

Washoe County School District
Sparks High School
2024-2025 Status Check

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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		
<p>Improvement Strategy 1: SEL and Relationship Building</p> <p>Evidence Level: Tier 2 - Moderate Evidence</p> <p>Action Steps: What steps do you need to take to implement this improvement strategy?</p> <ul style="list-style-type: none"> * 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. <p>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.</p> <p>Position Responsible: All staff.</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p>	Status Check		
	Jan	Apr	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

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		
<p>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.</p> <p>Formative Measures: Admin walkthroughs using the Teacher Clarity Focus Walk Form. Analysis of data collected on the walkthroughs.</p> <p>Position Responsible: Admin</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p>	Status Check		
	Jan	Apr	June
			
Improvement Strategy 3 Details	Status Checks		
<p>Improvement Strategy 3: PLC Work Fidelity to the PLC process</p> <p>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.</p> <p>Position Responsible: Admin, all certified staff</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p>	Status Check		
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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		
<p>Improvement Strategy 1: Parent Teacher Home Visits and SEL Frequent, positive two-way communication with families through PTHVP and SEL.</p> <p>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.</p> <p>Position Responsible: Admin, PTHVP Site Coordinator, all staff.</p> <p>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</p>	Status Check		
	Jan	Apr	June
			
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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		
<p>Improvement Strategy 1: Family Engagement</p> <p>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.</p> <p>We will work individually with families of students who are higher risk of chronic absenteeism to create individualized plans.</p> <p>We will create and implement an incentive program for students who do attend regularly and who improve their attendance.</p> <p>Formative Measures: Attendance reports, event attendance, home visit data, individual attendance plans, student participation in clubs.</p> <p>Position Responsible: Admin, staff</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p>	Status Check		
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