

Washoe County School District

Spanish Springs High School

2025-2026 School Improvement Plan

Classification: 3 Star School

TSI

Mission Statement

Through academic rigor and support, all students will have opportunities to optimize their potential for growth and to be college and career ready upon graduation.

Demographics & Performance Information

Nevada Report Card

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 https://nevadareportcard.nv.gov/DI/nv/washoe/spanish_springs_high_school/2025

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

According to the WCSD Graduation Potential 2.0 report ran in Big, we currently, we have 77.8% of seniors on track to graduate in comparison to 70.7% in September 2024 and 69.3% in September 2023. Our student attendance has improved over the past three years. In the 2021-2022 school year, we had 32% of student that were absent 90% of the year or more. In the 2022-2023 school year the number of students absent 90% or more decreased to 27%, and in 2023-2024 26% of students were absent 90% or more.

Student Success Areas for Growth

When compared to the state and Washoe county, Spanish Spring High School students are statistically less credit deficient. For the 2024-2025 school year, 12.8% of 9th grade students at SSHS are credit deficient, compared to 15.4% of 9th graders in the State of Nevada and 18.1% in Washoe County. 14.9% of 10th grade students at SSHS are credit deficient, compared to 20.6% of 10th graders in the State of Nevada and 23.5% in Washoe County. 12.8% of 11th grade students at SSHS are credit deficient, compared to 19% of 11th graders in the State of Nevada and 22.4% in Washoe County. 9.5% of 12th grade students at SSHS are credit deficient, compared to 11.6% of 12th graders in the State of Nevada and 12.9% in Washoe County.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	For the 25-26 graduating cohort, 32% of students are credit deficient.	Enroll students in Mainstream Support classes for additional support.
Foster/Homeless	100% or 1 student classified within this category is not track to graduate.	N/A
Free and Reduced Lunch	For the 25-26 graduating cohort, 32% of students are credit deficient.	Ensure students have the necessary supports built into their schedule.
Migrant/Title1-C Eligible	N/A	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	For the 25-26 graduating cohort, 46% of American Indian students are credit deficient. In addition, 29% of our African American, 22% of our Asian, 19% of our Hispanic, 17% of our Multiracial, 0% of our Pacific Islander, and 9% of our Caucasian population are credit deficient. In terms of dropping out or vanishing, 15% of our American Indian, 5% of our Hispanic, and 4% of our white population are identified as dropout/vanished.	Tribal Youth Advocate Specialist on campus and meeting with students.
Students with IEPs	For the 25-26 graduating cohort, 31% of students are credit deficient.	Ensure students are scheduled in support classes to meet their needs.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): According to the NDE Nevada Report Card, graduation rate for the 2021-22 school year was 85.4%, in 2022-2023 the graduation rate decreased to 79.8%, in 2023-2024 graduation rates were 82.7% and in 2024-2025 the graduation rate was 89.7%. In 2023, 9th grade core credit attainment was at 77%, 2024 it was 71% and 2025 for 9th grade was 73%.

Critical Root Cause: Root causes contributing to our graduation rates declining are as follows: 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

Adult Learning Culture

Adult Learning Culture Areas of Strength

Teachers regularly meet and engage in professional learning committees. According to the 2023-2024 Staff Climate and Safety Survey, 81% agree there is a sense of teamwork among all school staff. 98% of staff report they are proud to work at this school. In the school year, 2024-25, 90% of staff reported that they are proud to work at the school. 70% of staff, in the same year, say that their is a sense of teamwork among all staff.

Adult Learning Culture Areas for Growth

According to the 2024-25 school profile, climate survey participant most (84%) teachers agreed that they work within a collaborative team rather than in isolation and have a clear vision of what they want their students to learn. This includes sharing lessons, teaching strategies, material and results with each other. Therefore, most teachers feel confident in making instructional decisions based on common student data/student work discussed in PLCs. Furthermore, most teachers agree looking at common student data/student work helps them plan and determine where they need to adjust their tier 1, 2 and 3 instruction.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	EL students often struggle to fully access grade-level content because they are still developing English language proficiency. Even when they understand the academic concepts, limited vocabulary or unfamiliar language structures can make it difficult to express their knowledge or engage in classroom discussions.	Utilize a co-teaching model by having our EL teacher and teacher assistant push-in to our core-credit classes.
Foster/Homeless	Students experiencing foster care or homelessness often face frequent moves, disrupted routines, and emotional stress, which can interfere with their academic progress and well-being.	Provide support through our social worker and counseling staff to provide necessary resources.
Free and Reduced Lunch	Students from low-income families are more likely to miss school due to transportation issues, caregiving responsibilities, or housing instability.	Provide opportunities for students to make up their assignments, and opportunities to engage with the learning material missed.
Migrant/Title1-C Eligible	N/A	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Curriculum and materials may not reflect diverse cultures, histories, or perspectives, making students feel unseen or undervalued.	Incorporate lessons that connect to students’ realities and identities. When content is culturally relevant, students are more engaged and motivated to learn.
Students with IEPs	Students with IEPs often require modified instruction, supports, or pacing that can make it difficult to align their learning with the general education curriculum while still meeting their unique goals.	Develop curriculum with flexibility built in—offering multiple means of representation, engagement, and expression. Collaborate with special education staff to modify tasks, provide accommodations, and align IEP goals with grade-level content in meaningful ways.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Utilizing the Seven Stages of Professional Learning Teams, PLCs are functioning at various stages, and are not consistently looking at students data. Based on administrative observation, using the teacher clarity model, most teachers have essential questions but do not have daily learning targets.

Critical Root Cause: Teaching staff have not been trained in the Teacher Clarity model *The district moved from a weekly PLC model to a bi-weekly PLC model *Lack of PLC process training from a leadership standpoint

Connectedness

Connectedness Areas of Strength

Our Chronic Absenteeism rates dropped to pre-pandemic levels in the 2023-2024 school year. Currently, for 2024-2025 school year our Chronic Absenteeism rate is 20.89%. We can see a consistent decrease in chronic absenteeism over the past three years.

2021-2022 29.47%

2022-2023 25.21%

2023-2024 23.55%

We attribute this decrease to a dedicated SEL team that collaborates on and creates grade level, school-wide lessons that are taught once per week in our Enrichment classes. Furthermore, our staff creates meaningful relationships with our students. We also have a high rate of student participation in clubs and activities, with approximately 32% of our student population participating in at least one activity, club, and/or athletics. Our administrative team regularly gathers the intervention team to meet individually with parents and students that are, or are approaching, chronic absenteeism to put interventions in place.

Connectedness Areas for Growth

As of 2024-25 students are 71% of students feel that they are part of the school and 72% of students are happy to be at the school. Lastly, 77% of students participates in at least one activity, club, and/or athletics.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English Language Learning students may miss school because of responsibilities at home (e.g., translating for parents, caring for siblings), unreliable transportation, or families not fully understanding school attendance policies due to language barriers.	Use translated materials and interpreters to explain attendance policies and the importance of consistent school participation.

Student Group	Challenge	Solution
Foster/Homeless	Homeless and foster youth often face instability in their living situations, leading to inconsistent school attendance. They may lack reliable transportation, basic necessities (such as clean clothing or school supplies), or emotional support—factors that create significant barriers to regular participation in school.	Establish strong partnerships with local agencies and implement support systems such as dedicated liaisons (CIT), transportation assistance (Attendance officers), access to hygiene supplies (Safe School Professional), and academic catch-up programs. Provide a consistent adult advocate (safe school professional) at the school who checks in regularly with students to help them feel connected and supported, improving their attendance and engagement.
Free and Reduced Lunch	Students who qualify for Free and Reduced Lunch (FRL) often face economic hardships that can affect their school attendance. Issues like food insecurity, lack of access to reliable transportation, and family stress can lead to absenteeism or tardiness.	Provide comprehensive support by offering not only free meals during the school day but also breakfast programs and weekend food backpacks. Additionally, partnering with community organizations to provide transportation assistance or after-school programs can help address barriers. Creating a welcoming school environment where students feel safe and supported can also encourage consistent attendance.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Racial and ethnic minority students may face systemic barriers such as experiences of discrimination, cultural misunderstandings, or feelings of exclusion at school. These factors can contribute to disengagement, mistrust, or discomfort, which in turn affect attendance and participation.	Foster an inclusive and culturally responsive environment by incorporating diverse perspectives into the curriculum, and promoting student voice and representation.
Students with IEPs	Students with Individualized Education Programs (IEPs) may face challenges such as inadequate accommodations, difficulty accessing specialized support, or feeling overwhelmed by academic or social demands. These issues can lead to frustration, anxiety, or avoidance, impacting regular attendance.	Ensure that IEPs are actively implemented with appropriate accommodations and services tailored to each student's needs. Provide frequent check-ins with special education staff or counselors, and a supportive classroom environment that can help students feel more comfortable and successful, promoting consistent attendance and engagement.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): While we continue to decrease chronic absenteeism, 1 out of 5 students are missing 10% or more of their classes, which leads to less credit attainment and overall less success in high school.

Critical Root Cause: *Attendance policies have changed since the pandemic *31.52% of chronically absent students are 12th graders (Seniors) *18.69% of chronically absent students are 11th graders (Juniors) *15.89% of chronically absent students are 10th graders (Sophomores) *17.70% of chronically absent students are 9th graders (Freshmen) *Prior to high school, grade promotion has little accountability

Priority Problem Statements

Problem Statement 1: According to the NDE Nevada Report Card, graduation rate for the 2021-22 school year was 85.4%, in 2022-2023 the graduation rate decreased to 79.8%, in 2023-2024 graduation rates were 82.7% and in 2024-2025 the grade rate was 89.7%. In 2023, 9th grade core credit attainment was at 77%, 2024 it was 71% and 2025 for 9th grade was 73%.

Critical Root Cause 1: Root causes contributing to our graduation rates declining are as follows: 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

Problem Statement 1 Areas: Student Success

Problem Statement 2: Utilizing the Seven Stages of Professional Learning Teams, PLCs are functioning at various stages, and are not consistently looking at students data. Based on administrative observation, using the teacher clarity model, most teachers have essential questions but do not have daily learning targets.

Critical Root Cause 2: Teaching staff have not been trained in the Teacher Clarity model *The district moved from a weekly PLC model to a bi-weekly PLC model *Lack of PLC process training from a leadership standpoint

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: While we continue to decrease chronic absenteeism, 1 out of 5 students are missing 10% or more of their classes, which leads to less credit attainment and overall less success in high school.

Critical Root Cause 3: *Attendance policies have changed since the pandemic *31.52% of chronically absent students are 12th graders (Seniors) *18.69% of chronically absent students are 11th graders (Juniors) *15.89% of chronically absent students are 10th graders (Sophomores) *17.70% of chronically absent students are 9th graders (Freshmen) *Prior to high school, grade promotion has little accountability

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Credit Sufficiency/Deficiency/Retrieval data
- Other
 - Nevada Report Card website
 - BIG insight (Beta), HS Course Failures

Adult Learning Culture

- Staff surveys and/or other feedback
- Student Climate Survey

Connectedness

- Annual dropout rate data
- Attendance
- Demographic data

Inquiry Areas

Revised/Approved: June 18, 2025

Inquiry Area 1: Student Success

SMART Goal 1: By the end of the 25-26 school year, Spanish Springs High School will increase graduation rate to 90% or greater, which is an improvement from 89.1% in the 24-25 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.

Aligns with District Goal

Formative Measures: BIG, IC

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: 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. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>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.</td><td>Christina Avalos, Counselors</td><td>Create list in September and carry out bi-weekly check ins throughout the year</td></tr></table> Position Responsible: Christina Avalos, Counselors Evidence Level Level 4: Demonstrate Rationale: Family Graduate Advocate Problem Statements/Critical Root Cause: Student Success 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	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.	Christina Avalos, Counselors	Create list in September and carry out bi-weekly check ins throughout the year	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	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.	Christina Avalos, Counselors	Create list in September and carry out bi-weekly check ins throughout the year							
				Nov	Feb	May								
No review	No review	No review												

Improvement Strategy 2 Details				Status Checks										
Improvement Strategy 2: Edgenuity credit recovery beginning the second semester of a student's freshman year. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>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. Comment</td><td>Wendy Hawkins, Tarin Myers/ Counselors</td><td>Review student failures at semester</td></tr></table> Position Responsible: Wendy Hawkins, Tarin Myers/Counselors Evidence Level Level 4: Demonstrate Rationale: Edgenuity Problem Statements/Critical Root Cause: Student Success 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	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. Comment	Wendy Hawkins, Tarin Myers/ Counselors	Review student failures at semester	Status Check		
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Nov	Feb	May												
				No review	No review	No review								

Improvement Strategy 3 Details				Status Checks										
Improvement Strategy 3: PBIS Individualized intervention meetings with guardians, student and intervention team to develop a plan for student to be successful that include PBIS incentives. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>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.</td><td>Breanne Gonzales and Tami Nichols</td><td>Identify and hold intervention meetings throughout the school year.</td></tr></table> Position Responsible: Breanne Gonzales and Tami Nichols Evidence Level Level 1: Strong: PBIS Problem Statements/Critical Root Cause: Student Success 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	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.	Breanne Gonzales and Tami Nichols	Identify and hold intervention meetings throughout the school year.	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	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.	Breanne Gonzales and Tami Nichols	Identify and hold intervention meetings throughout the school year.							
Nov	Feb	May												
				No review	No review	No review								

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: According to the NDE Nevada Report Card, graduation rate for the 2021-22 school year was 85.4%, in 2022-2023 the graduation rate decreased to 79.8%, in 2023-2024 graduation rates were 82.7% and in 2024-2025 the graduation rate was 89.7%. In 2023, 9th grade core credit attainment was at 77%, 2024 it was 71% and 2025 for 9th grade was 73%. **Critical Root Cause:** Root causes contributing to our graduation rates declining are as follows: 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

Inquiry Area 2: Adult Learning Culture

SMART Goal 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).

Aligns with District Goal

Formative Measures: Classroom Walkthroughs conducted by SSHS administration

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: Administration plan Teacher Clarity professional development for the 25-26 school year <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Teacher Clarity Professional Development</td><td>SSHS Administration</td><td>Throughout the school year</td></tr></table> Position Responsible: SSHS Administration Resources Needed: Teacher Clarity Workbook copies Problem Statements/Critical Root Cause: Adult Learning Culture 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Teacher Clarity Professional Development	SSHS Administration	Throughout the school year	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Teacher Clarity Professional Development	SSHS Administration	Throughout the school year							
				Nov	Feb	May								
No review	No review	No review												

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Utilizing the Seven Stages of Professional Learning Teams, PLCs are functioning at various stages, and are not consistently looking at students data. Based on administrative observation, using the teacher clarity model, most teachers have essential questions but do not have daily learning targets. Critical Root Cause: Teaching staff have not been trained in the Teacher Clarity model *The district moved from a weekly PLC model to a bi-weekly PLC model *Lack of PLC process training from a leadership standpoint

Inquiry Area 3: Connectedness

SMART Goal 1: The percentage of students identified as chronically absent will decrease from 26.62% to 23% for the 2025-2026 school year through building positive relationships with students and families.

Aligns with District Goal

Formative Measures: BIG, IC

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Intervention meetings and attendance monitors				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Hold individualized intervention meetings to discuss attendance, grades and barriers for access to school for students that are identified as struggling.	Breanne Gonzales, Tami Nichols, Rachel Espin, Silvia Marin, Counselors	Throughout School year	No review	No review	No review
2	Place students that are chronically absent on attendance montiors	Silvia Marin, Rachel Espin	Throughout School year			
3	Provide PBIS incentives for students that meet their attendance goal on a minimum bi-weekly basis.	Dean of Students	Throughout School year			
Position Responsible: Breanne Gonzales, Tami Nichols, Rachel Espin, Silvia Marin, Counselors						
Evidence Level Level 4: Demonstrate Rationale: PBIS						
Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: While we continue to decrease chronic absenteeism, 1 out of 5 students are missing 10% or more of their classes, which leads to less credit attainment and overall less success in high school. Critical Root Cause: *Attendance policies have changed since the pandemic *31.52% of chronically absent students are 12th graders (Seniors) *18.69% of chronically absent students are 11th graders (Juniors) *15.89% of chronically absent students are 10th graders (Sophomores) *17.70% of chronically absent students are 9th graders (Freshmen) *Prior to high school, grade promotion has little accountability

Community Outreach Activities

Activity	Date	Lesson Learned
Open House	August 13, 2025	Parents brought concerns that some staff were not present. We will look into ways to increase staff participation.
Freshman Orientation	August 4th-8th, 2025	Students are able to come ask questions of teachers, counselors, and admin. Parent and students have expressed interests of classes that are not offered. For future family nights/days, having student leadership and other clubs available to get students plugged in immediately before they ever officially enter the building.