

Washoe County School District

Spanish Springs High School

School Performance Plan: A Roadmap to Success

Spanish Springs 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: Sean Hall

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

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School Designations: ATSI

Our SPP was last updated on September 29, 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
Sean Hall	Principal(s) (required)
Ray Hirschman, Beth Whalen, Levi Stafford	Other School Administrator(s)
Will Harper	Teacher
Richard Mead	Teacher
Diane Coffey	Paraprofessional
Kelly Deen	Parent
Kylah Keith	Student
Logan Miller	Tribes/Tribal Orgs
Kaitlyn Wright-MTSS Anthony Davis-Interventionist	Specialized Instructional Support Personnel
Click here to add additional members.	Click here to add their role.

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

http://nevadareportcard.nv.gov/DI/nv/washoe/spanish_springs_high_school/2023



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"> 9th grade credit attainment. Defined MTSS team and system 	10 th grade credit attainment. More systematic process for referrals and interventions with the MTSS team.
<p>Problem Statement: Graduation rate for the 2021-22 school year was 80% which shows a drop of 5% from prior year, 2022-2023 official graduation rates are not posted yet. 9th grade core credit attainment is at 94% and 10th grade is at 73%, showing a decrease in core credit attainment between 9th and 10th grade which in turn puts these students not on track for graduation.</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Root causes that contribute to our graduation rates declining are as follows: <ol style="list-style-type: none"> 1) A decrease in core credit attainment. 2) Lack of differentiated teaching strategies; not reaching all students. 3) Special Education and ELL populations being well below the school percentile. 4) Not having enough capacity to support the social and emotional needs of our student body. 5) Low level of student engagement. 	

Student Success	
<p>School Goal: By the end of the 23-24 school year, Spanish Springs High School will increase graduation rate to 90 percent or greater, which is just below pre-pandemic rates. 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.</p> <p>Formative Measures:</p>	<p>Aligned to Nevada's STIP Goal:</p> <p> <input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2 <input checked="" type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4 <input type="checkbox"/> STIP Goal 5 </p>



- Graduation Rate
- Core credit attainment percentages

Improvement Strategy: MTSS.

Evidence Level: Tier 3 - Promising Evidence

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

- Offer free after school tutoring with transportation provided as well as 24/7 access to the Paper tutoring platform. Use the MTSS team more strategically.
- Identify students needing support and schedule them into the appropriate support classes.
- Work with teachers to develop tier 2 and tier 3 interventions in their classrooms.
- Collaborate with the MTSS team to identify students in need of more intense tier 2 and tier 3 interventions and schedule time for those interventions.

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

- Funding to pay teachers for tutoring time.
- Teacher, student and administrator training on the Paper tutoring platform.
- Transportation for after school tutoring.

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

- *Implementation Challenge:* Recruitment of teachers for tutoring program and finding time in a student's schedule for the MTSS team to pull students for targeted tier 2 and tier 3 interventions.
- *Potential Solution:* Have teachers share tutoring time to alleviate teacher burn-out. Based on student schedules develop a daily plan for interventions through the MTSS team.

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

- ESSER funds

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

Admin., MTSS team and teachers



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:* Limited capacity of the English Language makes credit attainment in core classes challenging.
- *Support:* Bilingual staff to support instructions.

Foster/Homeless:

- *Challenge:* Due to unstable home environment this population of students struggle with self-management and attendance.
- *Support:* Incorporate Social and Emotional Learning strategies to engage this population of students and promote community within the classroom.

Free and Reduced Lunch:

- *Challenge:* N/A
- *Support:* N/A

Migrant:

- *Challenge:* N/A
- *Support:* N/A

Racial/Ethnic Groups:

- *Challenge:* Teachers understanding the needs of students from diverse backgrounds.
- *Support:* Professional learning opportunities, offered by WCSD for staff designed around meeting the needs of all students.

Students with IEPs:

- *Challenge:* Finding appropriate accommodations to best support students on an IEP.
- *Support:* Collaboration time between general education teachers and special education teachers.

Add other student groups as needed.

- *Challenge:* N/A
- *Support:* N/A

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth



- School Safety

- Parent Involvement
- Effective PLCs

Problem Statement: The 21-22 Staff Climate Survey revealed teachers rate the PLC time dedicated to early-release Wednesdays at 44%, which is a decline of 17% since the previous survey. Spanish Springs High School is well below the district average of 76%. Only 28% of teachers surveyed found collaboration time within disciplines occurs and 35% of teacher state the time provided for early release Wednesdays is use productively.

Critical Root Causes of the Problem:

- Overwhelming negative effects of the COVID19 pandemic
- Loss of student engagement
- The shift to greater virtual learning
- A lack of consistent, a lack of school activities—due to pandemic—and consistent family engagement/communication
- Little collegial/professional development time
- A significant loss of PLC time due to completing the accreditation process.

Adult Learning Culture

School Goal: 100% of Spanish Springs High School departments will develop effective and efficient Professional Learning Communities (PLCs) by end of the 23-24 school year as measured by a new tracking form developed by leadership.

Formative Measures:

- Implement and review data from site-based climate survey for students and staff.
- Admin team will attend PLCs focusing on collaboration levels, time management, and the PLC process expectations.

Aligned to Nevada’s STIP

Goal:

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



Improvement Strategy: Spanish Springs High School administration team and department leaders will provide professional development on running effective, efficient PLCs focusing on collaboration, adhering to the district-supported PLC model and effective time-management.

Evidence Level: Tier 3 - Promising Evidence

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

- Determine what financial resources are needed and available.
- Admin team will determine suitable training material for department leaders on training staff for PLC success.
- Admin team will train department leaders on what effective and efficient PLCs look like. The department leaders will facilitate and guide the PLC process.
- Identify a timeline and schedule on professional development days and topics such as: Common Assessment alignment, data dives into student work, data analysis driving subsequent instruction and Time Management.
- Identify teachers who can provide micro-professional development in building teacher capacity.
- Measuring Tool: Admin. Team and Department Leaders will create an MS Form tracking PLC progress on collaboration, time management and the PLC process (Four PLC questions, Common Assessments, student data review and instructional changes based on data).
- Admin team will attend PLCs and take observational notes (focusing on collaboration, time management and the PLC process) intended to improve teacher capacity and the PLC process.
- Collect and analyze teacher feedback on the PLC process and additional support needed.
- Engage in PLC discussions around the implementation of stated foci—collaboration, parent communication, time management and the PLC process—and, based on those discussion, identify need for additional professional development opportunities around academic discourse.
- Debrief with Department Leads on PLC progress toward meeting the goals.
- Improve staff climate and culture through more frequent staff incentive events.

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

- Time for Admin to PLC process.
- Platform and structure to share PLC meeting agendas.
- Budget for the continued additional administrative supports
- Budget for hourly pay

Lead:
**Admin. Team and
Department Leaders**



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

- *Implementation Challenge:* Time to plan professional development. Easing teacher workload to improve teacher-parent communication and effective PLCs. Finding financial resources given a limited budget.
- *Potential Solution:* Dedicating time for teachers to participate in professional learning. Teacher commitment to attend professional development and PLCs with fidelity.

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

- ESSER funds
- Community donations for staff incentives.
- Financial support from SSSHS Boosters for staff incentives.

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:* A language barrier for the families of our English Language Learners that can prohibit clear, consistent teacher-parent communication.
- *Support:* Bilingual staff to support teacher-parent communication. Training staff on implementing translation resources for improved school-home communication. Regularly analyze data of students identified as English Learners and any discrepancies that exist between this subpopulation and the general population. Consult with ELD Site Facilitator for strategies and interventions for students learning English.

Foster/Homeless:

- *Challenge:* Supporting teachers' understanding of the challenges this population faces.
- *Support:* Incorporate Social and Emotional Learning strategies in PLC professional development to engage and promote community within the classroom.

Free and Reduced Lunch:



- *Challenge:* N/A
- *Support:* N/A

Migrant:

- *Challenge:* N/A
- *Support:* N/A

Racial/Ethnic Groups:

- *Challenge:* Staff's capacity to support students from diverse backgrounds.
- *Support:* Work with site leaders and district Equity and Diversity personnel to provide PLC professional development in building an effective learning culture where teachers can develop cultural competency in learning about the culture of themselves and their students.

Students with IEPs:

- *Challenge:* Staff's capacity to support students with IEPs.
- *Support:* Work closely with special education case managers to identify specific strategies to effectively support students with IEPs.

Add other student groups as needed.

- *Challenge:* N/A
- *Support:* N/A

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • A dedicated SEL team that collaborates on school-wide lessons. • Common weekly lessons taught per grade level during student's Enrichment class. 	<ul style="list-style-type: none"> • Getting all teachers to present the lessons with fidelity. • Connecting the lessons to the real world to assist with student understanding of the competency.
<p>Problem Statement: Data show that since the Covid lock down and Hybrid schedules of schooling students have shown a decrease in Self-Management skills in the SEL competencies.</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • - Pandemic • - Less access to SEL instruction in the past 24 months. 	



- Other duties at home that lead to less focus on school, i.e. being a caretaker, working -
- Less adherence to SEL practice implementation in student life.
- Less extra-curricular activities in the past 24 months. - - -
- Students feeling less connected to school and learning, i.e. distance learning impact.

Connectedness

School Goal: The SEL competency of Self-Management data, reported by the student climate survey, trended down. By the end of the 2023-24 school year, the SEL competency of Self-Management will increase by 10%: from 58% to 68%.

Formative Measures:

- Student surveys focused on SEL competency of Self-management.
- Staff survey regarding implementation of SEL curriculum.

Aligned to Nevada’s STIP Goal:

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

Improvement Strategy: The use of SEL curriculum one class period each week for all grade levels will increase connectedness to teachers in a setting that is not traditional education curriculum. Students will also learn techniques to be more self-aware and manage their time properly.

Evidence Level: Tier 1 - Strong Evidence

Action Steps:

- Continued development of SEL lessons
- Direct instruction of SEL lessons, (focus varies per grade level)
- Lessons to include Digital Citizenship, financial literacy, career building, social awareness and self-management through the use of School Connect.
- Revise SEL strategies per grade level lesson as needed
- Continued work by the SEL committee to monitor SEL instruction implementation and adjustments.

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

- Money to pay teachers who are creating the weekly school-wide lessons.

Lead:
Elizabeth Hefner and the SEL committee.



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

- *Implementation Challenge:* Assuring that all teachers are presenting the curriculum with fidelity.
- *Potential Solution:* Administrators doing walk-throughs/observations during Enrichment time.

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

- ESSER funds to pay the teachers who are creating the SEL lessons school-wide.

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:* Students may struggle to understand content due to the language barrier.
- *Support:* Peer support in the Enrichment class.

Foster/Homeless:

- *Challenge:* Due to unstable home environment this population of students struggle with self-management and attendance.
- *Support:* Incorporate Social and Emotional Learning strategies to engage this population of students and promote community within the classroom.

Free and Reduced Lunch:

- *Challenge:* N/A
- *Support:* N/A

Migrant:

- *Challenge:* N/A



- *Support: N/A*

Racial/Ethnic Groups:

- *Challenge:* Students that come from diverse cultures may not be exposed to traditional SEL competencies outside of the school setting.
- *Support:* Incorporate Social and Emotional Learning strategies within tier 1 instruction to engage this population of students and promote SEL competencies.

Students with IEPs:

- *Challenge:* Students may struggle to understand content due to their learning disability.
- *Support:* Strategically placed in a co-taught Enrichment class.

Add other student groups as needed.

- *Challenge: N/A*
- *Support: N/A*

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
9 th grade orientation	8/09/2023	<ul style="list-style-type: none"> • Valuable time to collaborate with all stakeholders involved in the SSHS community.
10 th /11 th /12 th grade orientation	8/10/2023	<ul style="list-style-type: none"> • Valuable time to collaborate with all stakeholders involved in the SSHS community.
Leadership Staff Retreat	6/16/2023	<ul style="list-style-type: none"> • Valuable time to work with Dept. leaders to develop common school-wide plans for students and staff success.
Open House	8/16/2023	<ul style="list-style-type: none"> • Valuable time to collaborate with all stakeholders involved in the SSHS community.



Monthly Booster club meetings	First Monday	<ul style="list-style-type: none">Valuable time to collaborate with all stakeholders involved in the SSHS community. Also allows time to hear the communities comments and concerns on an on-going basis.
Biweekly online newsletter	2 per mo.	<ul style="list-style-type: none">On-going communication with the whole school community.
Bi-Monthly Senior Parent Night	10/11/2023	<ul style="list-style-type: none">Valuable time to collaborate with all stakeholders involved in the SSHS community. Also allows time to hear the communities comments and concerns on an on-going basis.