

Washoe County School District

Procter R. Hug High School

School Performance Plan: A Roadmap to Success

Procter R. Hug 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: Tristan McElhany

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School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on November 10, 2022

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 |
|---------------------------|---|
| Tristan McElhany | Principal(s) (required) |
| Tara O'Brien | Other School Administrator(s) (required) |
| Department Leaders | Teacher(s) (required) |
| Esther Berumen | Paraprofessional(s) (required) |
| Esther Berumen | Parent(s) (required) |
| Student Leadership | Student(s) (required for secondary schools) |
| Click here to enter text. | Tribes/Tribal Orgs (if present in community) |
| Click here to enter text. | Specialized Instructional Support Personnel (if appropriate) |
| Jennifer Meier | Special Education Teacher |
| | 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 http://nevadareportcard.nv.gov/DI/nv/washoe/procter_r_hug_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"> Algebra credit for EL English I-II credit for IEP and EL Biology credit for IEP and EL 9th grade core credit attainment for IEP | <ul style="list-style-type: none"> 9th grade core credit attainment for EL Algebra credit for IEP Five or more credits earned in 9th grade for IEP and EL |
| <p>Problem Statement: There is a large discrepancy in core credit attainment by the end of 9th grade for students with IEPs and LEP (EL).</p> | |
| <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Lack of EL strategies and differentiation Lack of knowledge on how to support language acquisition Lack of implementation of IEP accommodations Need for professional learning on how to meet the needs of diverse learners Not enough data analysis | |

| Student Success | |
|---|--|
| <p>School Goal: Increase number of 9th grade students earning 3 credits or more with IEPs and LEP, during the Second Semester by 10% (from 67% for IEP and 64% for LEP).</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> Academic warnings Progress grades Semester grades | <p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p> <p><input checked="" type="checkbox"/> STIP Goal 3 <input checked="" type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5</p> |



Improvement Strategy: PLC

Evidence Level: Tier 2 - Moderate Evidence

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

- Identify specific students needing support
- Work with EL teachers/coaches to provide support for General Education content teachers to improve Tier I instructional strategies.
- Identify a timeline and schedule PL days and topics such as PL: Elevation, SIOP, Differentiation, Language Acquisition, tier 1 instructional strategies.
- Work with Special Education co-teachers and teachers of record to support General Education teachers and analyze data for students with IEP.
- Identify a timeline and schedule PL days and topics such as PL: IEP Accommodations, Differentiation and tier 1 strategies.
- Identify teachers who can provide PL, building capacity.
- Analyze progress grades for EL students and students with IEPs for all classes monthly
- Create a schedule for Learning Walks.
- Analyze data from Learning Walks and use data to guide PL.
- Collect and analyze teacher feedback around PL and implementation of strategies learned.
- Debrief with Department Leads on progress toward meeting the goal
- Continue with the additional administrators to lower the teacher observation caseload and provide more Learning Walks, walkthroughs, and continuous teacher feedback.
- Implement Intersessions – Fall Saturdays, Winter Intersession, Spring Intersession, Fall Saturdays
- Implement tutoring – after school tutoring in core content
- Provide on-going professional learning strategies and resources that support EL students with language acquisition.
- Provide on-going professional learning and resources on differentiating instruction, including implementing IEP/504 accommodations and how to best meet the needs of students with IEPs. Ensure productive tier 1 instructional strategies are being implemented with fidelity.

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

- Budget for the continued additional administrative supports
- Budget for hourly pay

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

Department Leaders, EL Coaches, Special Education Leaders/Facilitator, Administrators, Teachers



- Budget for Intersessions and tutoring
- ELlevation program
- Extended PLC time
- Coaching on how to best meet the needs of ALL students (Gen Ed, IEP, LEP, EL, GT) through quality Tier I instruction
- Prep buyouts for Learning Walks
- B.I.G. and data analysis
- Consult with Office of Strategies and Equity and Diversity
- School wide focus on culturally responsive teaching, having high expectations for ELs, as well as scaffolds and structures in place in classrooms for ELs to meet those expectations.
- Build all teacher capacity through professional learning opportunities that enhance teacher understanding of language development through WiDA framework or ELlevation training.
- Appropriately provide purposeful planning for language in content subjects and scaffold using language rich strategies to provide ELs with access to content standards and grade level materials as well as ELlevation resources.
- Build teacher capacity for language development during Professional Learning Communities that allow for analysis of data and planning for language opportunities in content classrooms
- AP/Dean: “All School Performance Plans are tied directly to the needs assessment that each school conducts annually when creating a yearly plan. The needs assessment includes the NSPF, school data profiles, climate survey and a site-specific needs assessment from staff. The data drives instruction and is linked exclusively to the school goals, measurable objectives, action steps and budget. Title I schools in general show a higher risk index than most non-title schools which signals more supports and evidence-based interventions, specifically in ELA and MATH.

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

Finding financial resources given limited budget

Finding time for teachers to participate in professional learning

Teacher commitment to attend professional learning after contract hours

Time

- *Implementation Challenge:* Time available for professional learning opportunities.



- *Potential Solution:* Funds for extra duty pay and use of after school teacher time.

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

- General Budget
- Title I
- ESSER

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:* On-going language acquisition supports to be successful with learning grade level content in the classroom setting.
- *Support:* EL Coaches to provide teachers with supports, strategies, tools and training.

Foster/Homeless:

- *Challenge:* Students who are homeless or living in unstable homes have low attendance and are faced with challenges that affect their academic success.
- *Support:* Provide wraparound services, such as Communities in Schools, to support families and students with specific needs based on their situation.

Free and Reduced Lunch:

- *Challenge:* Students from families who are faced with financial challenges have barriers, such as access to outside school services, which affects their motivation at school.
- *Support:* Connect students and their families to the school's Family Resource Center (FRC).



Migrant:

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

Racial/Ethnic Groups:

- *Challenge:* Historically, racial minorities have lower academic success due to teacher expectations and belief that all students can learn.
- *Support:* Provide professional learning opportunities to staff on identifying inequitable practices that might be happening.

Students with IEPs:

- *Challenge:* Accommodations not being used in the classroom.
- *Support:* Teacher professional learning and feedback on how to best support students with IEPs by ensuring accommodations are provided.

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"> • Building capacity of Department Leaders to engage in discussions within content teams around quality tier I instruction and support, to include the use of academic language opportunities as well as academic discourse. | <ul style="list-style-type: none"> • Intentional lesson planning for continued use of academic discourse and increased Tier I instruction and support. |
| <p>Problem Statement: Lack of opportunities for student academic discourse and differentiation leads to inconsistent active engagement in learning.</p> | |
| <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • Lack of teacher knowledge around strategies to engage students in Tier I instruction and academic discourse. • Teachers focus on covering content and not checking for understanding. • Time management, not planning for bell-to-bell instruction. • Lesson planning and the lack of intentional planning that includes quality Tier I instructional strategies and academic discourse. | |



Adult Learning Culture

School Goal: Teachers will engage 90% of students through the focus on strong tier 1 instructional curriculum paired with engaging activities and SEL opportunities, collegial sharing of ideas and strategies, and strong classroom management and behavioral support as evidenced through Learning Walks.

Formative Measures:

- Learning walks data and feedback.
- Classroom Observations

Aligned to Nevada's STIP

Goal:

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

Improvement Strategy: PLC

Evidence Level: Tier 2 - Moderate Evidence

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

- Create a schedule and conduct ongoing learning walks.
- Analyze results and data from learning walks; discuss progress towards meeting the goal after each learning walk and use this data to guide PLC's.
- Provide ongoing professional learning to support tier 1 instruction; build teacher capacity.
- Conduct peer observations and implement tier 1 strategies in classrooms.
- Engage in PLC discussions around implementation of data of the chosen strategies, identify needs for additional PD opportunities.
- Debriefing with department leads on progress towards meeting the goals.
- Provide more learning walks, walkthroughs, and continuous teacher feedback. Determine what financial resources are available and needed.
- Collect and analyze teacher feedback around PL and implementation of strategies learned.
- Identify a timeline and schedule PL days and topics such as PL: Tier 1 behavioral and academic strategies, Academic Discourse, Lesson Planning and Time Management.
- Identify teachers who can provide PL; building capacity.
- Plan for peer observations where teachers to observe other teachers who provide on-going opportunities for student engagement in their classroom and have them implement the strategies they observed in their own classroom.
- Engage in PLC discussions around the implementation data of the chosen strategies and, based

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

Department Leaders, EL Coaches, Special Education Leaders/Facilitator, Administrators, Teachers



on those discussion, identify need for additional PL opportunities around academic discourse.

- Debrief with Department Leads on progress toward meeting the goal.
- Continue with the additional administrators to lower the teacher observation caseload and provide more Learning Walks, walkthroughs, and continuous teacher feedback.

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

- Budget for the continued additional administrative supports.
- Budget for hourly pay.
- Presenters/trainers on how to use Tier I academic and behavioral strategies to promote quality instruction and increase student engagement.

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

- *Implementation Challenge:* Finding financial resources given limited budget; Finding time for teachers to participate in professional learning; Teacher commitment to attend professional learning after contract hours; Time; Administrators available; Student attendance and behaviors; Student hesitation to participate when given the opportunity to engage in academic discourse
- *Potential Solution:* EL Coaches and Department Leader training to build capacity.

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

- General Budget
- Title I
- ESSER

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:* Some EL students are not provided the opportunity to engage in Tier I instruction because they are not proficient in English, limited teacher understanding of student background, and limited Teacher knowledge of Tier I instructional strategies.
- *Support:* EL Coaches to provide teachers with supports, strategies, tools and training to help them plan opportunities to engage EL students in Tier I instruction.



Foster/Homeless:

- *Challenge:* Students who have difficult home environments are often passive and disengaged in their education.
- *Support:* Inform and educate teachers on the importance of “seeing” all students and build relationships with students who are sitting quietly and disengaged.

Free and Reduced Lunch:

- *Challenge:* Students don’t always believe or know that they are important, and teachers care about them and their success.
- *Support:* Remind teachers the importance of building positive relationships with students and showing them that they care and believe in them.

Migrant:

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

Racial/Ethnic Groups:

- *Challenge:* Inequitable practices schoolwide and in classrooms.
- *Support:* Equity training and identify inequitable practices.

Students with IEPs:

- *Challenge:* Students do not feel confident or have a belief that they can’t learn or participate. They don’t feel safe in doing so.
- *Support:* Focus on students’ assets and let them know their strengths.

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"> • Teacher buy-in and understanding of the importance of this goal and the positive impact it makes. | <ul style="list-style-type: none"> • Increase in the number of positive contacts being made to families. |
| <p>Problem Statement: Some students and families feel disconnected from school and do not experience positive interactions from school staff.</p> | |



Critical Root Causes of the Problem:

- Lack of focus on the positives; Negative behaviors take over; Time management; language barriers; Class sizes

Connectedness

School Goal: Staff will make 3-5 positive contacts (emails, phone calls, post- cards, etc.) to parents/guardians of students who have demonstrated improvement or growth in behaviors or academic at least once a month.

Formative Measures:

- Microsoft Form entries and data.

Aligned to Nevada’s STIP

Goal:

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

Improvement Strategy: Create a school-wide process and set expectations for positive contacts with families as part of the school’s Positive Behavior Intervention Plan (PBIS).

Evidence Level: Tier 1 - Strong Evidence

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

- Improve the culture and climate to a more positive and supportive environment; PBIS.
- Plan process and discuss expectations with staff.
- Use and distribute positive postcards to staff to fill out to send to students’ homes.
- Assist with communication in language other than English.
- Identify and create documentation tool for tracking positive contacts with families (such as Power App or Microsoft Forms).
- Identify individual(s) who will monitor positive contact tracking and follow up as needed.
- Provide support and assistance to teachers as needed.
- Identify and create a process to ensure current/correct contact information is in Infinite Campus
- Send reminders and set due dates for entering tracking each month.
- Increase number of Parent Teacher Conferences with Counselor.
- Decrease the caseload for Counselors.
- Increase conferences with families after major disciplinary events and implement positive supports.
- Continue with additional staff in the following areas: Administration, Deans, SEL, Counselors, Intervention staff, Campus Supervisors, Bilingual Clerks, Teachers for class size reduction.

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

Department Leaders, EL Coaches, Special Education Leaders/Facilitator, Administrators, Teachers



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

- SEL supports.
- Budget for hourly pay.
- Budget for additional SEL staff.
- Budget for additional Counselor(s).
- Budget for additional Dean(s).
- Budget for the continued additional administrative supports.
- Budget for additional support staff.
- Budget for additional teachers.
- Correct/updated family contact information.

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

- *Implementation Challenge:* Finding financial resources given limited budget Time Having correct/updated contact information in Infinite Campus
- *Potential Solution:* Update Infinite Campus, schedule a time for staff to make positive phone calls, emails and IC communication.

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

- General Budget
- Title I
- ESSER

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:* Language barrier.
- *Support:* Provide staff with a list of staff who are bilingual in a language other than English.

Foster/Homeless:

- *Challenge:* Contact information.



- *Support:* Update Infinite Campus and reach out multiple times.

Free and Reduced Lunch:

- *Challenge:* Feeling safe.
- *Support:* Wraparound services.

Migrant:

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

Racial/Ethnic Groups:

- *Challenge:* Language barrier and equitable opportunities.
- *Support:* Provide list of bilingual staff and equity training.

Students with IEPs:

- *Challenge:* Equitable practices.
- *Support:* Equity training.

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 |
|--|----------|---|
| Email and information on updates to SPP. | 9/1/2022 | <ul style="list-style-type: none"> • Importance of communication and on-going information. |