



Washoe County School District
Reno High
2021-2022 School Performance Plan:
A Roadmap to Success

Reno 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 Kris Hackbusch for more information.

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School Designations: Title I CSI TSI ATSI Zoom Victory



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](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	1,724	1%	5%	22%	3%	63%	1%	6%	7%	4%	21%
District	61,599	1%	5%	41%	3%	43%	1%	5%	13%	11%	33%
State	496938	.8%	5.4%	42.7%	11.5%	31.4%	1.5%	6.8%	12.7%	14.1%	65.8%

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2017- 2018	School	55.6%	N/A	N/A	67%	N/A	N/A	34.6%	22.9%	47.7%
	District	41.6%	52%	40%	49.3%	51%	51%	36.9%	12%	41.9%
2018- 2019	School	54.4%	N/A	N/A	70.5%	N/A	N/A	34.4%	10%	11%
	District	40.8%	50%	39%	49.3%	51%	52%	36.4%	10%	32%
2019- 2020	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	10%	32%

4 Year ACGR

School Climate Data



	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	94%	95.4%	93.3%
District	84%	86%	85.1%

	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	368	350	341
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
Kris Hackbusch	Principal(s) (required)
Crystal Edwards, Teri Salgado, Krista Kruger and Brian La Torre	Other School Leader(s)/Administrator(s) (required)
Traci Scichilone, Brad Naughton, Katie Broughton	Teacher(s) (required)
Kim Borders, Rodney Phillips	Paraprofessional(s) (required)
Sara Trimmer	Parent(s) (required)
Carrie DeBarger	Student(s) (required for secondary schools)
Sue Rodriguez	Counselor
Alexandria Davis	Safe School Professional
Virginia Briggs	Community Member/Admin. Intern

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
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Reno Booster Meeting	10/18/21 6PM	20	Academic warnings going out soon, discussed current climate of the school, challenges and celebrations. SPP process outlined.
Data Share-sent to all families with survey via email presentation	10/31 4:45pm	Whole school Community (staff , students, families)	Survey results reviewed
<i>Department Leader Meeting</i>	11/2/21 1:45pm	18	PLC's goals and tutoring grant area of emphasis for Tier 1 and Tier 2 collaboration efforts



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.



Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	9/27/2021 WCSD Big Data Warehouse Credit Accrual Data Chronic Absenteeism Data	9/22/2021 Student Climate Data	9/22/2021 Scheduling data Honors/AP Access Transcript data
Problem Statement	There are significant gaps in core credit attainment in 9 th and 10 th grade levels.		
Critical Root Causes	Prerequisite skills and knowledge needs, SEL Supports needed, chronic absenteeism, behavior impeding learning, changes to assessment and grading practices between distance learning and in-person learning.		

Part B

Student Success	
School Goal: By June 2022, 10 th grade core credit attainment for special populations will increase 5% (Hispanic 54% to 59%, multiracial 70% to 75%, FRL 45% to 50%, IEP 60% to 65% and EL 40% to 45%).	Aligned to Nevada's STIP Goal: Goals 1, 3, 5
Improvement Strategy: Provide free tutoring from teachers across departments under the 40k Esser grant funds to support students academic progress.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4 Demonstrates a Rationale	
Intended Outcomes: Students will receive tutoring from their teachers at lunch and after school as needed. Students can be referred by parent, counselor, case manager and/or teacher. MTSS Committee may assign as well.	

**Action Steps:**

- *Survey departments for funding distribution of the 40k ESSER Grant.*
- *Identify teachers wanting to tutor and create a master calendar for the year with limited conflicts.*
- *Create a spreadsheet on Staff Teams Channel to record daily attendance for tutoring. Each department will have their own tab.*
- *Create a system with school secretary, grants and payroll to streamline teacher supplemental pay for tutoring.*
- *Advertise tutor calendar with students, parents and staff via emails, meetings, flyers and social media.*
- *Analyze attendance of tutoring sessions and cross reference to grade reports.*

Resources Needed:

- *Budget, logistics and reporting*
- *Recruitment of staff tutors*
- *Purchasing additional math support online accounts*

Challenges to Tackle:

- *Teacher burn-out-finding tutors*
- *Expanding tutors for ELA*
- *Monitoring correct usage of tutoring attendance reporting*
- *Increasing student attendance to tutoring sessions.*

Improvement Strategy: *Insert after Event 4*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *4 Demonstrates a Rationale*

Intended Outcomes: *Insert after Event 4*

Action Steps:

- *Insert during Event 5*

Resources Needed:

- *Insert during Event 5*

Challenges to Tackle:

- *Insert during Event 5*



Equity Supports. What, specifically, will we do to support the following student groups around this goal?
English Learners: <i>Utilize home language on documents where appropriate—including communications with families.</i>
Foster/Homeless: <i>Bus passes/transportation</i>
Free and Reduced Lunch: <i>Bus passes/transportation</i>
Migrant: <i>N/A</i>
Racial/Ethnic Minorities: <i>Monitor progress data across racial groups to measure if any disparities exist during intervention process.</i>
Students with IEPs: <i>Work with IEP to individualize tutoring opportunities within the department and across departments.</i>

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	9/27/21 <i>PLC Department Logs/Goals Tier 2 supplemental programs offered Tier 1 strategies, pacing guides and common assessment data</i>	9/22/21 <i>Quarterly Grade report data and reason codes Attendance hotlist data Equitable Grading Book Club meeting notes Standards-based grading pilot teacher updates</i>	9/22/21 <i>Tier 2 supports offered per department MTSS Committee logs Master Schedule</i>



Problem Statement	<i>Support teachers in collaboration efforts around student achievement data and Tier 2 supports, including research-based interventions and tutoring services.</i>
Critical Root Causes	<i>PLC structures and priorities, essential standards vs. District/state mandates, access to data to make informed decisions, resources/research-based tier 2 practices, time from duties impeding this important work.</i>

Part B

Adult Learning Culture	
School Goal: By June 2022, provide free tutoring to 500 or more students (monitored by the Esser Grant accountability data spreadsheet).	STIP Connection: 1, 2, 3, 5
Improvement Strategy: Support teacher and departmental professional learning communities with data, time, resources and money to provide specific Tier 2 supports and tutoring for students.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>4 Demonstrates a Rationale</i>	
Intended Outcomes: Teachers and departments will co-plan, during professional learning committees, to research and implement tutoring and support strategies for students based on the specific antecedents found in their classroom and departmental data.	
Action Steps: <ul style="list-style-type: none"> ● <i>Create a Tier 2 intervention tutoring plan/curriculum per department.</i> ● <i>Recruit our own teachers to be tutors using the Esser Grant funds</i> ● <i>Create a master calendar of tutoring for students and share it with our students and families</i> ● <i>Devise a strategy to referring students</i> ● <i>Frequent departmental and teacher check-ins on progress of students and tutoring plan.</i> ● <i>Provide relevant data to teachers and ensure PLC time is sacred for this work—absent of interruptions or distractions.</i> ● <i>Identify research-based strategies to support teachers and students</i> ● <i>Purchase math support online progress to assist students</i> ● <i>Implement Advanced Placement Tutoring second semester</i> 	
Resources Needed: <ul style="list-style-type: none"> ● <i>Esser Grant Funds 40k</i> ● <i>Master calendar for tutoring</i> ● <i>Math online support program TBD</i> 	



- *Teachers willing to tutor amongst all other duties they have*

Challenges to Tackle:

- Teacher capacity and time. Referring students and ensuring they attend the sessions. Communicate supports to our families in special populations. Support teachers with resources, data and planning time to make this work.

Improvement Strategy: *Insert after Event 4*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):

Intended Outcomes: *Insert after Event 4*

Action Steps:

- *Insert during Event 5*

Resources Needed:

- *Insert during Event 5*

Challenges to Tackle:

- *Insert during Event 5*

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

English Learners: Ensure tutoring plans and supports are communicated in home language.

Foster/Homeless: Bus passes/transportation

Free and Reduced Lunch: Bus passes/transportation

Migrant: N/A

Racial/Ethnic Minorities: *Monitor progress data across racial groups to measure if any disparities exist during intervention process.*

Students with IEPs: Work with IEP teams to make sure tier 2 supports and tutoring services are aligned to goals and objectives.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	9/27/21 <i>Student Climate Data</i> <i>One-on-one discussions with students</i> <i>Parent feedback in-person/surveys</i> <i>Discipline data</i> <i>Attendance data</i> <i>Safety Plans</i> <i>Bully Reports/Safe Reporting Systems</i>	9/22/21 <i>Staff Climate Data</i> <i>Department Lead meeting logs</i> <i>Counseling/Safe School</i> <i>Professionals/School Psychologist</i> <i>feedback</i> <i>Outreach to WCSD Departmental</i> <i>Services for Student Voice Initiatives,</i> <i>Equity and Diversity and Counseling</i>	9/22/21 <i>Outreach to WCSD Departmental</i> <i>Services for Student Voice Initiatives,</i> <i>Equity and Diversity and Counseling</i> <i>Parent Climate Survey Data</i> <i>School Police reporting</i> <i>Victim Advocacy outreach</i>
Problem Statement	<i>Provide students more opportunities for student voice initiatives to feel heard, supported and safe at school.</i>		
Critical Root Causes	<i>Need for positive outlets for students to express themselves, SEL supports needed, stress and frustrations returning to in-person instruction, academic endurance, promoting a safe and respectful learning environment amongst the political and racial division our country has seen and continues to see over the last few years.</i>		

Part B

Connectedness	
School Goal: By June 2022, Reno HS will provide students with 3 or more student voice initiative events as well as having 1-3 student representatives on the school Safety Committee.	STIP Connection: Goals 4, 6



Improvement Strategy: To provide students 3 or more opportunities to attend Student Voice forums to learn and discuss how they can use their collective and individual voice for positive change. This goal is specific to student feedback during the 21-22 school year so far. We will utilize the Student Voice Initiatives Department for WCSD in collaboration with Equity and Diversity and Counseling Services.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4 – <i>Demonstrates a Rational</i>	
Intended Outcomes: <i>Reno High will work with the WCSD departments of Student Voice Initiatives, Equity and Diversity and Counseling Services to create 3 or more student voice forums where student can learn strategies on how to use their voice for positive change. We will recruit student representatives for our School Safety Committee as well.</i>	
Action Steps: <ul style="list-style-type: none">● <i>Meet with heads of key departments to create an action plan for student voice forums</i>● <i>Recruit students to serve on Safety Committee</i>● <i>Recruit and advertise Student Voice Initiative forums</i>● <i>Create student feedback strategies to assess forums</i>● <i>Find location and time for forums to meet</i>● <i>Invite key clubs and organizations to Student Voice forums</i>● <i>Recruit RHS students to participate in district-wide student voice events and committees.</i>	
Resources Needed: <ul style="list-style-type: none">● <i>WCSD staff and trainers from key departments</i>● <i>Students to participate</i>● <i>Surveys to assess feedback from students</i>	
Challenges to Tackle: <ul style="list-style-type: none">● <i>Student relationships, bullying, cyberbullying and students suffering from trauma, abuse or mental health. Academic endurance, stress and student anxiety. Covid protocols, masks, increased diversity and political/racial divides in the United States have all contributed to the need for students to have safe places to express themselves.</i>	
Improvement Strategy:	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):	
Intended Outcomes: <i>Insert after Event 4</i>	



Action Steps: <ul style="list-style-type: none"> ● <i>Insert during Event 5</i>
Resources Needed: <ul style="list-style-type: none"> ● <i>Insert during Event 5</i>
Challenges to Tackle: <ul style="list-style-type: none"> ● <i>Insert during Event 5</i>
Equity Supports. What, specifically, will we do to support the following student groups around this goal?
<p>English Learners: Ensure tutoring plans and supports are communicated in home language.</p> <p>Foster/Homeless: Bus passes/transportation</p> <p>Free and Reduced Lunch: Bus passes/transportation</p> <p>Migrant: N/A</p> <p>Racial/Ethnic Minorities: <i>Monitor progress data across racial groups to measure if any disparities exist during intervention process. Recruit and communicate these offerings to all demographic groups to ensure a true representation of our student body.</i></p> <p>Students with IEPs: Share information with families and IEP team for future participants to these events.</p>

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 District School Funding	\$114,000	Operations, equipment, supplies	Goals 1, 2, 3
ESSER Grant	\$40,000	Tutoring	Goals 1 & 2
Rally Grant	\$360,000	3 teachers, 2 campus supervisors	Goals 1, 2, 3
21 st Century Funding	\$6,000	Signature Programs-Red House	Goals 1, 2, 3



		Project	