

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.

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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
Cristina.Oronoz	Principal(s) (required)
Karen Perisho	Other School Administrator(s) (required)
Ana Herrera	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
Sam Rosales	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/2022



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 core credit attainment (ELA, Math, Science) for 9th grade students with IEPs and LEP by 10% (from 43% for IEP and 58% 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: 1. Provide on-going professional learning on strategies and resources that support EL students with language acquisition. 2. Provide on-going professional learning and resources on differentiating instruction, including implementing IEP accommodations and how to best meet the needs of students with IEPs.

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 available and needed.
- Identify specific students needing support.
- Work with EL teachers to provide support General Education content teachers
- Identify a timeline and schedule PL days and topics such as PL: Elevation, SIOP, Differentiation, Language Acquisition.
- 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.
- Identify teachers who can provide PL; building capacity.
- Pull progress grades for EL students and students with IEPs for ELA, Math, Science classes on a monthly basis.
- Analyze monthly progress grades data of EL students and students with IEPs to identify and provide additional interventions to students who are failing ELA, Math, or Science.
- 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.
- Implement tutoring.
-

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
- Presenters/trainers on how to best meet the needs of EL students
- Prep buyouts for Learning Walks
- B.I.G. and data analyst

Each and every student is impacted in various ways. Our EL students are impacted, as are our general education students. The School Performance Plan is designed to analyze data that is relevant to all student achievement, including our EL students. Root causes were determined based on this data in order to drive school improvement and shrink the achievement gap for our special populations with special attention to AB 219 and the EL population. Please refer to Inquiry Area 1 (Student Success), Inquiry Area 2 (Adult Learning), and Inquiry Area 3 (Connectedness, when applicable) in the School Performance Plan for root causes that impact learning and achievement.

Appropriately offer and place Long Term or Short Term EL students in EL courses designed to meet the needs of each English learner. Newcomers have specific courses designed for students whom are new to the country, these classes differ from typical “long or short” term EL students. A collaborative effort between school counseling/teaching staff and the Department of ELD to appropriately place students in the English Language Development courses is essential so that students show adequate progress in both language proficiency, as well as more equitable opportunities to achieve in each content area. Newcomer HS/MS (Hug, Sparks HS, and Pine MS, Wooster HS) appropriately place Newcomers in Newcomer courses that accelerate their language and build their cultural awareness.

- School wide focus on cultural 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 and engaging in discussions around academic language opportunities to support academic discourse. 	<ul style="list-style-type: none"> • Intentional lesson planning for academic discourse opportunities.
<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 on how to engage students in academic discourse. 	



- Teachers focusing 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 academic discourse.

Adult Learning Culture

School Goal: Teachers will provide opportunities to students to engage in student led verbal academic discourse during instructional time in 50% of learning walk observations.

Formative Measures:

- Learning walks data and feedback.
- Eleot tool observation data.

Aligned to Nevada's STIP Goal:

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

Improvement Strategy: Provide professional learning opportunities to teachers on the use of higher order critical thinking skill questions and strategies that promote academic discourse in the classroom.

Evidence Level: Tier 4 - Demonstrates a Rational

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

- Determine what financial resources are available and needed.
- Create a schedule for Learning Walks.
- Conduct on-going Learning Walks.
- Analyze data from Learning Walks and use data to guide PL.
- Discuss progress towards meeting the goal after each Learning Walks.
- Collect and analyze teacher feedback around PL and implementation of strategies learned.
- Identify a timeline and schedule PL days and topics such as PL: Questioning Techniques, Student 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 academic discourse 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 on those discussion, identify need for additional PL opportunities around academic discourse.
- Debrief with Department Leads on progress toward meeting the goal.

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

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



- 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 questioning techniques to promote academic discourse.

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 teachers don't provide EL students the opportunity to engage in academic discourse because they are not proficient in English
- *Support:* EL Coaches to provide teachers with supports, strategies, tools and training to help them plan opportunities to engage EL students in academic discourse.

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>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • Lack of focusn 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 to staff.
- Create positive post-cards to distribute 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 Counselors.
- 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.

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

- SEL 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 additional SEL staff.
- Budget for additional Counselor(s).
- Budget for additional Dean(s).
- Budget for the continued additional administrative supports.
- Budget for additional support staf.
- 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.