

Washoe County School District

Sparks High School

2024-2025 School Performance Plan

Classification: 2 Star School

Distinction Designations:

Title I
TSI
Title I
TSI

Mission Statement

Sparks High School is a community that collaborates to ensure every student feels valued, respected, and supported in achieving their goals.

Vision

The Sparks High School community will take ownership in rigorous learning and growth through accountability, respect, and developing life skills for students’ future success by:

Committing to the PLC process, within and across disciplines, engaging in data driven decision making, and creating standards-based, engaging lessons.

Committing to ongoing staff professional growth; modeling lifelong learning.

Participating in collaborative partnerships with families and the community through home visits, two-way communication, and community events.

Cultivating a nurturing and dynamic school culture that encourages student involvement in school policies, clubs, organizations, and activities, and where students recognize their accountability for their contribution to our overall school culture.

Demographics & Performance Information

Nevada Report Card

https://nevadareportcard.nv.gov/DI/nv/washoe/sparks_high_school/2024

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Comprehensive Needs Assessment

Student Success

Student Success Summary

Areas for Growth:

- Increase daily attendance rates to ensure learners are engaged in instructional activities and participate in opportunities to improve academic and non-academic needs and interests.
- Reduce credit deficiency with particular emphasis on ninth grade core credit completion.

Student Success Strengths

Areas of Strength:

- Sparks High School has successfully cultivated a strong culture of inclusion, respect, and equity embedded with formal structures that foster opportunities for collaboration and goal-setting to support learners. Leaders model these attributes and implement and refine practices that shape and sustain the desired school culture. The relationships between the students and staff have led to increased achievement, particularly for at-risk student groups. All stakeholders benefit from the bias-free environment of the school.
- Learners experience curriculum and instruction that emphasize the value of diverse cultures, backgrounds, and abilities.
- Learners have equitable opportunities to realize their learning potential.
- Learners are immersed in an environment that promotes and respects student voice and responsibility for their learning.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Students are failing courses and not attaining the needed credits to graduate. More students continue to require online alternate education classes than we have seen in the past.

Critical Root Cause: We continue to have a high rate of students with chronic attendance problems and a lower rate of engagement in the classroom than we would like to see. Students who are not attending regularly are having difficulty keeping up with the material and lack high levels of engagement in the classroom.

Adult Learning Culture

Adult Learning Culture Summary

Areas for growth:

- Professional staff members occasionally select and integrate digital resources that add value to the learning process or encourage learners' active engagement in the learning process. Digital resources sometimes support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity
- Leaders occasionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, sometimes engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in some learning opportunities for professional staff members to implement action research.
- Understanding learners' needs and interests does not always drive the design, delivery, application, and evaluation of professional learning.

Per our 23-24 Student Culture Survey, the questions pertaining to Adult Respect (76% favorable) and Adult Support (73% favorable) both had lower favorable response rates than the year before. Although this remains above the district high school average, we believe we should, and can have a better outcome in 24-25.

Adult Learning Culture Strengths

Areas of Strength:

- School leaders, staff, and community are committed to fostering a culture of respect, fairness, equity, and inclusion, and professional staff members embrace opportunities for collaboration in support of learners to further the mission of the school.
- PLC teams meet bi-weekly to review common formative assessment data and to identify strategies to adjust and improve instruction. These targeted efforts have led to achievement gap reductions, particularly for students with individualized education programs (IEPs).
- Multiple formal and informal leadership opportunities are embedded in school practices to build capacity and encourage potential. For example, department leaders collaborate on the master schedule, aspiring administrators participate in Dean for a Day, and teacher leaders develop new teacher training curricula. Additionally, teachers actively participate in decision-making through various committees such as the bell schedule committee, accreditation team, SPP team, Site Leadership Team, and scholarship committee. Continued involvement of all stakeholders in the school improvement process will further improve learning and achievement.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Although our adult learning culture is fairly strong, as a group, we need to improve skills in tier one instructions and student engagement in learning.

Critical Root Cause: We have a large staff who are all at many different levels of confidence and knowledge in their positions. Since 2020, we have had close to 50% of our long-time staff retire or leave the profession (or district) and have hired newer, less experienced staff who are not as aware of our students' needs and our school culture.

Connectedness

Connectedness Summary

Areas for Growth:

- We need to continue to improve our family response rate from the 93 (7% of our families) families that responded in 23-24.

From 23-24 Parent Climate Survey: Learning Behaviors: Families' perceptions of their child's learning-related behaviors remained static at a score of 50% favorable.

- From 22-23 Parent Climate Survey: Family Efficacy: How confident families are with regard to key parenting skills grew by 2% but still remains low at 61% favorable.
- From 23-24 Parent Climate Survey: School Fit Families' perceptions of how well a school matches their child's developmental needs grew by 8% over last year, but still remains low at 51% favorable.

On the 23-24 Parent Climate Survey all of the remaining categories saw improvement and our scores in these areas are all in the 81% - 85% favorable range. Still, we believe that growth in these areas continues to be important for our students' success.

Connectedness Strengths

Areas of Strength:

- Sparks High School leaders have successfully cultivated a strong culture of inclusion, respect, and equity embedded with formal structures that foster opportunities for collaboration and goal-setting to support learners. Leaders model these attributes and implement and refine practices that shape and sustain the desired school culture. The relationships between the students and staff have led to increased achievement, particularly for at-risk student groups. All stakeholders benefit from the bias-free environment of the school.

We were able to reach our goal of improving family response rate for our 23-24 Parent Climate Survey. We grew from 33 (less than 1%) families completing the survey to 93 (a little over 7%) families completing the survey.

Per our 23-24 Parent Climate Survey, most of our results have improved, in some areas dramatically, since last year. In the area of Learning Behaviors: Families' perceptions of their child's learning-related behaviors the results remained unchanged.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Family perceptions on the Parent Climate Survey appear less positive than they have been in the past.

Critical Root Cause: We had far fewer families complete our Climate Survey than in the past so the data may not actually be representative of the majority of our families.

Priority Problem Statements

Problem Statement 1: Students are failing courses and not attaining the needed credits to graduate. More students continue to require online alternate education classes than we have seen in the past.

Critical Root Cause 1: We continue to have a high rate of students with chronic attendance problems and a lower rate of engagement in the classroom than we would like to see. Students who are not attending regularly are having difficulty keeping up with the material and lack high levels of engagement in the classroom.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Although our adult learning culture is fairly strong, as a group, we need to improve skills in tier one instructions and student engagement in learning.

Critical Root Cause 2: We have a large staff who are all at many different levels of confidence and knowledge in their positions. Since 2020, we have had close to 50% of our long-time staff retire or leave the profession (or district) and have hired newer, less experienced staff who are not as aware of our students' needs and our school culture.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Family perceptions on the Parent Climate Survey appear less positive than they have been in the past.

Critical Root Cause 3: We had far fewer families complete our Climate Survey than in the past so the data may not actually be representative of the majority of our families.

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
- 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 - Formative and summative reviews

Accountability Data

- State assessment performance report
 - ACT, ACCESS, Science assessments

Student Data: Assessments

- State and federally required assessment information
- 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)
- Section 504 data
- Gifted and talented 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

- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends
- 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
- Teacher retention
- Teacher evaluation

Parent/Family/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Student Success:

Aligns with District Priority


Annual Performance Objective 1: Reduce chronic attendance issues and tardies and increase student engagement in the curriculum.

We will decrease our overall chronic absence numbers from 52.21% to 26.10%. Additionally, increase 9th grade core credit attainment from 47% to 57% and increase 10th grade core credit attainment from 47% to 57% .

Evaluation Data Sources: Attendance and credit attainment reports in BIG.

Summative Evaluation: Continue

Next Year's Recommendation: Complete quarterly monitoring on students on track to earn credits and graduate, beginning with the 9th graders.

| Improvement Strategy 1 Details | Status Checks | | |
|--|---|-----|------|
| Improvement Strategy 1: SEL and Relationship Building Evidence Level: Tier 2 - Moderate Evidence Action Steps: What steps do you need to take to implement this improvement strategy? * All staff focus on building strong, positive relationships with students and their families. * WIN (Intervention class) four days a week. (including SEL lessons and discussions, grade checks, team-building exercises, and time to complete class work and make up assessments). * Consistent and fair school and class expectations and policies. * Consistent and fair interventions for poor attendance and excessive tardies. * Student-centered, engaging lessons in all classrooms, including opportunities for learning how to engage in various levels of student to student interactions. * Safe, inclusive classroom environments. Formative Measures: Improvement will be measured by daily attendance rates and daily tardy rates for all grades and sub-categories, and by core credit attainment for 9th and 10th graders. We will also use the results of our Student Climate Survey. Position Responsible: All staff. 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 | Status Check | | |
| | Jan | Apr | June |
| |  | | |



No Progress



Accomplished



Continue/Modify



Discontinue

Annual Performance Objective 1 Problem Statements:

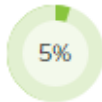
Student Success







Problem Statement 1: Students are failing courses and not attaining the needed credits to graduate. More students continue to require online alternate education classes than we have seen in the past. **Critical Root Cause:** We continue to have a high rate of students with chronic attendance problems and a lower rate of engagement in the classroom than we would like to see. Students who are not attending regularly are having difficulty keeping up with the material and lack high levels of engagement in the classroom.

Goal 2: Adult Learning Culture
Aligns with District Priority

Annual Performance Objective 1: Increase staff proficiency in engaging students in learning and in knowledge of our students' needs. We will improve student climate scores by at least 5% each of the following areas: Adult respect will grow from 76% favorable to at least 81% favorable; Adult Support will grow from 73% favorable to at least 78% favorable; Student Engagement will grow from 58% favorable to at least 63% favorable, and on the question about our district strategic plan, question 2 about knowing our students' strengths will grow from 78% favorable to at least 83% favorable and question 3 about knowing our students' needs will grow from 69% favorable to at least 74% favorable.

- Evaluation Data Sources:** 2024-2025 Student Climate Survey.
- Summative Evaluation:** Continue
- Next Year's Recommendation:** Try to base this goal on climate survey results AND other factors.

| Improvement Strategy 1 Details | Status Checks | | |
|---|---|-----|------|
| Improvement Strategy 1: PLC work Formative Measures: All admin will complete multiple observations per week and give feedback. All department leaders will participate in informal walkthroughs as a means to see where department members need support and guidance. Position Responsible: Admin and department leaders. 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 | Status Check | | |
| | Jan | Apr | June |
| |  | | |

| Improvement Strategy 2 Details | Status Checks | | |
|--|---|-----|------|
| Improvement Strategy 2: PLC Work Staff will begin our work on Teacher Clarity: Staff professional development on Teacher Clarity during our three staff PD days throughout the year and during our monthly prep period meetings. A shared understanding of best practices through the Teacher Clarity lens will be shared, practiced, and expected. Formative Measures: Admin walkthroughs using the Teacher Clarity Focus Walk Form. Analysis of data collected on the walkthroughs. Position Responsible: Admin 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 | Status Check | | |
| | Jan | Apr | June |
| |  | | |
| Improvement Strategy 3 Details | Status Checks | | |
| Improvement Strategy 3: PLC Work Fidelity to the PLC process Formative Measures: We will protect early release Wednesdays for collaborative team meetings in all curricular areas. There will be no other meeting scheduled and anyone leaving the building and not participating will need to take a half day absence. Position Responsible: Admin, all certified staff 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 | Status Check | | |
| | Jan | Apr | June |
| |  | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Annual Performance Objective 1 Problem Statements:

| Adult Learning Culture |
|--|
| Problem Statement 1: Although our adult learning culture is fairly strong, as a group, we need to improve skills in tier one instructions and student engagement in learning. Critical Root Cause: We have a large staff who are all at many different levels of confidence and knowledge in their positions. Since 2020, we have had close to 50% of our long-time staff retire or leave the profession (or district) and have hired newer, less experienced staff who are not as aware of our students' needs and our school culture. |

Goal 3: Connectedness

Aligns with District Priority






Annual Performance Objective 1: Increased positive contact with parents and increased opportunities to give us input on the School Climate Survey.

On the 23-24 Family Climate Survey we had only 93 responses on our parent climate survey. That is less than 7% of families for our student population. This year, we would like to see at least 125 responses from our families. That would be 10% of our families.

Evaluation Data Sources: We will compare the 23-24 survey results with the 24-25 survey results to see how many families have participated what the outcomes of the survey are.

Summative Evaluation: Continue/Modify

Next Year's Recommendation: We want to rely less on Parent Climate Surveys. We want to find a way to track family collaboration through creating a school-based survey that asks families to respond to specific questions about their experience with staff at our school, and if their needs were met.

| Improvement Strategy 1 Details | Status Checks | | |
|---|---|-----|------|
| Improvement Strategy 1: Parent Teacher Home Visits and SEL Frequent, positive two-way communication with families through PTHVP and SEL. Formative Measures: * Make better use of our school FACE, FGA, and CIS staff. * Participate in Parent Teacher Home Visit Project (PTHVP). * More positive contact with all families from all staff (calls, emails, postcards, texts, in person meetings). * Prep period information and training for staff. * Intentional inclusion of families in all aspects of the school. * increased focus on requesting that families complete the Parent Climate Survey. * Improved customer service in all office areas. Position Responsible: Admin, PTHVP Site Coordinator, all staff. 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 | Status Check | | |
| | Jan | Apr | June |
| |  | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | |

Annual Performance Objective 1 Problem Statements:

| |
|--|
| Connectedness |
| Problem Statement 1: Family perceptions on the Parent Climate Survey appear less positive than they have been in the past. Critical Root Cause: We had far fewer families complete our Climate Survey than in the past so the data may not actually be representative of the majority of our families. |






Goal 3: Connectedness

Annual Performance Objective 2: The percentage of students identified as chronically absent in the 24-25 school year will decrease by 50% when compared to the 23-24 percent identified as chronically absent. We will lower the chronic absence rate from 52.21 (2024) to 26.10 (2025).

Evaluation Data Sources: B.I.G attendance reports.

Summative Evaluation: Continue/Modify

Next Year's Recommendation: Create a plan to intentionally teach 9th and 10th grade students about attendance, academic success, and what actions need to be taken in order to be successful.

| Improvement Strategy 1 Details | Status Checks | | |
|--|---|-----|------|
| Improvement Strategy 1: Family Engagement We will work with families on understanding the importance of regular attendance and potential consequences of absenteeism. We will use various methods, such as: attendance meetings on site and at the home: quarterly newsletters: calls, emails, and post cards home; and social media. We will work individually with families of students who are higher risk of chronic absenteeism to create individualized plans. We will create and implement an incentive program for students who do attend regularly and who improve their attendance. Formative Measures: Attendance reports, event attendance, home visit data, individual attendance plans, student participation in clubs. Position Responsible: Admin, staff 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 | Status Check | | |
| | Jan | Apr | June |
| |  | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | |

Annual Performance Objective 2 Problem Statements:

| Connectedness |
|--|
| Problem Statement 1: Family perceptions on the Parent Climate Survey appear less positive than they have been in the past. Critical Root Cause: We had far fewer families complete our Climate Survey than in the past so the data may not actually be representative of the majority of our families. |

SHS SPP Team

| Team Role | Name | Position |
|----------------------------------|--------------------------|---|
| ESP | David Bolanos | bookkeeper |
| parent | Gregg Shugar | parent |
| Student Voice | Marvyn Vasquez Verduzco | student |
| Student Leadership/Student Voice | Blumi (Tianna) Blackwood | student |
| teacher | Michael Austria | EL Department Leader |
| teacher | Rafael Cerrillo-Neri | ELA teacher |
| teacher | Sheriden Johnson | Math teacher |
| teacher | Vanessa Medina | Social Studies teacher |
| CTE input | Kirk Anderson | Military Science teacher |
| Student Voice | Natalie Harmor | Math and Student Leadership teacher |
| Student Voice | Jourdan Rowbottom | Special Education teacher |
| teacher | Elsa David | Math teacher |
| teacher | Valerie Dominguez | Special Education Department Leader |
| counselor | RD (RandyIdeo) Gutual | Counsleor |
| teacher | Steve Kopald | Social Studies and WL Department Leader |
| administration | Joey Anglemire | Dean |
| administration | Robert Alesevich | Assistant Principal |
| administration | Dominic Green | Dean |
| administration | Rob Kittrell | Assistant Principal |
| administration | Nicholl Johnson | Assistant Principal |
| administration | CJ (Cynthia) Waddell | Principal |

Addendums

School English Learner Academic Achievement Plan

According to NRS 388.408, all schools who are rated in the lowest 30 percent of public schools in this State in the achievement of pupils who are English learners, shall adopt, submit to the Department (NDE) and publish on an Internet website maintained by the school a corrective action plan. This template is designed to help schools write a plan that satisfies NRS 388.408 and integrates into their School Performance Plan.

School Contact Information

School Year:

| | |
|-----------------------------|---|
| School Name: | Sparks High School |
| District: | Washoe County School District |
| Principal: | Cynthia Waddell |
| Principal email: | Cwaddell@washoeschools.net |
| EL Specialist: | Julie Henderson, Michael Austria |
| EL Specialist email: | Jhenderson@washoeschools.net MAustria@washoeschools.net |

Root Cause Analysis *When considering the achievement of the English learners at your school, your team might ask the following questions to better understand the underlying reasons why your English learners aren't seeing greater academic success.*

| | |
|------------------------|--|
| Student Success | <p>We have less than 1% of our multilingual students meeting college-ready standards on the ACT assessment in both ELA and math and this demonstrates a need for teachers and admin to have additional or deeper understanding around language acquisition and the explicit teaching of academic language and strategies across all content areas.</p> <p>A few of the areas that are root causes for our lower scores are: high chronic absence rates, a standardized exam that is only given in English, a need for our teachers to understand language acquisition and ways to differentiate learning for language learners, and our students are unable to access ELA and math curriculum due to undeveloped skills in English.</p> <p>ML students who are not attending school regularly have difficulty keeping up with materials and lacking high levels of engagement in the classroom.</p> <p>We have newcomer students who join us from all areas of the world at all times of the year and often must take the exams before their English skills are well-enough developed to score well on the exam, even though they may have the other academic skills needed.</p> |
|------------------------|--|

School English Learner Academic Achievement Plan

| | |
|---|---|
| <p><i>Adult Learning Culture</i></p> | <ul style="list-style-type: none"> We have a large staff and they are all at different levels of competence in their knowledge of language acquisition in their content areas, and we have had close to 50% turnover rate since 2020. Our less experienced staff are less aware of students' needs and our school culture, particularly for ML students. |
| <p><i>Connectedness</i></p> | <ul style="list-style-type: none"> In general we have had a very small amount of ML families engaged in the school climate survey which indicates a lack of school connectedness for those students and families. We did not have any EL Assistants during 23-24 school year which left us unable to support as many multilingual students in core content area classes |
| <p><i>English learner Achievement Root Cause Analysis Summary</i></p> | <p>Multilingual students are struggling to make connections to core content curriculum based on a variety of factors that include family connectedness, lower attendance rates, and lack of teacher tools to access high leverage language development strategies in their core content classes.</p> |
| <p><i>English Learner Achievement Problem Statement</i></p> | <p>We had 0 ML students reach the level of proficiency on the ACT in the 23-24 school year and this needs to increase in order to demonstrate student proficiency on grade level material.</p> |

ELA and Math goals, Objectives, Strategies, and Action Steps for English learners

A SMARTIE goal is a Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable performance target based on school data.

For compliance with NRS 388.408, goals must be *academic achievement goals, not language proficiency goals*. Please write at least two goals, one addressing mathematics, and one addressing ELA (which could be reading-focused).

Here is a sentence stem you can use: [By when] [our school] will [what] for [who/whom] by [how much]. Below are two examples of SMARTIE goals

| By When? | What? | Who/Whom? | How Much? |
|------------------------------|---|--|----------------|
| By the Spring MAP assessment | [our school] will increase average reading RIT scores | for English learners | by 3 points. |
| By the end of semester 2 | [our school] will increase accuracy on ACT practice questions | for ninth and tenth grade English learners | by 15 percent. |

Annual Performance Objectives (APOs)

For each goal, enter one or more one-year performance objectives that will support progress toward the long-term goal using the SMARTIE format.

Improvement Strategies

Identify evidence-based improvement strategies that address your problem statements and root causes and move you toward your APO/goal. Consider the following:

Action Steps

List the steps you need to take to implement each improvement strategy.

Position Responsible

Name the person(s), and their role, who will be responsible for managing this improvement strategy.

School English Learner Academic Achievement Plan

English Learner Achievement Plan Goals, Strategies, Action Steps and Persons Responsible

| | | |
|------------------------------------|---|--|
| SMARTIE Goal #1 | To increase the number of ML students reaching proficiency in Math on the ACT by 2% by the end of the 24-25 school year | |
| <i>Performance Objective</i> | <ul style="list-style-type: none"> We will increase credit attainment in Math for ML Learners by 10% at semester, as indicated by student grades, with a quarterly check of progress grades to increase by 5% We will increase the amount of high leverage language strategies being used in Math classes by 5% each month as indicated by the language learning walk notetaker. | |
| <i>Strategies for APO/Goal</i> | Professional learning, PLC group work, Staff trainings, connecting families with home visits | |
| <i>Action Steps for Strategies</i> | <ul style="list-style-type: none"> The EL Facilitator will provide staff-wide Professional Learning for high leverage language strategies that support the language development in core content classrooms The EL Facilitator will be working directly with Math PLC to work on language strategies that will help MLs be successful in math The EL Assistants will push in to math classes to support ML students in learning math concepts We will continue to grow the home visit program to increase ML students connectedness to school by including 4 math teachers and 4 EL teachers in the program We will increase the amount of multilingual families that attend the monthly Cup of Coffee family engagement meetings | |
| <i>Position Responsible</i> | EL Facilitator, EL Coordinator, EL Assistants, all site administrators, FACE Liaison, CIS staff, Family Graduation Advocate | |
| SMARTIE Goal #2 | To increase the number of ML students reaching proficiency in ELA on the ACT by 2% by the end of the 24-25 school year | |
| <i>Performance Objective</i> | <ul style="list-style-type: none"> We will increase credit attainment in ELA for ML Learners by 10% at semester, as indicated by student grades, with a quarterly check of progress grades to increase by 5% We will increase the amount of high leverage language strategies being used in ELA classes by 5% each month as indicated by the language learning walk notetaker. | |
| <i>Strategies for APO</i> | Professional learning, PLC group work, Staff trainings, connecting families with home visits | |
| <i>Action Steps for Strategies</i> | <ul style="list-style-type: none"> The EL Facilitator will provide staff-wide Professional Learning for high leverage language strategies that support the language development around literacy in core content classrooms for the staff The EL Facilitator will be working directly with ELA and Social Studies PLC's to work on language and literacy strategies that will help MLs The EL Assistants will push in to ELA and Social Studies classes to support ML students in learning literacy concepts | |

School English Learner Academic Achievement Plan

- We will continue to grow the home visit program to increase ML students connectedness to school by including 3 ELA teachers and 4 EL teachers in the program
- We will increase the amount of multilingual families that attend the monthly Cup of Coffee family engagement meetings

Position Responsible

EL Facilitator, EL Coordinator, EL Assistants, all site administrators, FACE Liaison, CIS staff, Family Graduation Advocate