

**Washoe County School District**  
**Spanish Springs High School**  
**2024-2025 Status Check**

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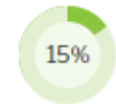
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# Goals

**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		
<b>Improvement Strategy 1:</b> 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.  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. <b>Formative Measures:</b> Early Warning Signs- BIG <b>Position Responsible:</b> Christina Avalos, Counselors  <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> Has Rationale <b>Problem Statements/Critical Root Causes:</b> Student Success 1	Status Check		
	Jan	Apr	June
			

Improvement Strategy 2 Details	Status Checks		
<b>Improvement Strategy 2:</b> Edgenuity credit recovery beginning the second semester of a student's freshman year.  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. <b>Formative Measures:</b> Failure Rates of core content classes at the semester. <b>Position Responsible:</b> Wendy Hawkins, Tarin Myers/Counselors  <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> Has Rationale <b>Problem Statements/Critical Root Causes:</b> Student Success 1	Status Check		
	Jan	Apr	June
			
Improvement Strategy 3 Details	Status Checks		
<b>Improvement Strategy 3:</b> PBIS Individualized intervention meetings with guardians, student and intervention team to develop a plan for student to be successful that include PBIS incentives.  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. <b>Formative Measures:</b> Plan progress monitoring <b>Position Responsible:</b> Breanne Gonzales and Tami Nichols  <b>Evidence Level:</b> Strong <b>Problem Statements/Critical Root Causes:</b> Student Success 1	Status Check		
	Jan	Apr	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**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		
<b>Improvement Strategy 1:</b> PLC's Professional Development Administrators are attending the Teacher Clarity model sessions  Action Steps: -Administration attend the Teacher Clarity sessions -Administration begins developing a plan for professional development for the 25-26 school year roll out <b>Formative Measures:</b> Providing professional development to staff when appropriate <b>Position Responsible:</b> Sean Hall, Breanne Gonzales, Levi Stafford, Wendy Hawkins, Silvia Marin  <b>Student Groups This Strategy Targets:</b> FRL, 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
Improvement Strategy 2 Details	Status Checks		
<b>Improvement Strategy 2:</b> PLC's Administrators conduct walk throughs in teacher classrooms  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. <b>Formative Measures:</b> Analyzing teacher progress in administrative PLCs <b>Position Responsible:</b> Sean Hall, Wendy Hawkins, Levi Stafford, Sylvia Marin, Breanne Gonzales, Jake Metcalfe  <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

Improvement Strategy 3 Details	Status Checks		
<b>Improvement Strategy 3: PLC's</b> DL Training for Implementation of Teacher Clarity  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. <b>Formative Measures:</b> Attending PLCs by administration to determine implementation. <b>Position Responsible:</b> Department Leads, Administration  <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
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### 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		
<b>Improvement Strategy 1:</b> Intervention Specialists - Teachers  Action Steps: Hold individualized intervention meetings to discuss attendance, grades and barriers for access to school for students that are identified as struggling. <b>Formative Measures:</b> Bi-Weekly Attendance reports <b>Position Responsible:</b> Breanne Gonzales, Tami Nichols, Rachel Espin, Silvia Marin, Counselors  <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> Connectedness 1		Status Check		
		Jan	Apr	June
Improvement Strategy 2 Details		Status Checks		
<b>Improvement Strategy 2:</b> Attendance Monitors  Action steps: - Place students that are chronically absent on attendance montiors <b>Formative Measures:</b> 20-Day, 45 day attendance monitors <b>Position Responsible:</b> Silvia Marin, Rachel Espin  <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> Has Rationale <b>Problem Statements/Critical Root Causes:</b> Connectedness 1		Status Check		
		Jan	Apr	June

Improvement Strategy 3 Details	Status Checks		
<b>Improvement Strategy 3: PBIS</b>  Action Steps: - Provide PBIS incentives for students that meet their attendance goal on a minimum bi-weekly basis. <b>Formative Measures:</b> Achieved Individualized Intervention meetings plan goals <b>Position Responsible:</b> Breanne Gonzales, Tami Nichols  <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	Status Check		
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