

**Washoe County School District**  
**Sparks High School**  
**2024-2025 School Performance Plan**

**Classification: 2 Star School**

**Distinction Designations:**

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.

## Value Statement

### Nevada Report Card

[https://nevadareportcard.nv.gov/DI/nv/washoe/sparks\\_high\\_school/2024](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

## 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.

Improvement Strategy 1 Details	Status Checks		
<p><b>Improvement Strategy 1:</b> 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?            * 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> <p><b>Formative Measures:</b> 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><b>Position Responsible:</b> All staff.</p> <p><b>Student Groups This Strategy Targets:</b>            FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk  <b>- Evidence Level:</b>            Moderate</p> <p><b>Problem Statements/Critical Root Causes:</b> Student Success 1</p>	Status Check		
	Jan	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

## Annual Performance Objective 1 Problem Statements:

Student Success
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<p><b>Problem Statement 1:</b> 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. <b>Critical Root Cause:</b> 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.</p>
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**Goal 2: Adult Learning Culture**

**Aligns with District Priority**


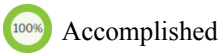
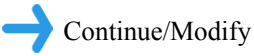

**Annual Performance Objective 1:** Increase staff proficiency in engaging students in learning and in knowledge of our students' needs.

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.

Improvement Strategy 1 Details	Status Checks		
<p><b>Improvement Strategy 1:</b> PLC work</p> <p><b>Formative Measures:</b> 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.</p> <p><b>Position Responsible:</b> Admin and department leaders.</p> <p><b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- <b>Evidence Level:</b> Moderate</p> <p><b>Problem Statements/Critical Root Causes:</b> Adult Learning Culture 1</p>	Status Check		
	Jan	Apr	June
Improvement Strategy 2 Details	Status Checks		
<p><b>Improvement Strategy 2:</b> PLC Work</p> <p>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><b>Formative Measures:</b> Admin walkthroughs using the Teacher Clarity Focus Walk Form. Analysis of data collected on the walkthroughs.</p> <p><b>Position Responsible:</b> Admin</p> <p><b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- <b>Evidence Level:</b> Moderate</p> <p><b>Problem Statements/Critical Root Causes:</b> Adult Learning Culture 1</p>	Status Check		
	Jan	Apr	June

Improvement Strategy 3 Details	Status Checks		
<b>Improvement Strategy 3: PLC Work</b> Fidelity to the PLC process <b>Formative Measures:</b> 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. <b>Position Responsible:</b> Admin, all certified staff  <b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk <b>- Evidence Level:</b> Moderate <b>Problem Statements/Critical Root Causes:</b> Adult Learning Culture 1	Status Check		
	Jan	Apr	June

**Annual Performance Objective 1 Problem Statements:**

<b>Adult Learning Culture</b>
<p><b>Problem Statement 1:</b> 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.  <b>Critical Root Cause:</b> 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.</p>





**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.

Improvement Strategy 1 Details	Status Checks		
<p><b>Improvement Strategy 1:</b> Parent Teacher Home Visits and SEL Frequent, positive two-way communication with families through PTHVP and SEL.</p> <p><b>Formative Measures:</b> * 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><b>Position Responsible:</b> Admin, PTHVP Site Coordinator, all staff.</p> <p><b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - <b>Evidence Level:</b> Strong</p> <p><b>Problem Statements/Critical Root Causes:</b> Connectedness 1</p>	Status Check		
	Jan	Apr	June

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue





**Annual Performance Objective 1 Problem Statements:**

Connectedness
<p><b>Problem Statement 1:</b> Family perceptions on the Parent Climate Survey appear less positive than they have been in the past. <b>Critical Root Cause:</b> 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.</p>

**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.

Improvement Strategy 1 Details	Status Checks		
<p><b>Improvement Strategy 1: Family Engagement</b></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><b>Formative Measures:</b> Attendance reports, event attendance, home visit data, individual attendance plans, student participation in clubs.  <b>Position Responsible:</b> Admin, staff</p> <p><b>Student Groups This Strategy Targets:</b>                      FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk                      - <b>Evidence Level:</b>                      Strong  <b>Problem Statements/Critical Root Causes:</b> Connectedness 1</p>	Status Check		
	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress                 </div> <div style="text-align: center;">  100% Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>			

**Annual Performance Objective 2 Problem Statements:**

Connectedness
<p><b>Problem Statement 1:</b> Family perceptions on the Parent Climate Survey appear less positive than they have been in the past. <b>Critical Root Cause:</b> 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.</p>

# 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