

**Washoe County School District**

**North Valleys High School**

**2024-2025 School Performance Plan**

**Classification: 2 Star School**

**Distinction Designations:**

TSI

TSI

# 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/north\\_valleys\\_high\\_school/2024](https://nevadareportcard.nv.gov/DI/nv/washoe/north_valleys_high_school/2024)

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# Comprehensive Needs Assessment

## Student Success

### Student Success Summary

Our high school is committed to fostering student success by embracing our four pillars: taking care of each other, setting high expectations, connecting students to school, and ensuring that growth is a constant pursuit. By creating a supportive environment where students feel valued and challenged, we empower them to achieve academic excellence and personal development. Through meaningful connections and a focus on continuous growth, we prepare our students to thrive in their future endeavors, knowing that if they are not growing, they are not going anywhere.

### Student Success Strengths

- Students feeling that they can build relationships and feeling safe on campus has stayed consistent and shown an improvement in many areas including:
  1. Adult Support
  2. SEL: Relationship Skills
  3. Attitudes towards substance abuse
  4. Responsible Decision making
  5. SEL: Self-awareness of Emotions
- 11th Grade Combined Core Credit Attainment improved from 45% to 52% from the 2022-2023 school year to the 2023-2024 school year.
- 318 students taking concurrent enrollment dual credit (with 623 total enrollments)

### Problem Statements Identifying Student Success Needs

**Problem Statement 1 (Prioritized):** 10th Grade Combined Core Credit Attainment decreased from 46% in the 2022-23 school year to 37% in the 2023-24 school year. There were notable decreases in multiple groups including: Hispanic students, African American students, white students, Pacific Islander students, FRL students, and CIT students.

**Critical Root Cause:** A combination of increased academic challenges including the addition of a core credit (social studies), increasing freedoms (driver's license), stress of remediation courses, language barriers, and a noticeable rise in student apathy. This growing disengagement, coupled with external stressors, has significantly impacted student performance and overall credit attainment.

# Adult Learning Culture

## Adult Learning Culture Summary

One of the pillars at North Valleys High School is "If you are not growing anywhere, you are not going anywhere." Under that premise, staff at North Valleys High School works to ensure that they are growing professionally to positively affect outcomes for students. This includes book studies for department leaders and front office staff, dedicated PLC time, and connecting with instructional leaders on campus such as our EL Facilitator as well as using Elevate strategies in the classroom. Adult learning culture will be focused on the third pillar at North Valleys High School which is "connecting students to school." The focus of the school year will be around Standard 3C of the teacher rubric and engaging students in learning.

## Adult Learning Culture Strengths

- Effective use of PLC time
- Refocus on engaging school wide SEL instruction (especially during Seminar)
- Collaboration within departments on grading best practices.
- Use of on-campus EL Facilitator
- Monthly Engagement Hub

## Problem Statements Identifying Adult Learning Culture Needs

**Problem Statement 1 (Prioritized):** Staff is concerned that students are less engaged in the classroom and uninterested in learning.

**Critical Root Cause:** Student engagement in classrooms has dropped as a result of various factors including chronic absenteeism, phone usage, etc. When students get behind, they tend to become disengaged with school, which leads to negative outcomes.

# Connectedness

## Connectedness Summary

North Valleys High School is working to connect students to school. The four pillars of North Valleys High School are: 1. Taking Care of Each Other, 2. Setting High Expectations, 3. Connect Students to School, and 4. If You Are Not Growing Anywhere, You Are Not Going Anywhere. Those four pillars are the guiding posts by which staff is expected to make decisions in support of our students. North Valleys has an active student voice group on campus allowing students a safe place to express their desired outcomes at school. Additionally, the school has many active activities, clubs, and athletic teams on campus to connect students to school and get them engaged and wanting to be in our building. By increasing the connection to school, the hope is that students will attend classes more consistently and improve the chronic absenteeism rate at the school.

## Connectedness Strengths

- Dedicated school wide and grade specific SEL instruction
- School wide effort to provide majority school communications in English and Spanish
- Variety of clubs, activities, supports offered at lunch and after school
- School emphasis on Pillar #3 "Connect Students to School"
- Active Student Voice Group on Campus: Students made multiple recommendations to school for improvements.
- 20% increase in School Fit on Parent Climate Survey Data

## Problem Statements Identifying Connectedness Needs

**Problem Statement 1 (Prioritized):** 39.42% of students during the 2023-2024 school year were chronically absent. Those rates were elevated amongst the following groups: American Indian students, Hispanic students, Pacific Islander students, free and reduced lunch students, IEP students, and EL students.

**Critical Root Cause:** Only 53% of students believe that they have the self-management of schoolwork skills necessary to succeed. Additionally, the negative impacts of social media, other duties at home that lead to less focus on school, and less adherence to SEL practice implementation in student life all can negatively affect attendance. Student's access to educational resources led to gaps in foundational knowledge.

# Stakeholder Engagement

## Stakeholder Engagement Strengths

- Family Climate Survey Data shows a 12% increase in meaningful communication with the school.
- Families and students attended Freshman Open Building Days
- United Federal Credit Union school partnership
- Working with local businesses for donations and fundraisers

# Priority Problem Statements

**Problem Statement 1:** 10th Grade Combined Core Credit Attainment decreased from 46% in the 2022-23 school year to 37% in the 2023-24 school year. There were notable decreases in multiple groups including: Hispanic students, African American students, white students, Pacific Islander students, FRL students, and CIT students.

**Critical Root Cause 1:** A combination of increased academic challenges including the addition of a core credit (social studies), increasing freedoms (driver's license), stress of remediation courses, language barriers, and a noticeable rise in student apathy. This growing disengagement, coupled with external stressors, has significantly impacted student performance and overall credit attainment.

**Problem Statement 1 Areas:** Student Success

**Problem Statement 2:** Staff is concerned that students are less engaged in the classroom and uninterested in learning.

**Critical Root Cause 2:** Student engagement in classrooms has dropped as a result of various factors including chronic absenteeism, phone usage, etc. When students get behind, they tend to become disengaged with school, which leads to negative outcomes.

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

**Problem Statement 3:** 39.42% of students during the 2023-2024 school year were chronically absent. Those rates were elevated amongst the following groups: American Indian students, Hispanic students, Pacific Islander students, free and reduced lunch students, IEP students, and EL students.

**Critical Root Cause 3:** Only 53% of students believe that they have the self-management of schoolwork skills necessary to succeed. Additionally, the negative impacts of social media, other duties at home that lead to less focus on school, and less adherence to SEL practice implementation in student life all can negatively affect attendance. Student's access to educational resources led to gaps in foundational knowledge.

**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

## **Student Data: Assessments**

- Student failure and/or retention rates
- Local benchmark or common assessments data

## **Student Data: Student Groups**

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- At-risk
- EL
- Foster

## **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- Social Emotional Learning
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends
- School safety data

## **Employee Data**

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- Teacher/Student Ratio
- School department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

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

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

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

- Organizational structure data
- Master schedule
- Course offerings
- Capacity building resources data
- Study of best practices




# Goals





## Goal 1: Student Success

Aligns with District Priority

**Annual Performance Objective 1:** North Valleys High school will increase the 10th Grade Combined Core Credit Attainment from 37% to 40% during the 2024-2025 school year and see an increase for FRL students.

**Evaluation Data Sources:** WCSD 10th Grade Credit Attainment Document

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1:</b> Core Knowledge Curriculum  Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school. ( <a href="https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc_dropout_092617.pdf#page=35">https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc_dropout_092617.pdf#page=35</a> - Recommendation #3)  1. Access student engagement in curriculum through peer-observation process. 2. Collect walk-through data during seminar classes on student engagement. 3. Discuss observation and walk-through data in administration meeting and department leader meetings. 4. Identify areas of growth for students and teachers.  <b>Formative Measures:</b> - Dual Enrollment Numbers for incoming Juniors - Progress Reports/Semester Grade Reports - Walk Through Data from Seminar on Student Engagement - Establishment of liaison between school and TMCC/UNR  <b>Position Responsible:</b> Principal  <b>Student Groups This Strategy Targets:</b> FRL, EL, At Risk - <b>Evidence Level:</b> Has Rationale  <b>Problem Statements/Critical Root Causes:</b> Student Success 1	Status Check		
	Jan	Apr	June
			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

## Annual Performance Objective 1 Problem Statements:






### Student Success

**Problem Statement 1:** 10th Grade Combined Core Credit Attainment decreased from 46% in the 2022-23 school year to 37% in the 2023-24 school year. There were notable decreases in multiple groups including: Hispanic students, African American students, white students, Pacific Islander students, FRL students, and CIT students. **Critical Root Cause:** A combination of increased academic challenges including the addition of a core credit (social studies), increasing freedoms (driver's license), stress of remediation courses, language barriers, and a noticeable rise in student apathy. This growing disengagement, coupled with external stressors, has significantly impacted student performance and overall credit attainment.

Goal 2: Adult Learning Culture  
Aligns with District Priority

Annual Performance Objective 1: Student climate survey data will show in increase in the area of student engagement during the 2024-2025 school year.

Evaluation Data Sources: - Student Climate Survey

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1:</b> Professional Learning Communities(PLCs) (Level 2 Moderate)  1. Within PLC meeting, teachers will collaborate to define clear learning intentions for daily lessons across all subject areas, aligned with curriculum standards and student needs. 2. Lesson plans will identify formative assessments that will be used to inform and adjust instruction. 3. Implement peer observation and feedback protocols and share observation takeaways during PLC meetings to promote continuous improvement.  <b>Formative Measures:</b> - PLC agendas - Lesson plans - Peer Observation Data <b>Position Responsible:</b> Department Leaders  <b>Student Groups This Strategy Targets:</b> EL, Students with Disabilities, Chronically Absent <b>- Evidence Level:</b> Moderate <b>Problem Statements/Critical Root Causes:</b> Adult Learning Culture 1	Status Check		
	Jan	Apr	June
			
<div><div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div></div>			


Annual Performance Objective 1 Problem Statements:

Adult Learning Culture
<b>Problem Statement 1:</b> Staff is concerned that students are less engaged in the classroom and uninterested in learning. <b>Critical Root Cause:</b> Student engagement in classrooms has dropped as a result of various factors including chronic absenteeism, phone usage, etc. When students get behind, they tend to become disengaged with school, which leads to negative outcomes.

Goal 3: Connectedness  
Aligns with District Priority

Annual Performance Objective 1: North Valleys High School will decrease the chronic absenteeism rate from 39.42% to 35% during the 2024-2025 school year.

Evaluation Data Sources: - BIG Data on Chronic Absenteeism

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1:</b> Family Engagement  1. Celebrate achievements related to improved attendance through PBIS and communication of these achievement home. 2. Collaborate with families to develop individualized attendance plans for students at risk of chronic absenteeism through student support office. 3. Form attendance team to coordinate efforts to develop individualized attendance contracts/agreements and whole school systems during bi-weekly attendance reviews. 4. Conduct home visits for students who are at risk of chronic absenteeism.  <b>Formative Measures:</b> - Attendance records - Event Attendance - Attendance Contracts/Agreements <b>Position Responsible:</b> Assistant Principal over Attendance  <b>Student Groups This Strategy Targets:</b> Chronically Absent - <b>Evidence Level:</b> Promising <b>Problem Statements/Critical Root Causes:</b> Connectedness 1	Status Check		
	Jan	Apr	June
			
<div><div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div></div>			

Annual Performance Objective 1 Problem Statements:

Connectedness
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