes:</b> Student Success 1</p>	Status Check		
	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

## Annual Performance Objective 1 Problem Statements:

## Student Success

**Problem Statement 1:** 1. Credit attainment by our 9th and 10th grade students, especially those in our Hispanic population, has dropped. 2. Chronic Absenteeism has negatively impacted both credit attainment and the graduation rate. **Critical Root Cause:** 1. Lack of resources and access to curriculum, to include access to Canvas and technology, for students new to the Damonte Ranch community and those that have excessive absences.

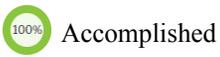
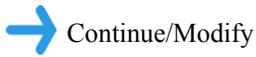
**Goal 2: Adult Learning Culture**

**Aligns with District Priority**

**Annual Performance Objective 1:** By the end of the Fall 2024 Semester, we will create feedback tools that will support classroom instruction to utilized by both administrators and staff as measured by 3 classroom walk-throughs per week for each administrator and at least 2 walk-throughs during the second semester for staff.

**Evaluation Data Sources:** Walkthrough data

Improvement Strategy 1 Details	Status Checks		
<p><b>Improvement Strategy 1:</b> PLC's                      Redesign lessons to create content for new courses to allow more access to students at every level                      Provide walkthrough form for admin. Give specific disaggregated data to DL's quarterly.                      Provide walkthrough form for staff. Create a reward system for teachers who participate.</p> <p><b>Formative Measures:</b> Quarterly update meetings with DL's to discuss PLC process and progress.                      Data from Excel spreadsheet established from walkthrough Forms.</p> <p><b>Position Responsible:</b> Principal and Curriculum AP</p> <p><b>Student Groups This Strategy Targets:</b>                      EL, At Risk                      - <b>Evidence Level:</b>                      Moderate</p> <p><b>Problem Statements/Critical Root Causes:</b> Adult Learning Culture 1</p>	Status Check		
	Jan	Apr	June


**Annual Performance Objective 1 Problem Statements:**

Adult Learning Culture
<p><b>Problem Statement 1:</b> There is a lack of consistent feedback on effective instructional practices. <b>Critical Root Cause:</b> Lack of an effective feedback tool to provide consistent support to teachers.</p>

**Goal 3: Connectedness**

**Aligns with District Priority**

**Annual Performance Objective 1:** As measured by the annual parent climate survey, we will increase parent participation by 100 respondents and improve parent perception of School Fit by 7%. As measured by the annual student climate survey, we will increase self-management indicators by 5%.

Improvement Strategy 1 Details	Status Checks		
<p><b>Improvement Strategy 1:</b> Family/Community Outreach                      Encourage students to invite families to events and provide snacks and childcare when appropriate.                      Utilize Parent University to provide supports for families at events.                      Improve communications around importance of participation in Climate Surveys.                      Continue work with SEL coordinator to design lessons that focus on Self-management skills for our students.                      Offer Parent Climate Survey and Online Registration at school events and satellite locations.                      Home Visits Program.                      Family Graduation Advocate</p> <p><b>Formative Measures:</b> Climate Survey Data  <b>Position Responsible:</b> Curriculum AP, Dean</p> <p><b>Student Groups This Strategy Targets:</b>                      EL, Chronically Absent, At Risk                      - <b>Evidence Level:</b>                      Moderate, Promising</p> <p><b>Problem Statements/Critical Root Causes:</b> Connectedness 1</p>	Status Check		
	Jan	Apr	June

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Annual Performance Objective 1 Problem Statements:**

Connectedness
<p><b>Problem Statement 1:</b> 1. Only 119 of our parents submitted the parent climate survey. 2. Our students have indicated that they lack the skills to self-manage their emotions, goals, and schoolwork. 3. There is a disconnect between partnering with families to support their child's academic success. <b>Critical Root Cause:</b> 1. A lack of effective communication regarding the importance of parent feedback and its impact on school practice. 2. A Lack of focus on self-management skills through the development and implementation of the SEL curriculum.</p>