Washoe County School District

Spanish Springs High School

2024-2025 School Performance Plan

Classification: 3 Star School

Distinction Designations:
TSI

Mission Statement

Through academic rigor and support, all students will have opportunities to optimize their potential for growth and to be college and career ready upon graduation.

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/spanish_springs_high_school/2024

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Comprehensive Needs Assessment

Student Success

Student Success Summary

When compared to the state and Washoe county, Spanish Spring High School students are statistically less credit deficient. For the 2023-2024 school year. 13.7% of 9th grade students at SSHS are credit deficient, compared to 19.1% of 9th graders in the State of Nevada and 18.5% in Washoe County. 12.1% of 10th grade students at SSHS are credit deficient, compared to 20.8% of 10th graders in the State of Nevada and 24% in Washoe County 14.9% of 11th grade students at SSHS are credit deficient, compared to 19.3% of 11th graders in the State of Nevada and 23.5% in Washoe County. 13.7% of 12th grade students at SSHS are credit deficient, compared to 11.5% of 12th graders in the State of Nevada and 13.8% in Washoe County

Student Success Strengths

According to the WCSD Graduation Potential 2.0 report ran in Big, we currently, we have 77.8% of seniors on track to graduate in comparison to 70.7% in September 2024 and 69.3% in September 2023. Our student attendance has improved over the past three years. I the 2021-2022 school year, we had 32% of student that were absent 90% of the year or more. In the 2022-2023 school year the number of students absent 90% or more decreased to 27%, and in 2023-2024 26% of students were absent 90% or more.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): According to the NDE Nevada Report Card, graduation rate for the 2021-22 school year was 85.4%, in 2022-2023 the graduation rate decreased to 79.8% and in 2023-2024 graduation rates were 82.7%. In 2023, 9th grade core credit attainment was at 77%, while only 73% of 10th graders had attained core credits.   **Critical Root Cause:** Root causes contributing to our graduation rates declining are as follows: 1) A decrease in core credit attainment. 2) Lack of differentiated teaching strategies; not reaching all students. 3) Special Education and ELL populations being well below the school percentile. 4) Not having enough capacity to support the social and emotional needs of our student body. 5) Low level of student engagement

Adult Learning Culture

Adult Learning Culture Summary

According to the 2022-2023 school profile, climate survey participant most teachers agreed that they work within a collaborative team rather than in isolation and have a clear vision of what they want their students to learn. This includes sharing lessons, teaching strategies, material and results with each other. Therefore, most teachers feel confident in making instructional decisions based on common student data/student work discussed in PLCs. Furthermore, most teachers agree looking at common student data/student work helps them plan and determine where they need to adjust their tier 1, 2 and 3 instruction.

Adult Learning Culture Strengths

Teachers regularly meet and engage in professional learning committees. According to the 2023-2024 Staff Climate and Safety Survey, 81% agree there is a sense of teamwork among all school staff. 98% of staff report they are proud to work at this school.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Utilizing the Seven Stages of Professional Learning Teams, PLCs are functioning at various stages, and are not consistently looking at students data. Based on administrative observation, using the teacher clarity model, most teachers have essential questions but do not have daily learning targets. **Critical Root Cause:** * Teaching staff have not been trained in the Teacher Clarity model *The district moved from a weekly PLC model to a bi-weekly PLC model *Lack of PLC process training from a leadership standpoint

Connectedness

Connectedness Summary

According to the 23-24 Student Climate Survey, 70% of students feel like they are a part of the school and 73% of students are happy to be at this school. 32% of our student population participates in at least one activity, club, and/or athletics.

Connectedness Strengths

Our Chronic Absenteeism rates dropped to pre-pandemic levels in the 2023-2024 school year. Currently, for 2024-2025 school year our Chronic Absenteeism rate is 20.89%. We can see a consistent decrease in chronic absenteeism over the past three years.

2021-2022 29.47%

2022-2023 25.21%

2023-2024 23.55%

We attribute this decrease to a dedicated SEL team that collaborates on and creates grade level, school-wide lessons that are taught once per week in our Enrichment classes. Furthermore, our staff creates meaningful relationships with our students. We also have a high rate of student participation in clubs and activities, with approximately 32% of our student population participating in at least one activity, club, and/or athletics. Our administrative team regularly gathers the intervention team to meet individually with parents and students that are, or are approaching, chronic absenteeism to put interventions in place.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): While we continue to decrease chronic absenteeism, 1 out of 5 students are missing 10% or more of their classes, which leads to less credit attainment and overall less success in high school. **Critical Root Cause:** *Attendance policies have changed since the pandemic *31.52% of chronically absent students are 12th graders (Seniors) *18.69% of chronically absent students are 11th graders (Juniors) *15.89% of chronically absent students are 10th graders (Sophomores) *17.70% of chronically absent students are 9th graders (Freshmen) *Prior to high school, grade promotion has little accountability

Priority Problem Statements

Problem Statement 1: According to the NDE Nevada Report Card, graduation rate for the 2021-22 school year was 85.4%, in 2022-2023 the graduation rate decreased to 79.8% and in 2023-2024 graduation rates were 82.7%. In 2023, 9th grade core credit attainment was at 77%, while only 73% of 10th graders had attained core credits.

Critical Root Cause 1: Root causes contributing to our graduation rates declining are as follows: 1) A decrease in core credit attainment. 2) Lack of differentiated teaching strategies; not reaching all students. 3) Special Education and ELL populations being well below the school percentile. 4) Not having enough capacity to support the social and emotional needs of our student body. 5) Low level of student engagement

Problem Statement 1 Areas: Student Success

Problem Statement 2: Utilizing the Seven Stages of Professional Learning Teams, PLCs are functioning at various stages, and are not consistently looking at students data. Based on administrative observation, using the teacher clarity model, most teachers have essential questions but do not have daily learning targets.

Critical Root Cause 2: * Teaching staff have not been trained in the Teacher Clarity model *The district moved from a weekly PLC model to a bi-weekly PLC model *Lack of PLC process training from a leadership standpoint

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: While we continue to decrease chronic absenteeism, 1 out of 5 students are missing 10% or more of their classes, which leads to less credit attainment and overall less success in high school.

Critical Root Cause 3: *Attendance policies have changed since the pandemic *31.52% of chronically absent students are 12th graders (Seniors) *18.69% of chronically absent students are 11th graders (Juniors) *15.89% of chronically absent students are 10th graders (Sophomores) *17.70% of chronically absent students are 9th graders (Freshmen) *Prior to high school, grade promotion has little accountability

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 - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews

Accountability Data

- State assessment performance report
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- Postsecondary college, and career ready graduates
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT, ACT, PSAT or ASPIRE

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- At-risk
- EL
- Career and Technical Education (CTE)
- Section 504 data
- Homeless data
- Foster
- Gifted and talented data
- 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
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- School leadership data
- School department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- Teacher retention
- Teacher evaluation
- Administrator evaluation

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Community surveys and/or other feedback
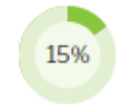- Volunteer opportunities, attendance, and participation

Support Systems and Other Data

- Organizational structure data
- Master schedule
- Course offerings

Goals

Goal 1: Student Success

    Aligns with District Priority

Annual Performance Objective 1: By the end of the 24-25 school year, Spanish Springs High School will increase graduation rate to 85% or greater, which is an improvement from 83% in 23-24 school year. This will be done through a focus on credit attainment and credit recovery in all grades while working to close the achievement gap in core classes with our EL and IEP students.

    Evaluation Data Sources: BIG, IC

Improvement Strategy 1 Details		Status Checks		
Improvement Strategy 1: Family Graduate Advocate Cristina Avalos will work with her caseload of students identified through the Early Warning Indicator by meeting with the student's families to create a plan for students to be successful and engage in school.		**Status Check**		
		Jan	Apr	June

Action Steps:
- Generate FGA caseload based on students identified as high risk on the Early Warning System in BIG
-Create a system for FGA to meet with caseload at least bi-weekly.
 	
    Formative Measures: Early Warning Signs- BIG
    Position Responsible: Christina Avalos, Counselors
 	
    Student Groups This Strategy Targets:
    FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk
    - Evidence Level:
    Has Rationale
    Problem Statements/Critical Root Causes: Student Success 1
		15%		

Improvement Strategy 2 Details		Status Checks		
Improvement Strategy 2: Edgenuity credit recovery beginning the second semester of a student's freshman year.		Status Check		
Action Steps: -Identify students that have failed the first semester of a class to place in Edgenuity to recover credit -Review Edgenuity data at the end of each semester to find trends such as: students that aren't successful in Edgenuity, courses that students are more successful in than other (Ex. English vs math), etc. **Formative Measures:** Failure Rates of core content classes at the semester. **Position Responsible:** Wendy Hawkins, Tarin Myers/Counselors **Student Groups This Strategy Targets:** FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - **Evidence Level:** Has Rationale **Problem Statements/Critical Root Causes:** Student Success 1		**Jan**	**Apr**	**June**
		10%		

Improvement Strategy 3 Details		Status Checks		
Improvement Strategy 3: PBIS Individualized intervention meetings with guardians, student and intervention team to develop a plan for student to be successful that include PBIS incentives.		Status Check		
Action Steps: - Identify students with concerns in the areas of behavior, attendance, and/or grades that would benefit from an intervention meeting -Schedule intervention meetings with family to generate an individualized plan for the student -Offer PBIS rewards to students for meeting their goals and/or making progress towards their goals. **Formative Measures:** Plan progress monitoring **Position Responsible:** Breanne Gonzales and Tami Nichols **Evidence Level:** Strong **Problem Statements/Critical Root Causes:** Student Success 1		**Jan**	**Apr**	**June**
		20%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Annual Performance Objective 1 Problem Statements:

Student Success
Problem Statement 1: According to the NDE Nevada Report Card, graduation rate for the 2021-22 school year was 85.4%, in 2022-2023 the graduation rate decreased to 79.8% and in 2023-2024 graduation rates were 82.7%. In 2023, 9th grade core credit attainment was at 77%, while only 73% of 10th graders had attained core credits.   **Critical Root Cause**: Root causes contributing to our graduation rates declining are as follows: 1) A decrease in core credit attainment. 2) Lack of differentiated teaching strategies; not reaching all students. 3) Special Education and ELL populations being well below the school percentile. 4) Not having enough capacity to support the social and emotional needs of our student body. 5) Low level of student engagement

Goal 2: Adult Learning Culture
Aligns with District Priority

Annual Performance Objective 1: Classroom walk-throughs will indicate at least 75% of teachers consistently implement the four components of Teacher Clarity (Clarity of organization, clarity of explanation, clarity of examples and guided practice, clarity of assessment of student learning)

Evaluation Data Sources: Walk-through data

Improvement Strategy 1 Details		Status Checks		
Improvement Strategy 1: PLC's		**Status Check**		
Professional Development Administrators are attending the Teacher Clarity model sessions		**Jan**	**Apr**	**June**
Action Steps: -Administration attend the Teacher Clarity sessions -Administration begins developing a plan for professional development for the 25-26 school year roll out				
Formative Measures: Providing professional development to staff when appropriate				
Position Responsible: Sean Hall, Breanne Gonzales, Levi Stafford, Wendy Hawkins, Silvia Marin				
Student Groups This Strategy Targets: FRL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - **Evidence Level:** Moderate				
Problem Statements/Critical Root Causes: Adult Learning Culture 1				

Improvement Strategy 2 Details		Status Checks		
Improvement Strategy 2: PLC's		**Status Check**		
Administrators conduct walk throughs in teacher classrooms		**Jan**	**Apr**	**June**
Action Steps: -Administrators collect data on each component (Clarity of organization, clarity of explanation, clarity of examples and guided practice, clarity of assessment of student learning) to assist with the professional development design for the 25-26 school year training phase. **Formative Measures:** Analyzing teacher progress in administrative PLCs **Position Responsible:** Sean Hall, Wendy Hawkins, Levi Stafford, Sylvia Marin, Breanne Gonzales, Jake Metcalfe **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:** Adult Learning Culture 1				
Improvement Strategy 3 Details		Status Checks		
Improvement Strategy 3: PLC's		**Status Check**		
DL Training for Implementation of Teacher Clarity		**Jan**	**Apr**	**June**
Action steps: -During Department Leader meetings, begin introducing the concepts of the Teacher Clarity model to build a foundation for the 25-26 school year training phase. **Formative Measures:** Attending PLCs by administration to determine implementation. **Position Responsible:** Department Leads, Administration **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:** Adult Learning Culture 1				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: Utilizing the Seven Stages of Professional Learning Teams, PLCs are functioning at various stages, and are not consistently looking at students data. Based on administrative observation, using the teacher clarity model, most teachers have essential questions but do not have daily learning targets. **Critical Root Cause**: * Teaching staff have not been trained in the Teacher Clarity model *The district moved from a weekly PLC model to a bi-weekly PLC model *Lack of PLC process training from a leadership standpoint

Goal 3: Connectedness
> **Aligns with District Priority**

Annual Performance Objective 1: The percentage of students identified as chronically absent will decrease from 23.55% in the 23-24 school year to 19% for 24-25 school year.

> **Evaluation Data Sources:** BIG. IC

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Intervention Specialists - Teachers	**Status Check**		
	Jan	**Apr**	**June**
Action Steps: Hold individualized intervention meetings to discuss attendance, grades and barriers for access to school for students that are identified as struggling. **Formative Measures:** Bi-Weekly Attendance reports **Position Responsible:** Breanne Gonzales, Tami Nichols, Rachel Espin, Silvia Marin, Counselors **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:** Connectedness 1			
Improvement Strategy 2 Details	**Status Checks**		
Improvement Strategy 2: Attendance Monitors	**Status Check**		
	Jan	**Apr**	**June**
Action steps: - Place students that are chronically absent on attendance montiors **Formative Measures:** 20-Day, 45 day attendance monitors **Position Responsible:** Silvia Marin, Rachel Espin **Student Groups This Strategy Targets:** FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk **- Evidence Level:** Has Rationale **Problem Statements/Critical Root Causes:** Connectedness 1			

Improvement Strategy 3 Details	Status Checks		
Improvement Strategy 3: PBIS	**Status Check**		

Action Steps:
- Provide PBIS incentives for students that meet their attendance goal on a minimum bi-weekly basis.
 	
    Formative Measures: Achieved Individualized Intervention meetings plan goals
 	
    Position Responsible: Breanne Gonzales, Tami Nichols
 	
    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: Connectedness 1
	Jan	**Apr**	**June**

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

Annual Performance Objective 1 Problem Statements:

Connectedness
Problem Statement 1: While we continue to decrease chronic absenteeism, 1 out of 5 students are missing 10% or more of their classes, which leads to less credit attainment and overall less success in high school. **Critical Root Cause**: *Attendance policies have changed since the pandemic *31.52% of chronically absent students are 12th graders (Seniors) *18.69% of chronically absent students are 11th graders (Juniors) *15.89% of chronically absent students are 10th graders (Sophomores) *17.70% of chronically absent students are 9th graders (Freshmen) *Prior to high school, grade promotion has little accountability