Washoe County School District

Sparks High School

Classification: 2 Star School

Title I, TSI

2026-2027 School Improvement Plan

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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.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

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.

Areas for Growth

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 and 10th grade core credit completion.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Possible language barriers.	ELF on site . She works with individual teachers and with PLC groups. Co-taught Algebra 1 and biology classes with an EL teacher.
Foster/Homeless	Possible attendance barriers and income barriers.	Relying on our district attendance policy for make up work and on our flexibility to work with kids and families individually. Our class fees are very limited and if needed, we are able to set up payment plans or even waive fees.

Student Group	Challenge	Solution
Free and Reduced Lunch	Possible inabilities to pay class or athletic fees. Also possible attendance issues related to caring for siblings at home or need to work.	Our class fees are very limited and if needed, we are able to set up payment plans or even waive fees. For attendance, we rely on our district attendance policy for make up work and on our flexibility to work with kids and families individually.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Possible language or culture barriers.	ELF on site . She works with individual teachers and with PLC groups. Co-taught Algebra 1 and biology classes with an EL teacher.
Students with IEPs	Various, depending on individual student needs listed in the IEP.	We offer co-taught Algebra 1 and biology classes with an EL teacher. We also offer Foundations classes in math and ELA. We offer SSTS courses for students who need extra time or support in core classes. We follow IEP supports.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
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	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.
2 ★	State assessment performance data reveals a persistent achievement gap between students identified as English Learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English Learners may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Adult Learning Culture

Areas of Strength

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 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). Our staff Climate Survey results demonstrate the fact that our Staff Collaboration is high. In the Staff Collaboration area our score grew by 4 points to a 93% favorable. This is 7% above district average and 9% the average of other local high schools. Our staff is proud of the way they collaborate to serve our students.

• 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, SIP team, Site Leadership Team, and scholarship committee. Continued involvement of all stakeholders in the school improvement process will further improve learning and achievement.

Areas for Growth

Areas for growth:

• Our staff will focus on the Teacher Clarity platform in SY 26/27. They have grown in using LISC and are adding Diverse Learners Strategies.

• Understanding learners' needs and interests does not always drive the design, delivery, application, and evaluation of professional learning.

Per our 25-26 Student Climate Survey, the questions pertaining to Adult Respect (80% favorable) and Adult Support (74% favorable) both had higher favorable response rates that the year before. In addition, our responses on the Student Engagement question remains grew by 4% to 62% favorable. Although these numbers grew this year and they all remain above the district high school average, we still believe we need to do better, especially in the areas of Adult Support and Student Engagement.

Per our Staff Climate Survey questions related to Work Stress, our school has become a less stressful place to work since last year. Staff work stress decreased and our score grew positively by 3%. Although our 72% score is well above the district average of 61%, we still believe that our 72% is low and that we need to improve this number.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Staff has only just begun working with Teacher Clarity strategies and will begin focusing on new material for Diverse Learners this year. Working with multilingual learners and newcomers is not something that all staff have learned strategies for.	We have provided all of our Department Leaders with texts addressing strategies for teaching English Learners. All of our staff PD will focus on reaching diverse learners in the classroom this year. In our master schedule we will include classes co-taught with EL teachers (and/or EL assistants) in Math, science, English, and Social studies. Our ELF will support staff and collaborative PLC teams to better support of multilingual learners. Both Admin and DLs will complete regular walkthroughs to support teachers in working with our multilingual learners.
Foster/Homeless	Possible attendance barriers.	Staff will create supportive policies in relation to attendance, missed work, and make up policies.
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Staff may not understand some of the many cultural, linguistic, and religious differences our students have.	All of our staff PD will focus on reaching diverse learners in the classroom this year. Building positive relationships and getting to know our students and the barriers they face will be a fundamental expectation. Both Admin and DLs will complete regular walkthroughs to support teachers in working with our diverse learners.

Student Group	Challenge	Solution
Students with IEPs	We have a large number of students who have IEPs. It can be difficult for staff to know, understand, and consistently implement all of the accammodations each student needs.	All of our staff PD will focus on reaching diverse learners in the classroom this year. Both Admin and DLs will complete regular walkthroughs to support teachers in working with our learners who have IEPs or 504s. In our master schedule we will include classes co-taught with special educations teachers in Math, science, English, and Social studies. All teachers will be required to send input for IEPs and to be present at their students' IEP meeting to give input and understand the individual support needed for each student.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Although our adult learning culture is fairly strong, as a group, we still need to improve skills in tier one instructions and student engagement in learning.	We have a large staff who are all at many different levels of confidence and knowledge in their positions. Although turnover has slowed down, 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.

★ = Priority

Connectedness

Areas of Strength

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.

Our Family Climate Survey results improved in every area in SY 25/26. Communication with the school is up to 87%. Quality of Education went up to 90%. Physical Safety increased by 12% to 93% favorable. Relationships and Respect grew to 88% positive.

Areas for Growth

Areas for Growth:

Although our Family Climate Survey grew positively on all questions this year, we have a few areas that we still feel are low. We would like to continue improving our scores in the following areas:

School Fit - 54%

Learning Behaviors - 56%

Family Efficacy - 72%

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Possible language barriers.	We make sure to offer the survey in Spanish. We offer all printed material in both Spanish and English. We also have a number of Spanish speakers on staff to support families in meetings and at events. We have an FGA and work with Communities in Schools. In addition we spend funds to organize and hold family centered events using our FACE (Title 1) funds. Our FGA will support all families in need. We will use our Title 1 family funds to support all families and get them the information they need.

Student Group	Challenge	Solution
Foster/Homeless	Possible attendance and income barriers.	We will commit to our district attendance policy for make up work and on our flexibility to work with kids and families individually. Our class fees are very limited and if needed, we are able to set up payment plans or even waive fees. Our FGA will support all families in need. We will use our Title 1 family funds to support all families and get them the information they need.
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Families may have possible cultural, religious, and language misunderstandings. Families may not understand how to access or express their needs at school. The school may not understand the family's beliefs or customs.	All school staff will remain flexible and build positive relationships with all families. Our staff will not judge families based on their racial/ethnic differences and will realize that all students and families many need individual means of support. Our FGA will support all families in need. We will use our Title 1 family funds to support all families and get them the information they need. Our FGA will support all families in need. We will use our Title 1 family funds to support all families and get them the information they need.

Student Group	Challenge	Solution
Students with IEPs	Various, depending on individual student needs listed in the IEP. Many parents work and find school hours difficult to commit to attending IEP meetings.	We will be flexible with scheduling our IEP meetings. If needed, we can propose more non-traditional meeting times and/or hold meeting online or over the phone if needed. We will seek family input on supporting students and realize that families are an important part of the team. Our FGA will support all families in need. We will use our Title 1 family funds to support all families and get them the information they need.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Family perceptions on some areas of the Parent Climate Survey are lower than we would like to see.	We continue to have 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

Priority Problem Statements

	Problem Statement	Critical Root Cause
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	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.
2 ★	Although our adult learning culture is fairly strong, as a group, we still need to improve skills in tier one instructions and student engagement in learning.	We have a large staff who are all at many different levels of confidence and knowledge in their positions. Although turnover has slowed down, 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.
3 ★	Family perceptions on some areas of the Parent Climate Survey are lower than we would like to see.	We continue to have fewer families complete our Climate Survey than in the past so the data may not actually be representative of the majority of our families.
4 ★	State assessment performance data reveals a persistent achievement gap between students identified as English Learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English Learners may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- [x] **Accelerated/Advanced Coursework Enrollment**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **AP Completion**
- [x] **CCR Participation data**
- [x] **College and career readiness data**
- [x] **Course Offerings**
- [x] **Credit Sufficiency/Deficiency/Retrieval data**
- [x] **CTE**
- [x] **End-of-Unit Assessments**
- [x] **Grades**
- [x] **Graduation rates/GED/HiSET data**
- [x] **Local benchmark, common assessments, diagnostic assessments, or interim assessments data**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **Nevada Alternate Assessment (NAA)**
- [x] **Nevada State Performance Framework (NSPF)**
- [x] **SAT, ACT, PSAT or ASPIRE**
- [x] **Student Climate Survey, Student Voice**
- [x] **Student failure and/or retention rates**
- [x] **Tier I Instructional Materials Assessments**
- [x] **Transition Data**
- [x] **WIDA ACCESS for ELLs**
- [x] **WIDA Alternate ACCESS (WAA)**
- [x] **WIDA Screener**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Class size averages by grade and subject**
- [x] **Equity data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Lesson Plans**
- [x] **Master schedule**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Professional Development Agendas**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **School department and/or faculty meeting discussions and data**
- [x] **School leadership data**
- [x] **Staff surveys and/or other feedback**
- [x] **State certified and high quality staff data**
- [x] **Student Climate Survey**
- [x] **Study of best practices**
- [x] **Teacher evaluation**
- [x] **Teacher retention**
- [x] **Teacher/Student Ratio**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Community surveys and/or other feedback**

- [x] **Completion rates and/or graduation rates data**
- [x] **Demographic data**
- [x] **Enrollment**
- [x] **Enrollment trends**
- [x] **Home Visits**
- [x] **PBIS/MTSS data**
- [x] **Perception/survey data**
- [x] **School safety data**
- [x] **Violence and/or violence prevention records**
- [x] **Volunteer opportunities, attendance, and participation**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal: We will increase our yearly credit attainment for 9th grade multilingual learners by at least 10% from 41.1% to 51.4% and we will increase our yearly credit attainment for 10th grade multilingual learners by at least 10% from 46% to 56%, as measured by 2026-2027 end of year transcripts.

Formative Measures: Credit attainment reports in BIG, Transcript reports and end of semester assessments.

Improvement Strategy 1

PLC's: Teacher Clarity

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Build master schedule so that 9th and 10th grade multilingual learners are in co-taught classes for math, English, Science and Social Studies classes.	Admin, department leaders	by August 10, 2026	✓
2	Co-taught Algebra1, Geometry, biology, world history, and English 1-2 and 3-4 classes.	Admin, department leaders	by August 10, 2026	
3	We will implement our staff PD based on Diverse Learners.	Admin	Staff trainings in August, October, and January. Additionally, prep period meetings throughout the year with continual walkthroughs and support.	
4	We will use our ELF as a support to build staff capacity for teaching diverse learners. The ELF will both support individual teachers and PLC teams as they plan instruction and look at data.	Admin, ELF, DLs	August - end of June	
5	Use of EL Assistant positions to support classroom teachers with high levels of multilingual learners.	Admin, DLs, EL assistants	August - end of June	

Position Responsible: Admin, department leaders

Resources Needed: none

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Student Success 2

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
2	State assessment performance data reveals a persistent achievement gap between students identified as English Learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English Learners may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

SMART Goal 2

We will increase our 9th grade credit attainment by at least 10% from 71% to 81% and we will increase our 10th grade credit attainment by at least 10% from 49% to 59%.

Formative Measures: Credit attainment reports in BIG, Transcript reports and end of semester assessments.

Improvement Strategy 1

SEL and Relationship Building

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Action Steps: What steps do you need to take to implement this improvement strategy? *We are doing a 7 period bell schedule to allow for more opportunities to earn credits. We will offer more co-taught EL classes to support multi-lingual learners. *We will offer Special Education Foundations classes for ELA and algebra1 and Geometry classes. * All staff focus on building strong, positive relationships with students and their families. * Intervention classes offered every day for 9th and 10th graders (Including SEL lessons and discussions, grade checks, school success skills, 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. *Increased positive, consistent contact with families (including PTHVP). *Hosting Soon to be a Railroader days for incoming freshmen a the end of their 8th grade year. *Principal letter home to families of incoming freshmen. *Freshman and Family assembly at Back-to-School night. *Attendance Super Star awards each semester.	All staff.	June 2027	

Position Responsible: All staff.

Evidence Level

Level 2: Moderate:
SEL

Problem Statements: Student Success 1

Status Checks

November	February	May

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
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	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.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

We will increase staff effectiveness in engaging all students more deeply in their learning. Our focus for SY 26/27 will be specifically on engaging and supporting our diverse population in their learning. The success of this goal will be measured by monitoring growth in credit attainment as measured by student transcripts. 9th graders earning 5 or more credits will grow 10% from 71% to 81%. 10th graders earning all core credits will grow 10% from 49% to at least 59%. 11th graders earning all core credits will grow 10% from 56% to 66% or more.

Formative Measures: 2025-2026 Student Climate Survey, credit attainment reports.

Improvement Strategy 1

PLC work

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	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. Quarterly, Department Leaders will work together during their DL prep to walkthrough classrooms. Department Leaders can cover classes during their preps so that their department members can visit other classes.	Admin and department leaders.	August - June	
2	Staff will continue our work on Teacher Clarity: Staff professional development on Teacher Clarity practice. A shared understanding of best practices through the Teacher Clarity lens will be shared, practiced, and expected. Admin and DLs will support TC through walkthroughs and feedback.	All Staff	August - June	
3	Fidelity to the PLC process 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.	Admin, all certified staff	August - June	
4	Quarterly, one of our prep period meetings will be used to complete classroom walkthroughs with partners.	All staff	1 time Quarterly	

Position Responsible: Admin and department leaders.

Evidence Level

Level 2: Moderate:
PLC

Problem Statements: Adult Learning Culture 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Although our adult learning culture is fairly strong, as a group, we still need to improve skills in tier one instructions and student engagement in learning.	We have a large staff who are all at many different levels of confidence and knowledge in their positions. Although turnover has slowed down, 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.

Inquiry Area 3 Connectedness

SMART Goal 1

We will increase positive contact and strengthen family partnerships and offer more opportunities for families to come to our building. We will use district survey to gather data on family perceptions of our school and student supports. 100% of our staff will participate in making positive contact with families (calls, post cards, emails, IC contact, attending family events, attending feeder school events, etc.)

Formative Measures: 100% of our staff will participate in making positive contact with families.

Improvement Strategy 1

Parent Teacher Home Visits and SEL

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Frequent, positive two-way communication with families through PTHVP and SEL. Give district parent survey in the spring. Begin the organization and creation of a new family advisory group. Identify how we would like to organize our new support group and who we will invite as initial members. Ask families at PTHPV if they would like to join the group.	Admin, PTHVP Site Coordinator, all staff.	SY 26/27	
2	Quarterly, parent follow up events for new students' families. Set up quarterly dates to bring parents to the school and check in with them on IC use, school policies, parent questions, etc. Have parent workshops included in these meetings.	Admin, Parent support team	1 time each quarter	

Position Responsible: Admin, PTHVP Site Coordinator, all staff.

Evidence Level

Level 1: Strong:
Parent/Teacher Home Visits

Problem Statements: Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Family perceptions on some areas of the Parent Climate Survey are lower than we would like to see.	We continue to have fewer families complete our Climate Survey than in the past so the data may not actually be representative of the majority of our families.

Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

For all Title 1 elements, please see addendum.

Teams

Teams

School Continuous Improvement (CI) Team

Members

First Name	Last Name	Position	Committee Role
Cameron	Goulart	student class of 2027	student
Maddie	Mercer	student class of 2027	student
Cyrus	Eichin	student class of 2029	student
Bailey	Harris	student class of 2029	student
Isaiah	Zamorano	student class of 2027	student
Amy	Hinge	Assistant Principal	administration
Ray	Johnson	Bookkeeper	ESP
Daisey	Rodriguez	Admin Secretary	ESP
Kayla	Albee	Parent	parent
Randyldeo	Gutual	Counselor	counselor
Sheri	Johnson	Math Teacher	teacher
Jourdan	Rowbottom	Special Education Teacher/ Student Voice	teacher
Kirk	Anderson	Military Science Teacher	teacher
Michael	Austria	EL Teacher	teacher
Rafael	Cerrillo-Neri	English Teacher	teacher
Vanessa	Medina	Social Studies Teacher	teacher
Kopald	Steve	Social Studies Teacher	teacher
Anglemire	Joey	Dean	administration
Green	Dominic	Dean	administration
Alesevich	Robert	Assistant Principal	administration
Kittrell	Rob	Alumni, Former Assistant Principal	community member
Johnson	Nicholl	Director of Secondary Academics and Assessment	community member
Waddell	Cynthia (CJ)	Principal	administration

Community Outreach Activities

Activity	Date	Lesson Learned
Fall Back to School Night	8-5-2026	
Family Title 1 presentation meeting	8-5-2026	
Spring Back to School Night	January	
Dia de Los Muertos celebration	fall	
Trunk or Treat (with Mitchell ES)	fall	
Orchestra and Band Concerts	2 times per year	
FAFSA nights	multiple times per year	
Hoops for Hope	TBA	
Athletic Senior Nights	the end of each season	
Military Awards Night	Spring	
Scholarship Night	Spring	
Parent University Events	TBA	
Read for the Ride	Spring	
CIS and FGA events	TBA	
Eddy House Lunch Events	weekly	
Night of All Nations	Spring 2027	
Parent Teacher Home Visit program	Continues throughout the year	
Staff positive calls, and messages home	Continues throughout the year	