District Name

Hug High School

2021-2022 School Performance Plan:
A Roadmap to Success

Hug High School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Karen Perisho, Assistant Principal, for more information.

Principal: Cristina Oronoz
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School Designations: X Title I   ❏ CSI   ❏ TSI   ❏ ATSI   ❏ Zoom   ❏ Victory

Directions for Completing the School Performance Plan

School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see Every Student Succeeds Act (ESSA), and for detailed information about the School and District rating system, see the School Rating Overview.

	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	1555	1.03	2.83	71.9	4.44	12.48	3.54	3.79	15.37	29.13	100
District	64,359	1.26	4.15	40.96	2.51	43.6	1.32	6.2	14.10	14.91	51.22
State	496,938	.82	5.44	42.69	11.45	31.36	1.46	6.78	12.68	14.13	65.8

Enrollment Data

		Math			ELA			Science	ELPA	
Academic Year	**School/ District**	**Proficiency**	**Growth (MGP)**	**Growth (AGP)**	**Proficiency**	**Growth (MGP)**	**Growth (AGP)**	**Proficiency**	**Proficiency**	**Growth (AGP)**
2020	**School**	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Student Performance Data

4 Year ACGR	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	84%	86%	84%

School Climate Data	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	352	337	326

| District | 84% | 84% | 86% | | District | 359 | 345 | 334 |

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Cristina Oronoz	Principal
Karen Perisho	Assistant Principal
Crystal Jackson	Special Education Teacher
Paul Nolan	EL Teacher
Ana Herrera	Science Teacher/Department Leader
Samuel Rosales	Counselor
Esther Berumen	Classified Support Personnel: Discipline, PBIS, Interventions, Family Communication,
Arthur Pacheco	Parent
Student Leadership	Student(s)

School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partner.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Family Outreach Survey: 9th, 10th	08/03/2021	5	Teachers are nice and welcoming, but some students need more academic challenges.
Student Outreach Survey: 9th, 10th	08/03/2021	10	Teachers are nice and welcoming. Would like to see more elective choices and school events offered.
Staff Outreach Survey	08/25/2021	28	More support for teachers is needed for instructional practice and negative behaviors. Suspensions and teacher turnover is high.
Communities in Schools, Boys and Girls Club Outreach Survey	08/25/2021	4	More support for teachers is needed for instructional practice and negative behaviors. Suspensions and teacher turnover is high.
Family/Student Outreach Survey	08/25/2021	46	Students need more opportunities to earn more credits and get help/intervention in areas where they are struggling.

School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

Data Reviewed - Copy and paste data that was used during Event 3's Data Analysis & Needs Assessment Dialogue.

Problem Statement - Copy and paste your Problem Statement(s) from Event 3's Data Analysis & Needs Assessment Handout.

Critical Root Causes - Copy and paste your Critical Root Causes from Event 4's Root Cause Analysis Handout.

Goal - Copy and paste your goals from Event 3's Data Analysis & Needs Assessment Handout that the school will focus on to drive improvement efforts.

STIP Connection - Identify how the school goal is aligned to Nevada's STIP Goals. Simply insert Goal 1, 2, 3, 4, 5, or 6. Definitions and more information about STIP Goals can be found [here](#).

Improvement Strategies - Copy and paste your Potential Solutions (Improvement Strategies) from Event 4's Root Cause Analysis Handout. If needed, use time during Event 5 to develop additional Improvement Strategies that are aligned to the goal and critical root causes.

Intended Outcomes - Identify the expected outcomes for each of the identified Improvement Strategies when implemented.

Action Steps **-** Identify the actions that need to be taken to achieve the Intended Outcome(s).

Resources Needed - Identify the resources needed to implement the Improvement Strategies and Equity Supports to achieve the Intended Outcomes.

Challenges to Tackle - Identify any obstacles that may exist and need to be addressed to achieve the Intended Outcomes.

Equity Supports - Identify the supplemental strategies your school will implement to support learning and growth for all students as it pertains to the specific School Goal.

Evidence Levels - Identify the effectiveness of the Improvement Strategies. To do this, the school will list the level of evidence that the Improvement Strategy meets, in alignment with Every Student Succeeds Act (ESSA) definitions of evidence-based interventions (see Appendix 5 in Continuous Improvement Guidance document for additional information and resources).

Inquiry Area 1 - Student Success

Part A

Student Success		
	Student Performance	**Social and Emotional Learning**	**Access to Rigorous Texts and Tasks**

	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks

Data Reviewed	The team reviewed achievement data, discipline data, climate survey data, graduation rates, grade distributions, learning walk observations, and EL data. The data shows that students with IEPs and EL students underperform in multiple areas. Additionally, students in 9th Grade Core Credit Attainment is at 69%, with IEP and EL under 60%. 10th Grade Core Credit Attainment is at 71% EL WIDA ACCESS data shows that students growing on a trajectory that predicts they will earn a scaled composite score that is associated with exiting EL designation by end of grade 12 are underperforming as compared to district similar schools comparison. Hug's overall in the same area was at 10% in 2020.
	
	Learning Walks needs in the following areas:
	• Asking critical questions
	• Engaging in academic discourse
	• Providing extended answers with reasoning
	• Engaging in active listening
		Student climate survey data shows that students need to build relationships with teachers, increase student self-awareness of emotions, self-management of goals and schoolwork. Climate Survey needs in the following areas:
		• Providing consistent interventions
		• Increasing consistent implementation for the MTSS process
		• Reducing chronic absenteeism
		• Increasing student self-awareness of emotions, self-management of goals, self-management of schoolwork
		• Increasing opportunities for intersession for students who need additional supports and time to gain academic credits
		
		Learning walks, walkthroughs and observations show students are on their cell phones for non-instructional purposes. Students appear to net be engaged in learning, listening to instruction or actively engaged in the learning activity.
			What percentage of observed Data from learning walks shows that students need to engage in grade level academic discourse and provide extended answers with reasoning that promote critical thinking. There is a need for student led learning.
			Graduate AP Completion:
			2020-
			68% Overall School
			Hispanic 68%, African American 65%, White 74%, Multiracial 60%, Pacific 45% IEP 45%, EL 53%, FRL 68%, CIT 67%, GT 95%
			Diplomas:
			Honors: 25%
			Advanced: 7%
			CCR: 1%
			Standard: 51%
			
			CTE Completion:
			2020-
			21% Overall School
			  Hispanic 22%, African American 12%,
			    White 16%, Multiracial 305, Pacific
			    9%

	• Engaging in peer collaboration • Leading student discussions/student led learning	There is a lack of positive connections and positive communication specific to student progress, behaviors, growth, etc.	
Problem Statement	**There is a large discrepancy in core credit attainment by the end of 9th grade for students with IEPs and LEP (EL).**	
Critical Root Causes	• 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	

Part B

Student Success	
School Goal 1: 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).	**STIP Connection: Goal 3, 4**
Improvement Strategy 1: **Provide on-going professional learning on strategies and resources that support EL students with language acquisition.** **Evidence Level** 3-Promising	

Intended Outcomes: *Teachers who receive professional learning on strategies and resources specific to supporting EL students with language acquisition will implement the strategies in their classroom and will use resources provided to support students' learning and credit attainment.*

Action Steps:
- *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*
- *Identify teachers who can provide PL; building capacity*
- *Pull progress grades for EL students for ELA, Math, Science classes on a monthly basis*
- *Analyze monthly progress grades data of EL students 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:
- *Budget for the continued additional administrative supports*
- *Budget for hourly pay*
- *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. Any resources or funding needed or used for professional development and curriculum and instruction are referenced in the needs assessment".

Challenges to Tackle:

∉ *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*

Improvement Strategy 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 4- Demonstrates a Rationale

Intended Outcome: *Teachers who receive professional learning on strategies and resources specific to supporting students with IEPs with will implement the strategies in their classroom and will use resources provided to support students' learning and credit attainment.*

Action Steps:
- *Determine what financial resources are available and needed*
- *Identify specific students needing support*
- *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 students with IEPs for ELA, Math, Science classes on a monthly basis*
- *Analyze monthly progress grades data of 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*

Resources Needed:
- *Budget for the continued additional administrative supports*
- *Budget for hourly pay*
- *Presenters/trainers on how to best meet the needs of IEP students, implementation of IEP accommodations, differentiation*

- *Prep buyouts for Learning Walks*
- *B.I.G. and data analyst*

Challenges to Tackle
- *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*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: *Provide teachers with the knowledge and skills to support student's language acquisition as they master core content standards. Track progress grade data to measure if any disparities exist.*

Foster/Homeless:

Free and Reduced Lunch:

Migrant:

Racial/Ethnic Minorities: *Students with IEPs and EL students represent a large population of racial/ethnic minorities. This goal will support this demographic.*

Students with IEPs: *Provide teachers with the knowledge and skills to support students with IEPs in their core content classes by implementing accommodations and differentiation. Track progress grade data to measure if any disparities exist.*

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture		
	Instructional Practice	**Instructional Leadership**	**Systems and Structures that Support Continuous Improvement**
Data Reviewed	Learning Walks have identified that teachers (doing well).... Teachers need support in providing students with opportunities to engage in academic discourse. During Learning Walks, evidence showed that teachers were doing most of the talking and direct instruction was a common theme. When students were asked questions, choral responses were given and missed opportunities for critical thinking and thought provoking responses. Grade distributions show that there is a need to support students' learning. In reviewing grade books, there is a need for improved equitable grading practices and consistency in grading and grade books school-wide. Although a large number and the majority of teacher's failure rates range from 10%-30%, classroom failure rates can be as high as 80%. Learning Walks needs in the following areas: • Creating opportunities for extended student discourse	Administrators need to plan more Learning Walks and observations with feedback to teachers. Additionally, all staff should be provided with results of the Learning Walks. Climate Survey needs in the following areas: • Providing consistent time for Professional learning communities that collaborate, plan and analyze student data • Increasing vertical and horizontal alignment to state core content standards • Focusing on standards-based grading • Setting high expectations for student achievement • Differentiating instruction • Restorative Practices and equity and diversity Learning Walks needs in the following areas: • Creating opportunities for extended student discourse • Facilitating student led learning	All teachers have been involved in improving equitable grading practices and equitable practices. Teachers are provided with grade distributions weekly to be able to analyze their data prior to PLCs. PLCs take place once a week during Wednesday early release and teachers are encouraged to PLC once a week after school from 2:30-3:10pm. Climate Survey needs in the following areas: • Providing consistent time for Professional learning communities that collaborate, plan and analyze student data • Increasing vertical and horizontal alignment to state core content standards • Focusing on standards-based grading • Setting high expectations for student achievement • Differentiating instruction • Restorative Practices and equity and diversity There is a need for additional teacher

	- Facilitating student led learning - Asking questions that elicit critical thinking and reasoning - Modeling and expecting active listening - Providing opportunities for collaborative learning - Creating and maintaining positive family relationships - Making content relevant - Providing on-going, specific student feedback tied to standards based grading, lessons and activities - Providing positive re-direction	- Asking questions that elicit critical thinking and reasoning - Modeling and expecting active listening - Providing opportunities for collaborative learning - Creating and maintaining positive family relationships - Making content relevant - Providing on-going, specific student feedback tied to standards based grading, lessons and activities - Providing positive re-direction Administration needs to conduct more Learning Walks and walkthroughs and provide more on-going teacher feedback.	support, including more feedback and support with classroom behavior management.
Problem Statement	**Lack of opportunities for student academic discourse and differentiation leads to inconsistent active engagement in learning.**		
Critical Root Causes	∉ 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		

Part B

Adult Learning Culture

School Goal 2: Teachers will prompt students to engage in student led verbal academic discourse during class at least once every ten minutes.	STIP Connection: Goal 2

Improvement Strategy 1:
Provide professional learning opportunities to teachers on the use of higher order critical thinking skills questions and strategies that promote academic discourse in the classroom.

Evidence Level 4- Demonstrates a Rationale

Intended Outcomes: *Teachers who receive professional learning on the use of higher order critical thinking questioning will implement the strategies in their classroom to engage students in academic discourse during class.*

Action Steps:
- *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*
- *Continue with the additional administrators to lower the teacher observation caseload and provide more Learning Walks, walkthroughs, and continuous teacher feedback*

Resources Needed:
- *Budget for the continued additional administrative supports*
- *Budget for hourly pay*
- *Presenters/trainers on how to use questioning techniques to promote academic discourse*

- *PLC observations*
- *Platform and structure to share PLC meeting agendas*
- *Prep buyouts for Learning Walks and peer observations*

Challenges to Tackle:
- *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*

Improvement Strategy 2:
PLC teams will identify questions, prompts, etc. that will provide academic discourse opportunities in their content area and will document on their PLC meeting agenda; reviewing and discussing weekly.

Evidence Level 3-Promising

Intended Outcome: *Teachers who actively participate in PLCs and collaborate with peers to include academic discourse opportunities in their lessons will engage students in academic discourse during class.*

Action Steps:
- *Determine what financial resources are available and needed*
- *On-going observations of PLCs*
- *Support PLC teams*
- *Discuss progress towards meeting the goal after each PLC*
- *Collect and review PLC agendas*
- *Debrief with Department Leads on PLC teams' progress*
- *Engage in PLC discussions around the implementation of 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:
- ∉ *Budget for the continued additional administrative supports*
- ∉ *Budget for hourly pay*
- ∉ *PLC observations and training on effective PLC process*
- ∉ *Platform and structure to share PLC meeting agendas*

Challenges to Tackle
- ∉ *Finding financial resources given limited budget*
- ∉ *Teacher commitment to PLCs and consistency toward meeting the goal*
- ∉ *Administrators available*
- ∉ *Student hesitation to participate when given the opportunity to engage in academic discourse*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: *Provide teachers with the knowledge and skills to support student's language acquisition as they master core content standards; providing opportunities for academic discourse.*

Foster/Homeless:

Free and Reduced Lunch:

Migrant:

Racial/Ethnic Minorities: *The majority of our student population is comprised of racial/ethnic minorities. This goal will support this demographic.*

Students with IEPs: *Provide teachers with the knowledge and skills to support students with IEPs in their core content classes by giving them opportunities to engage in academic discourse.*

Inquiry Area 3 - Connectedness

Part A

	Connectedness		
	Student	**Staff**	**Family & Community Engagement**
	Discipline Data: Data shows that for the past tree year, 33%-40% of students ever enrolled on a given year had major discipline events. Also, approximately 225 students had at least 1 major discipline event. Historical tardy data shows a large number of students are tardy and some have confirmed truancies. Qualitative data shows that some teachers are not equipped to deal with classroom behaviors as some will "kick out" students are call for a Dean for minor infractions. Climate Survey needs in the following areas: • Providing consistent interventions • Increasing consistent implementation for the MTSS process and SEL support • Reducing chronic absenteeism • Increasing student self-awareness of emotions, self-management of goals, self-management of schoolwork • Increasing opportunities for intersession for students who need	Climate Survey needs in the following areas: • Actively seeking parental involvement in educational activities • Ensuring all parents feel welcome in the school • Providing parents with ways to support their child's learning at home. • Creating a positive environment that supports student success and access to college/career opportunities • Continue to improve staff-student relationships • Increase safety to and from school and in the bathrooms • Increase celebrations of student academic success throughout the year • Support with behavior management Learning walks, walkthroughs and observations show students are on their cell phones for non-instructional	Climate Survey needs in the following areas: • Creating opportunities for positive family interactions and connections

	additional supports and time to gain academic credits	purposes. Students appear to net be engaged in learning, listening to instruction or actively engaged in the learning activity. It appears some teachers find it challenging to re-direct students to put their cell phones away during teaching/learning. There is a need for communication in families preferred language and additional adults on campus supporting safety and well-being; building positive relationships with more trusting adults.	
Problem Statement	**Some students and families feel disconnected from school and do not experience positive interactions from the school staff.**		
Critical Root Causes	∉ Lack of focus on the positives ∉ Negative behaviors take over ∉ Not having correct contact information in Infinite Campus ∉ Time management ∉ Language barrier ∉ Class sizes		

Part B

Connectedness	
School Goal 3: Staff will make 3-5 positive contacts (emails, phone calls, post-cards, etc) to parents/guardians of students who have	**STIP Connection: Goal 6**

demonstrated improvement or growth in behaviors or academics at least once a month.	

Improvement Strategy 1: Create a school-wide process and set expectations for positive contacts with families.

Evidence Level 4- Demonstrates a Rationale

Intended Outcomes: *Families and students will feel more connected with the school and will experience more positive interactions when positive communication is received from staff.*

Action Steps:
- *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:
- *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:
- ∉ *Finding financial resources given limited budget*
- ∉ *Time*
- ∉ *Having correct/updated contact information in Infinite Campus*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: *Positive communication in families' preferred language.*

Foster/Homeless: *Positive communication and support provided.*

Free and Reduced Lunch: *Positive communication and support provided. Additional wraparound services and SEL supports.*

Migrant: *Positive communication and support provided.*

Racial/Ethnic Minorities: *The majority of our student population is comprised of racial/ethnic minorities. This goal will support this demographic.*

Students with IEPs: *Provide families with more positive communication towards meeting their child's goals.*

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
General Operating Budget	$166,894	Instructional Supplies General and warehouse supplies Shredding Hourly Pay Substitutes	Student Success Adult Learning Culture Connectedness

Title I	$647,410	Behavior Specialist Dean Assistant Principal Counselor FACE Prevention Interventionist Professional Development Supplies: general , warehouse, info tech, books, etc. Professional Learning	Student Success Adult Learning Culture Connectedness
ESSER II: RALLY Grant Re-engagement & Accelerated Learning for Local Youth	$360,000	Core Teacher: Social Studies 4 Prep Buyouts 3 Bilingual Clerks 2 Campus Supervisors	Student Success Adult Learning Culture Connectedness
ESSER III Grant	$40,000	October Intersession December Intersession Spring Intersession	Student Success Connectedness