School Performance Plan

*Please note that this is a **PILOT** of NDE's "new" School Performance Plan (SPP). Due to valuable feedback from stakeholders, several changes to this document are scheduled to be implemented in late spring. There is no requirement to use this document to apply to 1003(a) at this time. Your team has the option of using the old SPP template and completing the SPP addendum located in ePAGE to complete the 1003(a) application process, or of using this new SPP template. NDE welcomes any and all additional feedback on this document at this time.*

Nevada Department of Education

This School Performance Plan (SPP) is a tool designed to support principals and school leadership teams in school improvement efforts, with an emphasis on instructional delivery and student achievement.

The tool acts as an anchor in a year-round reflective evaluation process that relies on data-informed decision-making to drive documented school-level strategic planning. It is designed to capture strategies aligned with resources that support instructional priorities, a culture of achievement, and community and parent engagement to promote improved student outcomes.

___X__   Check here if you are a Rising Star School or Underperforming School. If so, you must complete Appendix B.

I. School Information

School Name   **Procter R. Hug High School**

School Address   **2880 Sutro St**   **City/State**   **Reno, NV**   **Zip Code**   **89512**

School Phone Number   **775-321-3200**

For implementation during the following years   **2017-2018**

II. Leadership Team and Key Points of Contact		
Name	**Position**	**Email Contact**
Lauren Ford	Principal	lfford@washoeschools.net
Tristan McElhany	Assistant Principal	tmcelhany@washoeschools.net
Rhonda Clark	Assistant Principal	rhonda.clark@washoeschools.net
John Kocian	Teacher	jkocian@washoeschools.net
Ryley Coker	Teacher	rcoker@washoeschools.net
Keith Roberts	Department Lead	kroberts@washoeschools.net
TBA	Data Coach	TBA

You will need to reference the guidance document to complete Sections III-XII.

III. Previous Year Outcome and Reflection	
In this section, identify outcomes from last year's goals, whether those goals were met or not met, and the root causes surrounding why your school met or did not meet the goals. Also include any barriers, course changes, and successes as related to last year's goals.	**Goal 1**: To increase Hug HS's graduation rate each year with special attention to sub populations. For SY 15-16 Hug HS had an overall graduation rate of 74%, NOT MET. **Successes accomplished:** No longer lowest school in district; school had growth in special populations of ELL and SPED. **Root cause:** Over-emphasis on interventions used to capture students with special needs (SPED and ELL) in an effort to close achievement gap; not focusing on classroom core instructional changes to eliminate incomplete learning and overemphasizing the response to failure and not prevention strategies. **Barrier**: Too much staff turnover to implement School Performance Plan with fidelity; too many action steps causing faculty to lose focus of overarching goal and get caught up on specific action steps, not enough specificity in overall plan. **Changes:** School implemented SpringBoard ELD curriculum to all 9th-10th ELL students (paying particular attention to Duel enrolled ELL and SPED students). After one semester of implementation, students participating in the ELD SpringBoard program outpaced general education peers for passing English courses by 8%. **Goal 2**: Hug HS will be conducting a school-wide data collection, around the literacy strategies within the springboard curriculum. Starting with the first quarter as a baseline, Hug HS staff will record increased use of literacy practices across all disciplines by conducting focused walkthroughs by the Implementation Specialists and the administrative team. Expected results are an increase in literacy strategies in all classrooms. NOT MET. **Successes accomplished:** Hug HS offered professional development on SpringBoard literacy strategies during SY 2015-16 and early SY 2016-17. This PD reached out to teachers in various disciplines. Teachers included literacy strategies in Student Learning Objective work. **Root Causes:** First year implementation of Student Learning Objective required professional development time for first semester to solely allow for SLO training following district guidelines. **Barrier:** The timeline and guidance from the district involving SLO detracted from cross-discipline

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literacy strategy foci, the requisite monitoring systems ensured completion of SLO, focusing on compliance while not emphasizing Goal 2. A lack of a data coach inhibited campus wide data collection and analysis while leaving the one remaining implementation specialist to focus on SLO compliance rather than walk-through data collection.

Goal 3: To enhance the academic and social culture of Hug HS through a grade level Multi-Tiered Systems of Supports (MTSS). MTSS is a response to student need around academic and social and emotional wellbeing with an end goal of ensuring the student receives the support they need to be successful in an academic setting.

MET. **Successes accomplished:** Hug HS documented and tracked a significant increase in positive interactions between students and faculty, from zero documented positive referrals in SY 14-15 to 64 in SY 15-16 to, as of 3/20/17, 109,312 documented positive student-faculty interactions. Using SEL courses and the HERO program (positive behavior support system), Hug HS is on track to reduce tardies 12%, increasing instructional time. During SY 15-16, Hug HS offered 7 sections of SEL curriculum to 9th grade students; whereas in SY 16-17, Hug HS offered 25 sections of SEL coursework to 9th grade students. Hug HS also has four teachers fully implementing SEL curriculum in their coursework.

Root causes: Teachers participate in district-provided SEL training which results in a successful PLC, allowing for consistent implementation of the curriculum across all sections of freshman seminar. HERO provides ongoing and systematic accountability statistics emailed regularly which motivates teachers to increase campus-wide buy-in and classroom use. Due to its ease, administration is able to utilize the information to motivate teachers and hold them accountable. This ease also creates consistency among teachers, positively affecting student behavior across campus.

Barriers: Due to IC limitations, co-teachers do not have equitable access to student rosters thereby limiting ability to award HERO points to all students. Due to professional development trainings around SLO and the cancellation of Wednesday professional development, the SEL coach has not been able to re-deliver SEL curriculum to faculty as a whole.

IV. School Data

| In this section, analyze formative and summative data and climate data that include trends, strengths, and weaknesses, according to the needs assessment results. Note: Include a narrative of the team's analysis of the data and how these data points will be used to determine root causes and this year's goals. Do not include individual data. For additional clarification, see the guidance. | Hug HS utilizes multiple sources of data. Major sources of formative data are STAR reading scores and faculty SLO's. Sources of summative data are course grade analyses and district finals. The climate survey allowed the leadership team to assess the social and emotional needs of the campus.

When looking at formative data, the major challenge was fidelity to the frequency of data gathering. Of the options in the STAR program from Renaissance Learning, only the reading assessment tool is utilized. Of those, ensuring that data gathering goals were consistently met proved difficult. Upon looking at the formative STAR data that was taken, over 50% of courses saw reading growth in both Lexile level and instructional reading levels.

The majority of professional development time available in the first semester was dedicated to the first year implementation of the Student Learning Objective (SLO) protocols. These SLO's were designed and organized in collaborative groups in many cases, allowing these to create usable formative data within departments, but not allowing for wide-scale campus data collection and training with timely feedback.

Upon looking at this data, the leadership team did observe some trends, did see some success and did observe weaknesses. One of the trends is the increase in reading levels as assessed through the STAR reading assessment tool. Though staff has this information, the staff lacks the observational data needed in determining the methods which create this growth.

The successful implementation of over 90 SLO's was huge, allowing teachers to specifically examine and reflect on instructional strategies and how they relate to student outcomes. Though this took a substantial amount of time and effort, forcing staff to relegate other goals to lesser priorities, they did begin an examination of instructional strategies and assessments that will inform reflection on practices.

One of the keys to consistency in formative assessment is a data-dedicated position to ensure these assessments are run and data is gathered. This data coach position was vacant for most of the year at Hug HS, requiring the department leaders to orchestrate much of that work. This links to the weakness observed in department leadership in pursuing the goal of gathering data.

In looking at summative assessments, Hug HS analyzed course grades in an effort to meet Goal 1, increasing the graduation rate. In doing so, the leadership team was able to determine effectiveness of action steps implemented to meet school goals. By looking closely at course grades, staff was able to establish remediation interventions to allow students to show evidence of meeting standard in areas where this lack |

of evidence caused the course failure. This ability to react to failure rather than prevent it demonstrate an opportunity for growth.

Through the SEL curriculum students were instructed to monitor their own progress which yields higher results and higher GPA in the freshmen that participated in the freshman seminar that taught the SEL curriculum.
While examining course grades, staff did observe success in multiple strategies initiated to address assessed school needs. As evidence of meeting Goal 3, students who were enrolled in a Freshman Seminar class, which utilizes the SEL curriculum and taught by SEL-trained teachers, averaged .25 GPA points higher than the GPA's of 9th grade students in SY14-15 and SY15-16. In addition, the leadership team was able to assess the effectiveness of the SpringBoard ELD support program. An 8% increase in English grade was observed in ELL students enrolled in ELD classes as compared to those students not in ELD classes for English support. This increase was not observed in other core classes as the SpringBoard ELD program is specifically linked to the students' English curriculum.

The Climate and Social Emotional focus also resulted in a significant decrease in major discipline acts and suspensions campus-wide. In discipline, Hug HS is on track for a 33% reduction in overall major discipline infractions, with similar reductions IEP, LEP and CIT populations. A similar effect was noted in suspensions per 100 students, with reductions in overall population as well as FRL, IEP, LEP, and CIT sub-groups. This reduction of major discipline incidents and suspensions directly contributes to the campus culture and climate, as well as increasing credit attainment, leading to increased graduation numbers.

An examination of grades inevitably lead to dialogues about grading practices, and from this dialogue the leadership team noticed a weakness in grading practices. This weakness was also indicted on the school needs assessment, proving that the leadership team needed to make assessment more meaningful in the learning cycle. Course failures are a huge barrier to graduation and as a school, Hug HS wants to make sure that effective grading practices are being used throughout, especially insuring standards-based grading principles.

Other successful uses of data involving summative data involve working with the correlations between PSAT scores and EOC scores. The leadership team utilized 10th grade PSAT scores in order to identify students who would need remediation in order to increase the first time pass rate.

Though some data has been captured, and that data has informed parts of the plan to reach past goals, it only provides a part of that success. Hug HS needs to extend this further through targeted professional development and leadership develop at departmental levels.

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Victory School Funds

Hug HS received Victory Funding in SY 2015-16. The following details highlight how the money is being used.

- Teacher JROTC to expand program to service more students. Victory Strategy D.1. (d) (49%).

- Teacher Signature Academy Sports Med CTE - To increase student awareness of the connection between school and career, increasing motivation to perform well in school. Additionally, these activities demonstrate the value of CTE in preparing students for fields of study and career pathways in their interest area. Victory Strategy D.1. (d) (49%).

- Teacher - Culinary Arts CTE - To increase student awareness of the connection between school and career, increasing motivation to perform well in school. Additionally, these activities demonstrate the value of CTE in preparing students for fields of study and career pathways in their interest area. Victory Strategy D.1. (d) (49%).

- Teacher - Math Support - The introduction of the end of course exams has made it so that there is a much higher population of SPED and ELL students in the general education classroom instead of in resource rooms. The additional 0.5 teacher would be used to support these students by teaching support classes targeting those students and general ed students that are struggling, as well as pushing into classrooms to provide targeted supports to small groups, including SPED, ELL and General Ed students. Since passing the EOC exam is a graduation requirement for the classes of 2019 and 2020, this position will provide targeted supports in this area while maintaining smaller class sizes for the remaining allocations. Victory Strategy D.1. (g)) (51%).

- Teacher - SPED Reading - Provide targeted intervention to readers at the emergent-8 grade level. Victory Strategy D.1. (d) (49%).

- IT Tech: This person will assist teachers in ensuring their technology is running correctly, assist with set up and provide training on how to use the technology. Victory Strategy D.1. (g) (51%).

- Coach - SEL - to provide professional development for teachers who teach Freshman Seminar course using the WCSD approved SEL curriculum. Victory Strategy D.1. (e) (51%).

- Implementation Specialist 2 FTE - To provide teacher professional development in core subjects using evidence-based best practices instructional strategies. Victory Strategy D.1. (e) (51%).

- Classified: Eight Prevention/Interventionists to work with the grade level MTSS teams to provide reading support. Interventionists will assist during school hours while teachers are instructing classes, three interventionist per grade level. Victory Strategy D. 1. (g) (51%).

- Classified - Interventionists - Intersessions, Saturdays and Summer - Interventionists will provide

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	academic support for students outside of the regular class day, enabling them improve academic skills and increase graduation potential. Victory Strategy D.1.(g) (51%) • Health Science Academy teachers will be working with Signature Academy students outside of the school day, recruiting new students, competing in national competitions. Victory Strategy D.1. (d) (51%). • Hourly Pay: MTSS Grade Level Teams will analyze data/risk indicators, and implement Reading Skills Center Strategies for students reading below grade level. Victory Strategy D. 1. (h) (51%). • Substitute Teachers: Subs to be used for professional development opportunities. English teachers to go to feeder schools to collaborate on Springboard. IS working with classroom teachers on instructional practices. Victory Strategy D.1. (e) (51%). • Substitute Teachers: Subs to be used for teachers to attend observation visits, where they will observe programs in high schools in other states with similar demographics and challenges. This will allow us to compare and improve our instructional practices among all our sub-populations. Victory Strategy D.1. (e) (51%). • Substitute Teachers - MTSS Parent and Student Meetings - Subs to be used for teachers to attend MTSS Parent and Student Meetings. Victory Strategy D.1. (e) (51%). • 8th Period - Extending School Day - The regular 7* day schedule does not allow the offering of all desired courses to provide students with comprehensive educational opportunities. Courses such as - Speech & Debate, Newspaper/Yearbook, Credit Recovery, Math, Advanced Jazz. 5 teachers, 180 days, $30/hr. Victory Strategy D.1. (d) (51%). • Hourly Pay: Professional Development for Department Teacher Leaders to plan professional development around Literacy, Tier 1 instruction, use of integrated technology for 21st century learning. Victory Strategy D.1. (e) (51%). • Hourly Pay teachers to provide instruction at the Summer Jump Start for freshmen students in reading and math and credit attainment courses. Victory Strategy D. 1. (c)(51%). • Hourly Pay: Teachers (Sped, EL, Gen ed to conduct grade-level planning. Victory Strategy D. 1. (g) (51%). • Saturday School and Intersession: Teachers to provide credit recovery and tutoring for core academic classes. - Teachers will provide academic support for students outside of the regular class day, enabling them improve academic skills and increase graduation potential. Victory Strategy D.1. (d) (51%).

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	- Hourly Pay: Teacher parent meetings for 9-12th grade students. Victory Strategy D.1. (f) (51%). - One to One Institute - Registration for Leslie Wilson, CEO Institute. One full day or two half day sessions. Of PD here at Hug. The 1:1 institute will present many options to teachers on what technology could be used for 1:1. This will ensure that we are picking technology to meet our overall goals. Victory Strategy D.1. (e) (51%). - Association of Literacy Educators and Researchers Annual Conference - The research is vast and convincing how improved literacy instruction increases literacy and how improved literacy increases graduation rate even with subset populations. This conference presents current and cutting edge research on improved literacy teaching methods even addressing specific methods for sub populations. November 3-6, 2016 in Myrtle Beach, South Carolina Victory Strategy D.1. (e) (51%). - NCSS Conference - National Council for the Social Studies 2016 Annual Conference. December 2-4, 2016 in Washington, DC. Victory Strategy D.1. (e) (51%). - Yearbook Camp - Participation in student journalism correlates with academic success.100% of 2015 Seniors in Yearbook graduated. Victory Strategy D.1.(d) (49%) - Communities in Schools Program - Works within the public school system, determining student needs and establishing relationships with local businesses, social service agencies, health care providers, and parent and volunteer organizations to provide needed resources. They carefully evaluate all aspects of their programs, and use that information to constantly improve services available to our students. Victory Strategy D.1. (a) (49%). - Tuition for teachers to obtain Master's degree credits for master degrees or endorsement in their area of subject. - some may be used for new teachers if they express interest. Victory Strategy D.1. (f) (51%). - Tuition for students needing college level courses. We will provide tuition, registration and book costs so that income is not a barrier for the college courses are students are now ready for due to accelerated education plans. Victory Strategy D.1. (d) (51%). - Summer Jump Start Instructional Supplies - For students in Pre Jump Start Freshmen Summer program. Includes study guides, basic school supplies for math and reading and backpacks. D.1. (c) (51%). - Classcraft LMS annual fee - app for iPads- This program allows a classroom with iPads to be more interactive experience items on the iPad that they will encounter when taking the EOC. Repetition with our ELL students is key to passing their EOC. Victory Strategy D.1. (d) (49%).

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- Amazon.com Movies - For History through Films class New Course Throughout the year students will be viewing and analyzing various movie in regards to, but not limited to, empowerment, stereotypes of historical figures and cultures, minorities, how events are portrayed and how youth are portrayed. Students will demonstrate their understanding and improve literacy skills by using media and articles to create projects and demonstrate 21st century skills. Victory Strategy D.1. (d) (49%).

- Upfront Magazine- scholastic.com Sub populations will benefit from this by reading various articles that relate to current issues discussed in Government class. This will assist them in their understanding of topics covered in class. Built in political cartoon analysis will also assist these populations in gaining more practice. This supplementary material will assist student literacy by giving them real world scenarios, written in vernacular, to assist with understanding and therefore literacy. By utilizing current event articles, pro/con arguments and political cartoon analysis Upfront Magazine will enhance academic/content knowledge as well as increase social culture at HHS. Victory Strategy D.1. (d) (49%).

- Sociology & You, Student Learning Center Subscription The content of this program is designed to meet the needs of SPED and ELL learners as well as gen ed students. The differentiated tasks and lessons, along with the interactive materials will assist in allowing SPED and ELL access to increased social studies course content, literacy skill development, and 21st Century and College and Career Readiness skills. Victory Strategy D.1. (d) (49%).

- Sociology & You, Teacher Suite The content of this program is designed to meet the needs of SPED and ELL learners as well as gen ed students. The differentiated tasks and lessons, along with the interactive materials will assist in allowing SPED and ELL access to increased social studies course content, literacy skill development, and 21st Century and College and Career Readiness skills. Victory Strategy D.1. (d) (49%).

- AP US History Textbooks Increasing access to AP participation and learning in the AP US History course will require purchasing of AP book for each enrolled student, per College Board requirement. Victory Strategy D.1. (d) (49%).

- We The People - text books for social studies class. Victory Strategy D.1. (d) (49%).

- Digital SLR Camera: Provide equal access to higher level curriculum for students without access otherwise for documenting student work in a professional way and at a professional quality for AP studio portfolio submissions, Scholastic Awards submissions, and college portfolio requirements. Victory Strategy D.1. (d) (49%).

- Pico Turbine Intermediate 3D Printer- 3D printer would enhance student engagement in science

and thus increase overall grade rate. As 3D printers become more readily accessible, knowledge of proper use, maintenance and programing will increasingly in demand by future employers. These printers will enhance science lesson through hands on experiences. Victory Strategy D.1. (d) (49%).

- Ohaus Pro electronic scales- Data collected using scales in the lab will be used in lab reports that communicate findings and foster literacy skills as per SPP 2. Victory Strategy D.1. (c) (49%).

- Stir/hot plates 4x4- Laboratory equipment will be used in labs to generate lab reports that communicate findings and foster literacy skills as per SPP 2. Victory Strategy D.1. (c) (49%).

- Film Library- We are building a writing and literacy curriculum around film analysis. This is both an explicit element of the Springboard literacy curriculum and the basis of a stand-alone writing course we are designing; it is also an important element of instruction that we are attempting to bring more broadly into the ELA classrooms. Also, there are several films specifically used in the Springboard curriculum that we can purchase as part of this library. Victory Strategy D.1. (c) (49%).

- This is Language - levels each video. These can be used to differentiate for each different class's level of learning. It provide authentic, current, and relevant foreign language videos for students to practice listening skills. This is Language provides a variety of activities ranging from the lowest of Bloom's to higher level comprehension. Students who are exposed to authentic listening activities will improve in their connected speaking skills as well. Students who study and master foreign language tended to graduate at higher rates, and do better in college. Victory Strategy D.1. (d) (49%).

- This is Language-Individual Student Access. If we have individual student accounts, we can assign videos to each student's given level of learning. We can track and record these scores. This differentiation can be tracked for MTSS. It will also help with students who experience high numbers of absences. With individual accounts, we can assign students assignments that can be completed at home. It continues supporting SEL, because students will be able to see the world from different perspectives. They will be able to listen in the language they are learning, from students their own age, and about issues that a relevant to them. The leveled videos also allow for the teacher to continually up the rigor in the student's language learning. As stated for the site license, students who study a foreign language are more likely to graduate from high school. Victory Strategy D.1. (d) (49%).

- Art Supplies: Shain Pedestal Art Tables; Steel Stationary Stool Seats Steel Stationary Stools; Skutt KM 1227-3 Kiln; Shimpro RK Whisper Pottery Wheels; Martin Torino Aluminum Art Easels; The Dust Cobra; auditorium lecture seating with tablet desk. Victory Strategy D.1. (c) (49%).

- Musical Instruments - to replace worn out brass, reed and string instruments. Victory Strategy D.1.

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	(c) (49%).
	• Student uniforms for music or athletics Victory Strategy D.1. (c) (49%).
	• PE and weight room equipment. Victory Strategy D.1. (c) (49%).
	• 21st Century Classroom Furniture - 21st century learning decks and chairs (Smith Systems). Victory Strategy D.1. (c) (49%).
	• Tech Equip - Belkin Bluetooth song stream; Mackie SRM-450 Power speakers; ultimate support tripod speaker stands. Victory Strategy D.1. (c) (49%).
	• Computers - iPad carts with MacBook and 30 iPads each. Victory Strategy D.1. (d) (49%).
	• Computers - Laptop carts does this include the lap tops? Victory Strategy D.1. (d) (49%).
	• Stage curtain so students can use stage to do theatre productions. Victory Strategy D.1. (d) (49%).

V. Prioritize Strengths and Needs

In this section, use the analysis of the data from section IV and the self-assessment results from the Needs Assessment to complete the chart below. List your highest priority first. (Prioritized strengths and needs are based on data). Use the worksheet in the Appendix to determine root causes.

Prioritized Strengths:

A. By far, Hug HS's greatest strength was its implementation of strategies around school culture and climate. Staff used intentionality and persistence to address this imperative opportunity on its campus and saw the foundation being attitudinal as well as academic. By utilizing the SEL Curriculum School-Connect in freshmen seminar classes and by introducing the Hero Behavior Management System, staff has been able to start creating a college bound culture, in which students take accountability for their actions. This success has several measureable outcomes, academic and behavioral. Academically, the freshmen class, the vast majority of whom are enrolled in newly created Freshman Seminar, saw a .25 increase in 1st semester GPA over SY 2014-15 and SY 2015-16.

B. The introduction to Hero was also a strength in relation to the schools improvement in climate and culture. As stated in the Data section, Hug HS is on track to experience a 33% reduction in major discipline incidents and suspensions. The school also saw a reduction in unexcused tardies. Hug HS saw an increase of over 100,000 tracked positive interactions with this program.

C. Another strength was the show of dedication and collaboration exhibited with the Student Learning Objective protocol implementation. Every teacher at Hug HS satisfactorily completed his or her SLO to completion. The experience was a value to their instructional practices which paid off as NEED PERCENT of SLO involved students met their growth target.

Root Cause:

A. The root cause of the Freshman Seminar success lies in its implementation. The implementation of the freshmen seminar sessions was done through collaboration and teamwork between the several teachers delivering the curriculum. This fidelity to the curriculum and consistency among sections showed measurable improvement in the 9th grade. The teachers also attended several initial days of curriculum training through the district, and they continue ongoing professional development.

B. The root cause of the success of Hero on campus revolves around two areas, faculty buy-in and logistical planning. In delivering the information and training of the system, the administrative team was able to create staff product knowledge and cooperation in its use. This allowed for a massive increase in positive interaction, and use by over 90% of faculty. The administration team even incentivized use through competitions and rewards for both students earning points and teachers giving them.

C. The root cause of campus-wide SLO completion exist within the district and site messaging on the importance of the protocol as well as the educational benefit. Professional development time allowed teachers to comfortable acclimate themselves to the process and collaborate with peers in its execution.

Prioritized Needs:

A. Data informed decision-making requires a reliable and user-friendly method of gathering that data as well as personnel to analyze and interpret that information into usable elements used in informing instruction. Both of those elements were lacking on a consistent basis this year at Hug HS. The multiple methods of data lack a uniform platform and no system exists on campus to track whole campus standards-based mastery or growth. Likewise, no position is dedicated to the interpretation, analysis and delivery of this data.

B. Administration and teacher leadership is integral to the collection and utilization of data throughout classrooms. Without mid-level leadership having a strong understanding of data, the message can get muddled when being relayed to individual classroom level. Department leads need to know how it is collect, how it can be analyzed and interpreted, and how it can inform instruction. Systematic training across teacher leadership roles will ensure a more comprehensive participation from teachers and more systematic implementation.

C. The future of education is standards-based, and so too, is the future of Hug HS. This transition must occur at every level of our school. The data is the key to understanding a portrait of students, their achievement, their grade and their learning to exist in terms of standard mastery and not a system of percentages and letters that do not represent the sum total of learning but rather a snapshot that under represents student effort. While the data and leadership are immediate, the transition to research supported standards-based practices are imperative. The success of the SLO process is integral to the success of the shift towards standards-based instruction and assessment due to the fact that the staff has shown unification with consistent priorities that are monitored and supported through on site PD.

D. Graduation rates are a significant measure of a school's success. Though Hug HS raised its graduation rate to a record-high 74%, we must do more to keep a steady increase to achieve a 90% or above graduation rate.

Root Cause:

A. The root cause of the difficulty in data collection revolve around consistency, technology and personnel. A lack of a singular data-collection platform caused teacher confusion and infrequent use. This lack of consistency was highlighted after the data coach was transferred early in the school year, and a replacement was never found. Likewise with so many unrelated sources without alignment or correlation, the data was excessively difficult to collect and analyze.

B. The root cause for the need for data training to department leads and school leadership lies in the recent emphasis on data and the newly developing tools

used for data collection. Between MAPS, STAR, and other normed data tools, little professional develop has until recently been available concerning the utilization and analysis of that information.

C. The root cause for the need for support around the PLC process is evident in the fact that ongoing, onsite, intentional PD is successful on our campus as seen in the SLO process. Teachers need intentional collaboration time centered around formative data to create and deliver strategic instruction. They need to be able to plan, assess, instruct, assess and reflect. All of this is included in the SLO process and is not separate, and the Hug staff has proven to be successful at this process with considerable supports through data platform, data coach, instructional coaches and dedicated PLC time all aligned with the teacher evaluation process

D. The root cause for only a 1% increase in graduation is an over-emphasis on remediation and supports for the most at risk students, which caused a gap in support for students struggling that were not identified as high risk. We saw graduation growth in special populations, however saw a decline in general education students.

VI. Overarching Goal	
In this section, state your 3-year overarching goal.	**In three years, through focused school leadership development as well as school-wide data driven decision-making, Hug High School will transition to a standard-based learning framework including curriculum, instruction, assessment, grading, and final reporting.**

VII. Identify year 1 goals	
Staff Measureable Outcome Goals – Also See Long Term in Logic Model	
1	By the end of SY 2017-18, 100% of campus-wide leadership (administration and department leaders) will receive PLC and standards-based framework training in instruction, assessment, grading and reporting. Training will also be given in collaboration with data coach and instructional coach on utilizing data to inform instruction.
2	By the end of SY 2017-18, 100% of school leadership (administration and department leaders) will receive School City training in short-cycle formative assessments, data-gathering, and utilizing data to inform instructional decisions. Data coach will continue professional development on using and analyzing data for validity and accuracy.
3	By the end of SY 2017-18, 100% of schoolwide-leadership (administrations and department leaders) will receive leadership PD designed to increase use and effectiveness of data in collaboration with the data coach.
Student Measureable Outcome Goals – Also see Long Term in Logic Model	
1	At the end of SY 2017-18, at least 85% of 9th grade students will have attained at least 6 credits by the beginning of their 10th grade year; at least 62% of 10th grade students will have attained at least 12 credits by the beginning of their 11th grade year; at least 55% of 11th grade students will have attained at least 18 credits by the beginning of their 12th grade year.
2	At the end of SY 2017-18, the graduation rate will remain more than 70% while decreasing the achievement gap between general education populations and the sub-populations of SPED and EL students.

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3	At the end of SY 2017-18, at least 80% of students will receive a positive interaction with faculty as tracked through the Hero behavior management and tracking system

VIII. Logic Model Summary

After completing the Logic Model, summarize the impact on student achievement	**Hug HS's logic model suggests that current practices require refinement and training in the areas of school-wide leadership, standards-based outcomes, and data collecting and analyzing as a school wide community.**

IX. Interim Progress Goal(s)

Also see Short Term in Logic Model

- All staff members trained on School City and assisted by Data Coach for analyzing and using data-decision making process to inform instruction.
- All common formative and benchmark assessments offered through School City.
- All staff members trained as part of a PLC.
- All gradebooks transitioned to a standards based system.

X. Anticipated Funding Sources

- Gear UP
- Victory Funds
- Title I 1003(a) Grant
- Title I
- SPS
- General Budget

XI. Anticipated Funding Alignment

Identify the output from the Logic Model and the funding source you anticipate using to implement the plan.

Output	Funding Source
PLC and leadership training to begin in SY 2017-18	Title I 1003(a) Grant
Professional Development (Internal-External)	Title I 1003(a) Grant
Leadership Development	Title I 1003(a) Grant

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SLO Training	Title I / SPS
SEL Training	Title I / Victory
21st Century Training	Victory
Data Collection strategies	Title I 1003(a) Grant
Algebra Common Planning	No Funds Needed
Implement SPP – Data Decision Making	Title I 1003(a) Grant
Implement Researched-based Instruction Practices	Title I 1003(a) Grant
Teacher Mentoring	Victory
Curriculum Development	No funds Needed
MTSS	Victory

Appendix A: Logic Model

INPUT	OUTPUT	OUTCOMES - IMPACT

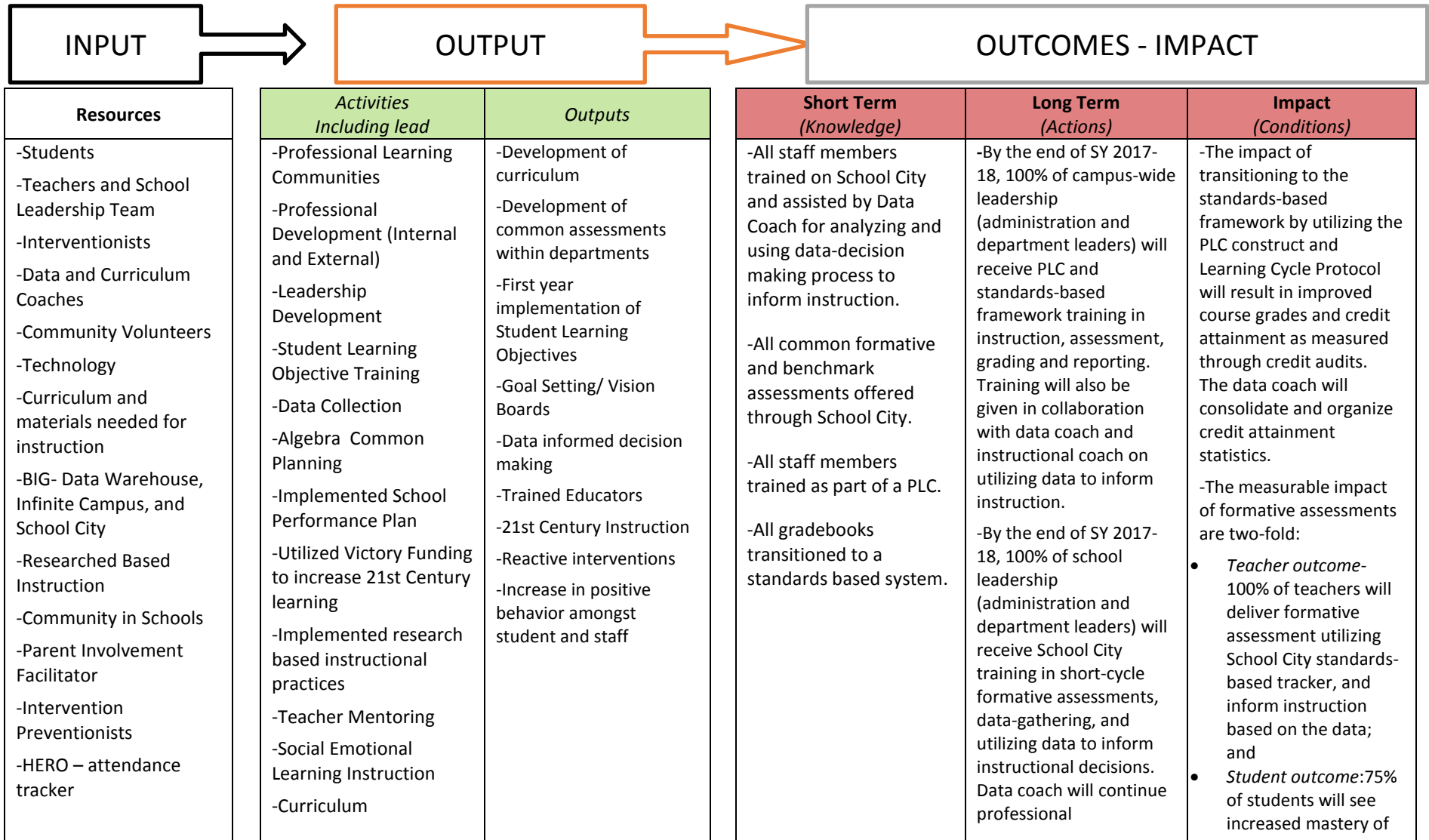| Resources	Activities Including lead	Outputs	Short Term (Knowledge)	Long Term (Actions)	Impact (Conditions)
-Students -Teachers and School Leadership Team -Interventionists -Data and Curriculum Coaches -Community Volunteers -Technology -Curriculum and materials needed for instruction -BIG- Data Warehouse, Infinite Campus, and School City -Researched Based Instruction -Community in Schools -Parent Involvement Facilitator -Intervention Preventionists -HERO – attendance tracker	-Professional Learning Communities -Professional Development (Internal and External) -Leadership Development -Student Learning Objective Training -Data Collection -Algebra Common Planning -Implemented School Performance Plan -Utilized Victory Funding to increase 21st Century learning -Implemented research based instructional practices -Teacher Mentoring -Social Emotional Learning Instruction -Curriculum	-Development of curriculum -Development of common assessments within departments -First year implementation of Student Learning Objectives -Goal Setting/ Vision Boards -Data informed decision making -Trained Educators -21st Century Instruction -Reactive interventions -Increase in positive behavior amongst student and staff	-All staff members trained on School City and assisted by Data Coach for analyzing and using data-decision making process to inform instruction. -All common formative and benchmark assessments offered through School City. -All staff members trained as part of a PLC. -All gradebooks transitioned to a standards based system.	-By the end of SY 2017-18, 100% of campus-wide leadership (administration and department leaders) will receive PLC and standards-based framework training in instruction, assessment, grading and reporting. Training will also be given in collaboration with data coach and instructional coach on utilizing data to inform instruction. -By the end of SY 2017-18, 100% of school leadership (administration and department leaders) will receive School City training in short-cycle formative assessments, data-gathering, and utilizing data to inform instructional decisions. Data coach will continue professional	-The impact of transitioning to the standards-based framework by utilizing the PLC construct and Learning Cycle Protocol will result in improved course grades and credit attainment as measured through credit audits. The data coach will consolidate and organize credit attainment statistics. -The measurable impact of formative assessments are two-fold: • *Teacher outcome*- 100% of teachers will deliver formative assessment utilizing School City standards-based tracker, and inform instruction based on the data; and • *Student outcome*:75% of students will see increased mastery of

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	Development -Multi-Tiered System of Supports Interventions			development on using and analyzing data for validity and accuracy. -100% of school-wide leadership (administration and department leaders) will receive professional development designed to increase use and effectiveness of data in collaboration with the data coach. At the end of SY 2017-18, at least 85% of 9th grade students will have attained at least 6 credits by the beginning of their 10th grade year; at least 62% of 10th grade students will have attained at least 12 credits by the beginning of their 11th grade year; at least 55% of 11th grade students will have attained at least 18 credits by the beginning of their 12th grade year. - At the end of SY 2017-18, the graduation rate will remain more than 70% while decreasing the achievement gap between general	multiple standards over time as calculated by School City growth tracker. -The impact of these steps will be a school leadership team with increased understanding and capacity for data-driven, standards-based instruction. The student outcomes will be increases in credits attained and growth of mastery within core subject standards.

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			education populations and the sub-populations of SPED and EL students. -At the end of SY 2017-18, at least 80% of students will receive a positive interaction with faculty as tracked through the Hero behavior management and tracking system.	

ASSUMPTIONS

EXTERNAL FACTORS

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