

Washoe County School District

Sparks High School

School Performance Plan: A Roadmap to Success

Sparks High School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: CJ (Cynthia) Waddell

School Website: <https://www.washoeschools.net/sparkshs>

Email: cwaddell@washoeschools.net

Phone: 775-353-5550

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on May 15, 2023

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
CJ (Cynthia) Waddell	Principal(s) (required)
Nicholl Johnson, Rob Kittrell, Robert Alesevich, Dana Robert, Amy Hinge	Other School Administrators
Elsa David, Valerie Dominguez, Dominic Green, Dolores Harper, Steve Kopald, Jose Piceno	Teachers
Gregg Shugar, David Bolanos	Paraprofessionals
Cindy Taylor, Yvana Majalca	Parents
Sam Friedmann, Jeremy Garcia, Sherlyn Guerro, Emigdio Soto, Melaney Marentes, Carter Kittrell, Diana Esquivel	Students
N.A.	Tribes/Tribal Orgs
N.A.	Specialized Instructional Support Personnel
RandyIdeo Gutual, Bill Fong	Counselor

School Demographics and Performance Information

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 [Sparks High School - Nevada Accountability Portal \(nv.gov\)](https://www.nv.gov/education/accountability-portal)



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> 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 and tenth-grade core credit completion.
<p>Problem Statement: Students are failing courses and not attaining the needed credits to graduate. More students are requiring online alternate education classes than we have seen in the past.</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> 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. 	



Student Success

School Goal: Reduce chronic attendance issues and tardies and increase student engagement in the curriculum. Specifically, we will decrease our overall chronic absence numbers from 54% to 44%. Additionally, we will increase 9th grade core credit attainment from 47% to 57% and 10th grade core credit attainment from 47% to 57%.

Formative Measures:

- Improvement will be measured by daily attendance rates and daily tardy rates for all grades and sub-categories, and by credit attainment for 9th and 10th graders.

Aligned to Nevada’s STIP

Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5

Improvement Strategy: 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.

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Staff professional development during prep period meetings and district PD days.
- New teacher mentor program.
- Attendance, tardy, and grade/academic data shared on a regular basis.
- Support of our Truancy Officer.
- Consistent tier 1 instruction.
- Admin and department leaders committed to consistent walk-throughs based on supporting teacher growth in engaging students in learning.
- Data.

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

Lead: *Who is responsible for implementing this strategy?*

Principal



- *Implementation Challenge:* Some teacher and student push back to proposed new policies and programs.
- *Potential Solution:* Including staff and students in the change process and asking for their ideas and opinions.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- General and Title 1 budget, if needed.

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners

- *Challenge:* Sometimes unable to fully access curriculum due to language level or understanding of our culture.
- *Support:* Co-taught core classes (ELA, Algebra, Geometry, Biology) and support classes for EL students who need them. A culture class for our new-comers. Pilot iReady program to collect and support student growth data.

Foster/Homeless:

- *Challenge:* Transportation difficulty, lack of technology to use at home, inability to pay for various activities and school necessities.
- *Support:* Requests for transportation services, bus passes, computers to check out to use at home, funds to help pay for school needs.

Free and Reduced Lunch:

- *Challenge:* Inability to pay for various activities and school necessities.
- *Support:* Funds to help pay for school needs.

Migrant:



- *Challenge:* NA
- *Support:* NA

Racial/Ethnic Groups:

- *Challenge:* No challenge anticipated.
- *Support:* Update during SPP Roadmap Development.

Students with IEPs:

- *Challenge:* Sometimes unable to fully access curriculum due to specific learning disabilities or physical disabilities.
- *Support:* Co-taught core classes (ELA, Algebra, Geometry, Biology) and support classes for students who need them. Special program: CLS, SIP, Strategies. Adult assistants and aids when needed. Pilot iReady program to collect and support student growth data.

Add other student groups as needed.

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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



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.

- members to implement action research.
- Understanding learners' needs and interests does not always drive the design, delivery, application, and evaluation of professional learning.

Problem Statement: 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 Causes of the Problem:

- 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.

Adult Learning Culture

School Goal: Increase staff proficiency in engaging students in learning and in knowledge of our students' needs. We will improve these scores by at least 5% each. Q1: Most of what I learn in school is interesting – 56% favorable. Q2: Time seems to pass quickly in my classes – 44% favorable. Q5: I feel like I am a part of this school – 70% favorable.

Formative Measures:

- We will measure growth in student engagement in learning and teacher knowledge of student need through student climate data outcomes. Specifically, we will look at student climate survey questions listed under Student Engagement.

Aligned to Nevada's STIP Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5

And STIP Goal 6



Improvement Strategy: PLC work

Evidence Level: Tier 2 - Moderate Evidence

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- 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.

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Time to complete walk-throughs.
- Staff professional development during prep period meetings and district PD days.
- New teacher mentor program.
- Staff professional library.
- Admin and department leaders committed to consistent walk-throughs based on supporting teacher growth in engaging students in learning.

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* Admin and DLs finding time to spend in classrooms on a consistent basis.
- *Potential Solution:* Admin will create a proposed schedule for walk-throughs and observations and/or a number of class visits they will make on a weekly basis. DLs will work on setting time aside to visit classes.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- General budget and Title 1 budget.

Lead: *Who is responsible for implementing this strategy?*

Admin and Department Leaders.

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners



- *Challenge:* Staff difficulty understanding needs of EL students.
- *Support:* Co-taught core classes (ELA, Algebra, Geometry, Biology). Support from our FACE, FGA, and CIS staff. Support from EL teachers. Information shared in PLC meetings.

Foster/Homeless:

- *Challenge:* No challenge anticipated for the staff.
- *Support:* NA

Free and Reduced Lunch:

- *Challenge:* No challenge anticipated for the staff.
- *Support:* NA

Migrant:

- *Challenge:* NA
- *Support:* NA

Racial/Ethnic Groups:

- *Challenge:* No challenge anticipated for the staff.
- *Support:* NA

Students with IEPs:

- *Challenge:* Staff difficulty understanding student supports in the IEP.
- *Support:* Co-taught core classes (ELA, Algebra, Geometry, Biology). Support from our Special Education teachers. Information shared in PLC meetings.

Add other student groups as needed.

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • From 22-23 Parent Climate Survey: Parent perception that they have at least 1 staff member they can contact if they want to discuss their student's education is only 69% favorable. This is down 21% from the previous year. • From 22-23 Parent Climate Survey: Parent perception that



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.

Sparks High School really cares about their student is only 66% favorable. This is down 18% from the previous year.

- From 22-23 Parent Climate Survey: Parent perception that their student has at least one staff member at the school in whom they can confide is 72%. This is down 18% from the previous year.

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

Critical Root Causes of the Problem:

- 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.

Connectedness

School Goal: Increased positive contact with parents and increased opportunities to give us input on the School Climate Survey. In the survey under the section on relationships and respect, Q1 is a 66%, Q2 is 72% favorable, and Q5 is 69% favorable. We would like to increase all of these scores by a minimum of 10%.

Formative Measures:

- We will compare the 22-23 survey results with the 23-24 survey results to see how many families have participated what the outcomes of the survey are. Last year we had only 33 responses on our parent climate survey. That is less than 1% of families for our student population. This year, we would like to see at least 30% of our families respond to the survey. That would be a minimum of 275 surveys completed.

Aligned to Nevada’s STIP

Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5

And STIP Goal 6



Improvement Strategy: Frequent, positive two-way communication with families through PTHVP and SEL

Evidence Level: Tier 1 - Strong Evidence

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- 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 trainings for staff.
- Intentional inclusion of families in all aspects of the school.

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Time.
- PTHVP training.
- Family contact information.
- FACE, FGA, CIS staff.
- Bilingual attendance clerk.
- Quarterly Newsletters.
- Monthly Cup of Coffee.
- ConnectEd messages.
- QR codes that link to our climate survey, printed and added to business cards and information sent home.

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* Planning events around family availability. Making our Climate Survey more accessible to families.
- *Potential Solution:* We will try to offer more options and times where families can complete the survey. We will actively discuss the survey with families. We may create a QR code link to the survey that we can place on materials being given to families (business cards, paperwork, etc.)

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- General Budget, Title 1 budget.

Lead: *Who is responsible for implementing this strategy?*
All admin and PTHVP staff facilitator



Equity Supports: Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?

English Learners

- *Challenge:* Making sure parents who do not understand English or our system of education can access information and support.
- *Support:* We have an FGA, a FACE, CIS staff, And a bilingual attendance clerk who can help with translations in person, on Connected, and with written materials.

Foster/Homeless:

- *Challenge:* No challenge anticipated.
- *Support:* Update during SPP Roadmap Development.

Free and Reduced Lunch:

- *Challenge:* No challenge anticipated.
- *Support:* Update during SPP Roadmap Development.

Migrant:

- *Challenge:* NA
- *Support:* NA

Racial/Ethnic Groups:

- *Challenge:* No challenge anticipated.
- *Support:* Update during SPP Roadmap Development.

Students with IEPs:

- *Challenge:* Family availability during school hours, and/or for evening events and IEPs.
- *Support:* Intentional scheduling of events and meetings when possible. Offering multiple opportunities (time, place) to work with families.

Add other student groups as needed.

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.



Outreach Activity	Date	Lessons Learned from the School Community
Back-to-School Night	8 / 9 / 2 0 2 3	<ul style="list-style-type: none">• Pick up schedules. Meet staff. Tour building.
Freshman/Family Assembly	8 / 9 / 2 0 2 3	<ul style="list-style-type: none">• Pick up schedules. Meet staff. Tour building.
Quarterly Newsletter mailed and online.	9 / 1 1 / 2 0 2 3	<ul style="list-style-type: none">• Back-to-School information. School events. New school policies.
Fall Athletic Parents Meeting	9 / 1 6 / 2	<ul style="list-style-type: none">• General introduction to the season and expectations for students. Schedules, questions.



	0 2 3	
Monthly Cup of Coffee	9 / 2 0 / 2 0 2 3	<ul style="list-style-type: none">• Various. It is different every month.