Washoe County School District

Galena High School

2024-2025 School Performance Plan

Classification: 5 Star School

Mission Statement

Galena High School will challenge students to develop academic and career skills for post high school options.

Vision

Earn loyalty, focus on efficiency, engage creativity.

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/galena_high_school/2024

Galena High School is a comprehensive 9-12 high school in Reno, NV with 1287 students enrolled during the 2023-2024 school year. Galena earned the distinction as a 5 star school for performance the Nevada School Performance Framework Scoring.

Major Demographics:

- White: 911 students (70.8% of student population)
- Hispanic: 217 students (16.9% of student population)
- Two or More Races: 78 students (6.1% of student population)
- Asian: 58 students (4.5% of student population)
- Black: 13 students (1.0% of student population)

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Comprehensive Needs Assessment

Student Success

Student Success Summary

Galena High School remains committed to the standards-based grading system implemented in 2021. This assessment framework enables educators to evaluate student performance directly against established academic standards and learning objectives. The system distinctly separates academic achievement from learning responsibility metrics (such as classroom citizenship), providing a clearer picture of student progress. This academic year, we have incorporated Teacher Clarity initiatives to enhance student understanding of learning objectives, their relevance, and assessment criteria.

Student Success Strengths

Graduation rate - 89.78%

CCR Assessment ELA - 75.1%

CCR Assessment Math - 46.3%

From the 2022-2023 school year to the 2023-2024 school year Galena showed growth in

Engagement Cultural and Linguistic Competence from 349 to 368

Engagement Relationships from 335 to 356

Safety Physical Safety from 342 to 361

Safety Emotional Safety from 327 to 351

Social and Emotional Competence Overall Results from 73 to 79

The 4- and 5-year Adjusted Cohort Graduation Rate (ACGR) - 89.7%

5-Year ACGR - 70.6%

Advanced Diploma - 70%

Post-secondary preparation measure - 83%

Post-secondary completion measure - 65.4%

ACT Math Proficient - 47%

ACT ELA Proficient - 74.1%

Improvement in chronic absenteeism from 23% to 18.9%

9th Grade Credits - 94.8%

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): After a review of the 2024 Nevada School Performance Framework Scoring our ACCESS/WIDA AGP, Galena scored a 4.1. This score qualifies us in the lowest percentile in this group.
Critical Root Cause: A critical gap exists in our English Language Learner support system due to the elimination of our ELL teaching position and limited professional development resources over the past five years. This has created significant instructional challenges for both students and staff.

Adult Learning Culture

Adult Learning Culture Summary

The Adult Learning Culture at Galena High School demonstrates several significant strengths, including exceptional student knowledge with 97-100% of staff knowing their students' names and needs, strong strategic plan alignment at 98%, and effective home-school communication at 88%. The school also maintains an above-average safety culture at 88%. However, the data reveals notable challenges that need addressing. Staff collaboration stands at 67%, well below the district average of 82%, while work stress has become a pressing concern with 58% of staff reporting burnout. Additionally, only 51% of staff feel involved in decision-making processes, and there's been a decline in leadership support indicators. To advance the adult learning culture, the school should prioritize three key areas: strengthening staff collaboration and support systems, addressing work stress through targeted professional development, and improving leadership-staff communication with an emphasis on shared decision-making practices.

Adult Learning Culture Strengths

- High staff commitment to knowing their students, with 97% of staff reporting they know student names and strengths, and 100% recognizing individual student needs
- Strong strategic plan alignment at 98%, significantly above both high school (94%) and district (97%) averages
- Effective home-school communication at 88%, with 98% of staff indicating the school is welcoming to parents
- Positive safety culture with 88% of staff feeling safe at school, above district average of 86%

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): In the post-pandemic educational landscape, we have observed a significant decline in teacher participation rates for professional development opportunities.
Critical Root Cause: Teacher burnout is the critical root cause of declining professional development participation, stemming from increased workload, emotional exhaustion, and pandemic-related adaptations. This burnout, combined with intensified time constraints and shifted priorities, has created a cycle that significantly impacts teachers' capacity and motivation for professional growth opportunities.

Connectedness

Connectedness Summary

Based on the student climate survey data, Galena High School demonstrates strong student connectedness, with notably positive indicators in several key areas. An impressive 94% of students report being known by name by at least one teacher, while 81% feel their teachers care about them. Student-teacher relationships appear particularly robust, with 91% of students reporting they get along well with their teachers. The sense of school belonging is also evident, with 78% of students expressing happiness at their school and 74% feeling they are part of the school community. Additionally, 80% of students feel their teachers understand their strengths, indicating a strong foundation of personal connection within the educational environment.

Connectedness Strengths

Teacher-Student Relationships:

- 94% report at least one teacher knows them by name
- 91% report getting along well with their teachers
- 81% say their teachers care about them
- 80% feel teachers understand their strengths
- 77% find it easy to talk with teachers

School Connection & Belonging:

- 78% are happy to be at their school
- 74% feel they are part of the school
- 81% say teachers notice when they're absent

Academic Support:

- 91% believe their teachers think they can get high grades if they try
- 75% say teachers make them feel good about themselves

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Despite strong overall student connectedness at Galena High School, there are notable gaps in student support and engagement. Key challenges include: only 60% of students feel understood by teachers, 63% see real-world connections in their learning, and significant safety concerns with 63% feeling safe in restrooms and 46% experiencing verbal harassment.
Critical Root Cause: Stems from a systemic misalignment between student needs and current school structures, in three areas: student-teacher relationships, real-world engagement, and safety concerns. This misalignment suggests the need for a comprehensive system redesign focusing on relationship-building, engaging instruction, and proactive safety measures.

Stakeholder Engagement

Stakeholder Engagement Summary

Prompt	Response
In 2-3 sentences, describe how the district engages required stakeholder groups in the needs assessment and decision making processes including: Parents and families, students at risk of failure and dropping out, educators and school leaders, community groups, historically underrepresented groups (ELs and MLs, racially & ethnically diverse stakeholders, indigenous populations, economically disadvantaged, transient populations), private and charter schools, and other hard-to-reach groups.	Galena High School engages stakeholders through both student (229 responses) and parent (72 responses) climate surveys, though parent participation appears limited with only 35% reporting the school seeks parent input for improvement and demographic data showing predominantly white respondents (84%) with minimal representation from diverse racial/ethnic groups (Hispanic/Latino 3%, Asian 6%, Multi-racial 7%). The data reveals engagement challenges, with only 45% of parents reporting they work together with school staff to create goals for their children, and notably low participation rates from historically underrepresented groups, suggesting a need for more inclusive and diverse stakeholder engagement strategies.
What lessons did you learn from your stakeholder groups that are informing your improvement priorities for the upcoming school year?	Priority Areas for Improvement: 1. Enhance school-family partnerships and communication 2. Address safety and harassment concerns 3. Improve instructional relevance and student engagement 4. Develop more inclusive stakeholder engagement strategies 5. Better align teaching approaches with student learning needs
What has worked well in your previous engagement efforts? What might you do differently to increase or improve engagement moving forward?	What Has Worked Well: • Strong student-teacher relationships (94% known by name) • Parent communication through Infinite Campus Portal (85% satisfaction) • School welcoming environment (75% parents feel welcome) • Basic communication channels (70% parents feel informed) Areas for Improvement: • Expand beyond traditional engagement methods (only 35% feel school seeks parent input) • Adjust meeting times (64% prefer after 6 PM) • Increase personal outreach (22% want personal invitations) • Earlier notifications of events (41% request earlier notices) • Diversify stakeholder representation (currently 84% white respondents) • Improve quality of engagement events (36% request better quality) • Create more opportunities for collaborative goal-setting (only 45% work with staff on student goals)

Stakeholder Engagement Strengths

Student Engagement:

- High teacher-student connection (94% known by name)
- Strong teacher relationships (91% get along with teachers)
- Positive care perception (81% feel teachers care about them)
- Good academic support (91% believe teachers think they can succeed)

Parent Communication:

- Effective grade reporting (85% satisfied with Infinite Campus updates)
- Clear behavior communication (75% kept informed about behavior)
- Welcoming environment (75% feel welcome at school)
- Teacher accessibility (71% say teachers are available to discuss needs)
- Basic information flow (70% overall communication satisfaction)

Operational Strengths:

- Clear school rules (87% understand expectations)
- Flexible meeting times offered (64% after 6 PM option available)
- Multiple communication channels utilized
- Regular academic progress updates

Priority Problem Statements

Problem Statement 1: After a review of the 2024 Nevada School Performance Framework Scoring our ACCESS/WIDA AGP, Galena scored a 4.1. This score qualifies us in the lowest percentile in this group.

Critical Root Cause 1: A critical gap exists in our English Language Learner support system due to the elimination of our ELL teaching position and limited professional development resources over the past five years. This has created significant instructional challenges for both students and staff.

Problem Statement 1 Areas: Student Success

Problem Statement 2: In the post-pandemic educational landscape, we have observed a significant decline in teacher participation rates for professional development opportunities.

Critical Root Cause 2: Teacher burnout is the critical root cause of declining professional development participation, stemming from increased workload, emotional exhaustion, and pandemic-related adaptations. This burnout, combined with intensified time constraints and shifted priorities, has created a cycle that significantly impacts teachers' capacity and motivation for professional growth opportunities.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Despite strong overall student connectedness at Galena High School, there are notable gaps in student support and engagement. Key challenges include: only 60% of students feel understood by teachers, 63% see real-world connections in their learning, and significant safety concerns with 63% feeling safe in restrooms and 46% experiencing verbal harassment.

Critical Root Cause 3: Stems from a systemic misalignment between student needs and current school structures, in three areas: student-teacher relationships, real-world engagement, and safety concerns. This misalignment suggests the need for a comprehensive system redesign focusing on relationship-building, engaging instruction, and proactive safety measures.

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
  - ACT, Nevada School Performance Framework Scoring
- Comprehensive, Targeted, and/or Additional Targeted Support data

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
- Male/Female
- Special education
- At-risk
- EL
- Career and Technical Education (CTE)
- STEM/STEAM
- Section 504 data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)
- Dual credit

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Annual dropout rate data
- Attendance data
- Social Emotional Learning
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

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
- Evaluation(s) of professional development implementation and impact
- Teacher evaluation
- Administrator evaluation

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Master schedule
- Course offerings
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity building resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Student Success

Aligns with District Priority

Annual Performance Objective 1: By the end of the 2024-2026 school year, Galena High School will increase the percentage of ELL students demonstrating positive growth across all four language domains (Listening, Speaking, Reading, and Writing) from the current average of 42% to 50% of students, with a specific focus on:

Increasing the average Listening growth from -0.4 to +0.0
Increasing the average Reading growth from -0.3 to +0.0
Moving 10% of students currently at the "Developing" level (Level 3) to "Expanding" level (Level 4)

Evaluation Data Sources: State reporting, WIDA Testing

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: PLC's	**Status Check**		
Action Steps	**Jan**	**Apr**	**June**
Targeted Listening Intervention			
Implement structured academic listening activities across content areas Provide professional development for content teachers on academic listening strategies Create opportunities for authentic listening experiences through academic discourse			
Reading Achievement Focus			
Establish dedicated time for academic reading in content areas Implement vocabulary building strategies across disciplines			
Progress Monitoring			
Conduct quarterly assessments using WIDA-aligned rubrics Track individual student progress through language development portfolios Analyze data during Professional Learning Communities (PLCs)			

Success Metrics

Student work samples demonstrating language development
Increased student participation in academic discussions
End-of-year WIDA ACCESS scores

Support Structures

Monthly collaborative planning time for ELL and content teachers
Monthly data analysis meetings
Professional development focused on academic language development
Parent engagement workshops to support language development at home (District)

Formative Measures: Walk through data, WIDA testing, PLC Logs

Position Responsible: EL Monitor, EL District Monitor, PD Team (1-3 members)

Student Groups This Strategy Targets:
FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk
 - **Evidence Level:**
Moderate

Problem Statements/Critical Root Causes: Student Success 1
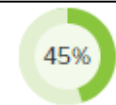
45%

Annual Performance Objective 1 Problem Statements:

Student Success
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Goal 2: Adult Learning Culture
    Aligns with District Priority

Annual Performance Objective 1: By June 2025, Galena High School will reduce the percentage of students in the chronic absenteeism category (>10% absences) from 11.4% to 7% or less, and decrease the percentage of students approaching chronic absenteeism (7-9.99%) from 20% to 15% or less, through implementation of a multi-tiered attendance intervention system.
Measurable Benchmarks

Quarter 1 (October 2024):

Reduce chronic absenteeism to 10%
Reduce approaching chronic to 18%

Quarter 2 (December 2024):

Reduce chronic absenteeism to 9%
Reduce approaching chronic to 17%

Quarter 3 (March 2025):

Reduce chronic absenteeism to 8%
Reduce approaching chronic to 16%

Quarter 4 (June 2025):

Achieve final targets of 7% and 15% respectively

    Evaluation Data Sources: State reporting, BIG Data, IC

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Family Engagement	Status Check		
Action Steps Tier 1	**Jan**	**Apr**	**June**
	30%		

Attendance Monitoring System

Daily attendance tracking
Weekly attendance reports
Monthly data analysis

Communication Strategy

Automated calls for all absences
Weekly attendance updates to families
Positive attendance recognition program

Tier 2

For Students Approaching Chronic Absenteeism (7-9.99%):

Individual student attendance contracts
Parent/guardian conferences
Mentor assignment - Counselors
Weekly progress monitoring - Attendance Clerk and Truancy Officer

Tier 3

For Chronically Absent Students (>10%):

Comprehensive attendance improvement plans
Case management
Home visits

Progress Monitoring

Bi-Weekly:

Review individual student attendance data
Track intervention effectiveness
Monitor tardy patterns

Monthly:

Review intervention success rates
Adjust strategies as needed

Quarterly:

Comprehensive data analysis
Benchmark progress review
Stakeholder updates

Resource Allocation

Personnel:

Attendance team coordinator
Grade-level attendance monitors
Family engagement specialist

Systems:

Attendance tracking software - BIG and IC
Communication platforms
Data analysis tools

Parent University: Host monthly "Parent University" sessions to empower families with insights into the curriculum, effective study strategies, and ways to support student attendance and engagement. These sessions would cover topics like "Supporting Student Attendance," "Understanding the Path to College," and "Engaging in Learning from Home." Parent University also serves as an opportunity for parents to collaborate with teachers, share feedback, and build a strong partnership with the school.

Professional Learning Communities (PLCs) with Focus on Teacher Clarity: Establish focused PLCs where teachers can collaborate to enhance lesson clarity, setting clear learning targets and assessment criteria that students can easily understand. These PLCs will involve lesson planning, peer review, and collective data analysis to improve instructional practices and boost student outcomes.

Ongoing Professional Development: Provide regular workshops on effective communication and clarity in teaching, including techniques like setting success criteria and delivering structured feedback. These sessions would build teacher capacity, making learning objectives transparent and engaging, ensuring every student can track their progress.

By fostering a culture of adult learning through these initiatives, Galena High School aims to support effective, transparent instruction that benefits teachers, students, and families alike.

Formative Measures: BIG Data, IC Report, Shared Excel spread sheet.

Position Responsible: Attendance committee - Counselor, Attendance Officer, Re-engagement specialist, Dean of student relations, Parent engagement specialist, Attendance clerk

Student Groups This Strategy Targets:
FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk
 - Evidence Level:
Strong
Problem Statements/Critical Root Causes: Adult Learning Culture 1

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: In the post-pandemic educational landscape, we have observed a significant decline in teacher participation rates for professional development opportunities. **Critical Root Cause**: Teacher burnout is the critical root cause of declining professional development participation, stemming from increased workload, emotional exhaustion, and pandemic-related adaptations. This burnout, combined with intensified time constraints and shifted priorities, has created a cycle that significantly impacts teachers' capacity and motivation for professional growth opportunities.

Goal 3: Connectedness

Aligns with District Priority

Annual Performance Objective 1: Foster a culture of connectedness where all students, staff, and families feel valued, supported, and engaged within the Galena community. 26% Parent Involvement Based on 2023-2024 Climate Survey with the goal of 35% in 2024-2025.

Evaluation Data Sources: EDS Goes Here

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Family Engagement	**Status Check**		
Strategies to Achieve This Goal:	**Jan**	**Apr**	**June**
	N/A		

Strategies to Achieve This Goal:

School-Wide Mentorship Program: Launch a peer mentorship at Galena to increase service to our 12% at risk student population. At risk student services will be increased from 81% to 90%. Mentors and Family Graduation Advocates would provide academic support, introduce new students to extracurricular activities, Passion classes, and encourage participation in school events to build a strong sense of belonging.

Monthly "Galena Community Circles": Host monthly circles for students, teachers, and staff to come together and discuss important topics like mental health, school culture, and community service. These gatherings would encourage open communication, provide a safe space for students to share their experiences, and strengthen connections across grade levels and groups. Increase Parent U meetings from 2 to affect greater participation than 31 parents and 25 students.

Family Engagement Events: Hold regular family nights that include activities like "Grizzly Game Night," parent workshops, and open houses to increase parent involvement and create positive family connections within the school community. These events would allow families to connect with staff and each other, enhancing school support systems. Increase "School Fit" Category from 37% from previous climate survey.

Recognition and Celebration of Success: Create a recognition program to celebrate student and staff achievements, both academic and extracurricular, through assemblies, newsletters, and social media. Celebrating successes, big and small, reinforces the value of each member's contribution to the Galena community. This will increase "Supportive Place" category that generated 55% in the latest Parent Climate Survey.

Through these initiatives, Galena High School will build a welcoming and supportive environment, helping students and families feel deeply connected to the school. This will better our 58% Family Efficacy category based on previous Parent Climate Survey Data.

Formative Measures: 2023- 2024 Parent and Student Climate Survey Data
State Reporting
PTO QR Data and Involvement
Position Responsible: Counseling Services
Family Graduation Advocate
Attendance Officer

Student Groups This Strategy Targets:
FRL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent
 - **Evidence Level:**
Strong
Problem Statements/Critical Root Causes: Connectedness 1

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Annual Performance Objective 1 Problem Statements:

Connectedness
Problem Statement 1: Despite strong overall student connectedness at Galena High School, there are notable gaps in student support and engagement. Key challenges include: only 60% of students feel understood by teachers, 63% see real-world connections in their learning, and significant safety concerns with 63% feeling safe in restrooms and 46% experiencing verbal harassment. **Critical Root Cause**: Stems from a systemic misalignment between student needs and current school structures, in three areas: student-teacher relationships, real-world engagement, and safety concerns. This misalignment suggests the need for a comprehensive system redesign focusing on relationship-building, engaging instruction, and proactive safety measures.