

## Elko County School District

# Spring Creek High School

## School Performance Plan: A Roadmap to Success

*Spring Creek High School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.*

**Principal:** Paul McAnany

**School Website:** <https://schs.ecsdnv.net/>

**Email:** pmcanany@ecsdnv.net

**Phone:** (775) 753-5575

**School Designations:**  Title I  CSI  TSI  TSI/ATSI

*Our SPP was last updated on November 2, 2022*

## School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Paul McAnany	<b>Principal(s)</b> <i>(required)</i>
Wade Pehrson & Randy Bishop	<b>Other School Administrator(s)</b> <i>(required)</i>
Pam Eli Sandi Moon Besty Sweeney Cathy Valdez Megan Cox Carla Koblitz Laura Eudey Brook Lowe Sarah Dyer Brenna Merrill	<b>Teacher(s)</b> <i>(required)</i>
Yolanda Duran	<b>Paraprofessional(s)</b> <i>(required)</i>
Natalie Trouten	<b>Parent(s)</b> <i>(required)</i>
SCHS Student Focus Group: Random selection of 6 freshman, 6 sophomores, 6 juniors, and 6 seniors	<b>Student(s)</b> <i>(required for secondary schools)</i>
N/A	<b>Tribes/Tribal Orgs</b> <i>(if present in community)</i>
Sarah Thomas, Librarian	<b>Specialized Instructional Support Personnel</b> <i>(if appropriate)</i>
<i>Add additional members/roles as necessary: Annie Hicks, Assistant Director</i>	<b>Northeastern Nevada Regional Professional Development Program</b>

## School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at [http://nevadareportcard.nv.gov/DI/nv/elko/spring\\_creek\\_high\\_school/2022](http://nevadareportcard.nv.gov/DI/nv/elko/spring_creek_high_school/2022)



# School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

## Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>● 89.6% graduation rate (higher than state % last 3 years)</li> <li>● 57.8 % ELA proficient</li> <li>● 31.1% proficient in math (compared to 17.1% District wide)</li> <li>● ACT Composite score is maintaining</li> <li>● The largest jump in ACT is writing</li> <li>● Many resources available to help students</li> <li>● New elective options recently added: Criminal Justice, Engineering, Train to Teach</li> <li>● Students needing credit recovery is lower than last year</li> <li>● Science labs are engaging and rigorous</li> <li>● Students have AP/Honors opportunity (Government, English, Math, Science)</li> <li>● Integration of CTSO to classes</li> <li>● CTE classes align to state standards</li> <li>● Many students participate/engage in CTE program coursework</li> <li>● School provides instructional materials</li> <li>● NV-SCSEL Survey (NV School Climate-Social Emotional Survey)               <ul style="list-style-type: none"> <li>○ <i>People with different cultural backgrounds, races, or ethnicities get along well at this school</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● 31.1% proficient in math (ACT)</li> <li>● 57.8% proficient in ELA (ACT)</li> <li>● The average ACT composite score for SCHS students is at the 44th percentile nationally i.e. 44 out of 100 students are achieving overall proficiency according to this data</li> <li>● 10% of students are not graduating through traditional pathways</li> <li>● 11 students were suspended due to bullying/cyberbullying</li> <li>● 3 students were expelled due to bullying/cyberbullying</li> <li>● Approximately 56% of CTE-enrolled students complete a CTE program; this is not necessarily a negative outcome depending on the student’s individual goal, but worth considering</li> <li>● More support needed for struggling students</li> <li>● Need more professional development opportunities made available throughout the school year</li> <li>● Need updated materials for courses</li> <li>● Need a more rigorous credit recovery tool that aligns with the rigor of in-person coursework</li> <li>● Credit recovery classes are primarily offered only for Math and English which may not meet all students’ needs</li> <li>● Fewer elective options due to teacher shortage</li> <li>● Scheduling difficulties due to singleton classes</li> <li>● Need additional AP/ Dual Credit opportunities</li> <li>● Increase consistency of academic and social expectations</li> <li>● Carry over from one class to another, as well as real world applications are needed to help students become life-long</li> </ul>



	<p>learners.</p> <ul style="list-style-type: none"> <li>● NV-SCSEL Survey: <ul style="list-style-type: none"> <li>○ <i>Students rate self-management ( accomplishing tasks though frustrated, finishing difficult tasks, setting goals, doing schoolwork when not motivated, being prepared for tests) low</i></li> <li>○ <i>Students rated their sense of emotional safety at school lower than all other areas of school climate</i></li> </ul> </li> </ul>
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<p><b>Problem Statement:</b> There are a lack of clear, school wide academic and social expectations for students and staff that also include accountability measures.</p> <p><b>Critical Root Cause of the Problem:</b></p> <ul style="list-style-type: none"> <li>● Spring Creek High School does not yet have a culture of belonging, buy-in, and consistency for students and staff.</li> </ul> <p><b>Additional Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>● Consistent attendance</li> <li>● Accountability between staff, students, and families</li> <li>● Connections between content areas and the real world</li> <li>● Family/parental/guardian involvement</li> <li>● All students are not yet proficient in core subject areas: 31.1% proficient in math (ACT) &amp; 57.8% proficient in ELA (ACT)</li> </ul>
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**Student Success**

<p><b>School Goal:</b> Spring Creek High School staff will develop a concise set of clear, school wide academic and social expectations by the end of first semester and implement the expectations school wide at the start of the second semester.</p> <p><b>Formative Measures:</b></p> <ul style="list-style-type: none"> <li>● <i>Nevada School Climate-Social Emotional Survey (in Spring 2023)</i></li> <li>● <i>Student Focus Group (in Spring 2023)</i></li> <li>● <i>PLC Team Survey (in Spring 2023)</i></li> <li>● <i>Status Checks (in February and April of 2023)</i></li> </ul>	<p><b>Aligned to Nevada’s STIP Goal:</b></p> <p><input type="checkbox"/> STIP Goal 1    <input type="checkbox"/> STIP Goal 2</p> <p><input checked="" type="checkbox"/> STIP Goal 3    <input type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5    <input type="checkbox"/> STIP Goal 6</p>
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**Improvement Strategy:** *Staff will implement teacher clarity (Visible Learning & Nevada Educator Performance Framework Standard 4) during instruction – explicitly stating and ensuring that all students know what they are learning, why they are learning it, and how they will know if they learned it – (Corwin, 2017; Hattie, 2008; Chang, Heritage, Jones & Tobiason, 2012).*

*Staff will work collaboratively through PLC Teams to develop a list of 4-5 primary academic and social expectations to be implemented and supported across the school community.*

**Evidence Level:** Hattie’s meta-analyses show that teacher clarity has an effect size of .75 (Hattie, 2008; Corwin, 2018; Visible Learning Plus, 2017); the Education Commission of the States (2012) conducted a review of research studies and meta-analyses indicating that teacher expectations impact student achievement.

Chang, S., Heritage, M., Jones, G., & Tobiason, G. (2012). *Literature review for the five high-leverage instructional standards.*

[https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Educator\\_Effectiveness/Educator\\_Develop\\_Support/NEPF/Literature\\_Review\\_for\\_High-Leverage\\_Standards.pdf](https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Educator_Effectiveness/Educator_Develop_Support/NEPF/Literature_Review_for_High-Leverage_Standards.pdf)

Corwin. (2017). How to empower student learning through teacher clarity. White Paper.

[https://us.corwin.com/sites/default/files/corwin\\_whitepaper\\_teacherclarity\\_may2017\\_final.pdf](https://us.corwin.com/sites/default/files/corwin_whitepaper_teacherclarity_may2017_final.pdf)

Education Commission of the States. (2012). *Teacher expectations of students.* Research Brief.

<https://www.ecs.org/clearinghouse/01/05/51/10551.pdf>

Hattie, J. (2008). *Visible learning: A synthesis of over 800 meta-analyses related to achievement.* First Edition. Routledge Press.

Visible Learning Plus. (2017). *250+ influences on student achievement.* Research Summary. <https://visible-learning.org/wp-content/uploads/2018/03/VLPLUS-252-Influences-Hattie-ranking-DEC-2017.pdf>

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

- Staff will implement teacher clarity during instruction; support will be provided by PLC Team leaders and the NNRPDP facilitator as requested or needed
- During PLC Team meetings, each team will identify 2-3 academic and social expectations for

**Lead:** *Who is responsible for implementing this strategy? Spring Creek High School administrators, Spring Creek High School PLC Team leaders, Spring Creek High School staff, and Northeastern Nevada Regional Professional Development Program facilitator*



students

- Then, review the list of academic and social expectations to identify with the top 4-5 “overall” expectations for students to be used across the school.
  - Staff will review and discuss the new expectations with all students during the first advisory period of the second semester
  - Posters will be created and posted in each classroom
  - Expectations will be shared and communicated through multiple modes for all stakeholders: The “why” behind the school wide academic expectations → Staff, Students & Families
- Periodically check in with students to ask: *Are your teachers consistently adhering to the academic and social expectations?*
- Through PLC Team leaders, check in with staff to ask: *Are you (as staff) consistently adhering to the academic and social expectations? Why or why not? What is the impact of the new academic and social expectations?*
- Conduct a Student Focus Group to ask: *Are you (as students) adhering to the academic and social expectations? Why or why not? What is the impact of the new academic and social expectations?*

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

- *Northeastern Nevada Regional Professional Development Program: Facilitator*
- *Teacher Clarity & NEPF Standard 4 literature*
- *Time e.g. PLC Team meetings and/or individual support-coaching*

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

- **Implementation Challenge:**
  - *Gaining buy-in from all staff; providing just-in-time support for staff to implement teacher clarity*
  - *Gaining buy-in from all students and families*
- **Potential Solution:**
  - *Provide whole staff support for implementing teacher clarity as well as just-in-time support for individual staff members or PLC teams as needed*
  - *Clearly, consistently, and using multiple modes communicate to students and families the expectations, the “why” behind the expectations, and the accountability measure in place to ensure the expectations are met*



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

- *NNRPDP: Continue state funding provided to Northeastern Nevada Regional Professional Development Program (NNRPDP) so that districts, schools, and educators can access valuable high-quality professional learning and support without the typical barrier of cost.*

**Resource Equity Supports<sup>1</sup>:** *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

*Overall, students at SCHS with increased risk factors will fit into many of the categories listed below. Ensuring that all SCHS staff understand the different life experiences and realities of all students and how this plays into their attitude and actions in school will improve the support and resources made available for students with increased risk factors.*

**English Learners**

- *Challenge: Access to resources and texts may be limited, learning language and content concurrently increase cognitive load, navigating cultural differences , part-time support from an EL paraprofessional who also splits their time between SCHS and another school, burden on students to be primary translators for parents/guardians, and school communication is only provided in English (including emails, “robo” calls, notifications, etc.)*
- *Support: All EL students connect with an EL paraprofessional during weekly advisory periods, and have access to specific EL resources*

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<sup>1</sup> “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



*and support approximately two days each week, request district support through translators for school-family meetings, use technology/digital tools to translate school communication prior to sending it or as an embedded resource to assist with multilingual two-way communication*

**Foster/Homeless:**

- *Challenge: Access to resources (food, clothing, basic necessities, etc.) may be limited, absenteeism*
- *Support: Communities in Schools (CIS) staff reach out to students and families when absenteeism is a concern, CIS staff provides resources as needed (clothing, school supplies, food bags, laundry services, tokens to use the local public transportation system), SCHS Social Worker assists in connecting students and families with external community resources/organizations, and Elko County School District has a coordinator who works with homeless students and families to ensure access and support to related supports and services*

**Free and Reduced Lunch:**

- *Challenge: Food insecurity, access to resources often required for school work (i.e. internet, time, ability to participate in free tutoring which requires that students either have the option to walk home or have a ride available after hours, etc.) may be limited, and lack of staff knowledge about best practices to support students experiencing poverty*
- *Support: In 2022-2023 lunch is free and provided at no-cost for all students, explore the possibility of extending the library hours or providing hot spots to students in order to ensure internet access for after-school homework, align support provided by CIS staff and SCHS Social Worker to minimize duplication and address current needs (see list of available resources from CIS/SCHS Social Worker under "Foster/Homeless")*

**Migrant:**

- *Challenge: Presently no students are identified as "migrant" and in need of specific supports related to this risk factor, staff are unclear as to what process is used to identify "migrant" students which may make it harder to determine if/when students are in need of specific supports*
- *Support: When needed, Elko County School District has a coordinator who works with migrant students and families to ensure access and support to related supports and services.*

**Racial/Ethnic Groups:**

- *Challenge: The majority of SCHS students are part of one racial/ethnic group which may impact how students from other racial/ethnic groups experience school and/or perceive their ability to "belong," students from other racial/ethnic groups must navigate cultural differences and may have limited access to supports such as affinity groups or even teachers of the same racial/ethnic background*
- *Support: Increased understanding of how student identity influences the way in which students experience school and engage in the learning process may be helpful, and could be provided through professional learning*

**Students with IEPs:**

- *Challenge: Helping students with IEPs to effectively and strategically use resources and accommodations in order to support the goal of increasing the number of students who "exit" Special Education services, increasing two-way communication between Special Education staff and content area staff in order to better support students with IEPs who are placed in the general education context, ensuring that accommodations provided for students are aligned with the realities and needs of the high school academic context, lack of secondary-*





*context special education professional learning opportunities that also incorporates local special education staff insight and experience, large class sizes that include students with IEPs makes it difficult for students to receive individualized support*

- **Support:** *Students with IEPs can utilize and access: a Study Skills class, the resource room and special education staff during the school day, after-school tutoring provided by content-area staff, electives based on personal interests and hobbies, and Communities in School staff and related resources*

## Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>● AP (Advanced Placement) course training opportunities were available to staff</li> <li>● Professional Learning Communities (PLCs) are more effective due to improved structure, increased guidance, and ongoing accountability between the administration and PLC teams</li> </ul>	<ul style="list-style-type: none"> <li>● Need to make use of SLG's (Student Learning Goals) and determine if/how goals are being met</li> <li>● Reduced funding makes it harder to obtain supplies/materials</li> <li>● No opportunity/input from staff to express desired professional development</li> <li>● Increasing number of students receiving services through IDEA (via Individual Education Plans)</li> <li>● Inconsistent use of advisory period, particularly with juniors (ACT Prep)</li> <li>● Less time for preparing and planning due to increased workload (no prep, covering for others, etc.)</li> </ul>
<p><b>Problem Statement:</b> Teachers do not have input or choice for their professional learning.</p> <p><b>Critical Root Cause of the Problem:</b></p> <ul style="list-style-type: none"> <li>● Staff work across many different grade levels, content areas, and have varied professional experiences.</li> </ul> <p><b>Additional Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>● Time for professional learning</li> <li>● Willingness of staff to try new programs/approaches to teaching</li> <li>● Reduced funding for instructional materials</li> <li>● Less preparation and planning time</li> <li>● Increased teaching load</li> </ul>	

### Adult Learning Culture



<p><b>School Goal:</b> By the end of the 22-23 school year all staff at SCHS will receive professional learning within teacher contract hours based on ideas they contribute.</p> <p><b>Formative Measures:</b></p> <ul style="list-style-type: none"><li>● <i>Staff Survey</i></li><li>● <i>Professional learning participation data (i.e. who participated, in what types of professional learning, and through what avenues)</i></li></ul>	<p><b>Aligned to Nevada’s STIP Goal:</b></p> <p><input type="checkbox"/> STIP Goal 1    <input checked="" type="checkbox"/> STIP Goal 2</p> <p><input type="checkbox"/> STIP Goal 3    <input type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5    <input checked="" type="checkbox"/> STIP Goal 6</p>
<p><b>Improvement Strategy:</b> <i>Staff will have the opportunity to choose the focus of professional development offered during contract hours through a staff survey, in conjunction with specific professional learning opportunities provided by the Northeastern Nevada Regional Professional Development Program (NNRPDP) (Teague, 2020).</i></p> <p><b>Evidence Level:</b> <b>[ESSA Level 4]</b> Based on all available evidence, NNRPDP’s processes match ESSA guidance in every aspect. All of the necessary components are in place and are working well at NNRPDP. It is this evaluator’s conservative opinion that NNRPDP has reached the Promising Evidence level (ESSA Level 4) according to study criteria at each ESSA evidence level (Teague, 2020).</p> <p>Teague, M. (2020). Northeastern Nevada Regional Professional Development Program: External review of effectiveness. Evaluation Report. <a href="#">Source</a>.</p> <p><b>Action Steps:</b> <i>What steps do you need to take to implement this improvement strategy?</i></p> <ul style="list-style-type: none"><li>● Develop a survey to give staff to obtain input on desired professional development for the academic year (large topics as well as an “Other” category for open-ended responses)<ul style="list-style-type: none"><li>○ Engaging students</li><li>○ Instructional practices</li><li>○ Connecting to students</li><li>○ Using data to inform teaching</li><li>○ Reaching and teaching ALL students</li><li>○ Individual or Team Coaching</li><li>○ Other</li></ul></li><li>● Email survey to staff by the end of November; review and summarize results in early December.</li></ul>	<p><b>Lead:</b> <i>Who is responsible for implementing this strategy?</i> <i>CIP Team Members, Spring Creek High School administrators, and Northeastern Nevada Regional Professional Development Program</i></p>



- Work with NNRPDP to plan for how to meet the desired professional development needs in either January 2023 and/or during other times (within contract hours) in order to meet the needs of SCHS staff based on their input on the survey

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

- *Northeastern Nevada Regional Professional Development Program (NNRPDP)*
- *Time: Professional Development Day (January 2023)*

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

- *Implementation Challenge:*
  - *Obtaining input from all staff on desired professional learning “topics”*
  - *Developing professional learning opportunities aligned with staff input with a limited number of NNRPDP staff/facilitators*
- *Potential Solution:*
  - *Provide staff multiple opportunities to complete the survey to obtain their input on desired professional learning “topics”*
  - *NNRPDP will strategize how to maximize the number of available staff/facilitators and if need be, request additional support from the NWRPDP and SNRPDP*

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

- **NNRPDP:** Continue state funding provided to Northeastern Nevada Regional Professional Development Program (NNRPDP) so that districts, schools, and educators can access valuable high-quality professional learning and support without the typical barrier of cost.
- **Staff:** Any additional professional learning opportunities offered for staff based on the selected “topics” is provided through two options that meet differing financial situations; participants can opt to obtain a NNRPDP Certificate of Professional Learning which is offered at no cost, or, participants can opt to obtain graduate-level credit through the NNRPDP partner institution (Southern Utah University) at a reduced cost of \$21 per graduate credit

**Resource Equity Supports:** *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*



*SCHS staff noted that the overarching challenge for resource equity as it relates to the Adult Learning Culture goal is a lack of professional learning opportunities geared towards specific student groups with increased risk factors (either by the school or the district) available to staff during contract hours. Therefore, when considering resource equity for the Adult Learning Culture goal, staff collectively agreed that providing professional learning options related to increasing understanding of how student identity influences students' social and academic experiences, as well as best practices related to reaching and teaching diverse learners would be the most relevant support to address the earlier challenge identified by staff, including: English learners, foster/homeless students, students experiencing poverty (free and reduced lunch), migrant status students, various racial/ethnic student groups, and students with IEPs.*

**English Learners**

- Challenge: *See statement above*
- Support: *See statement above*

**Foster/Homeless:**

- Challenge: *See statement above*
- Support: *See statement above*

**Free and Reduced Lunch:**

- Challenge: *See statement above*
- Support: *See statement above*

**Migrant:**

- Challenge: *See statement above*
- Support: *See statement above*

**Racial/Ethnic Groups:**

- Challenge: *See statement above*
- Support: *See statement above*

**Students with IEPs:**

- Challenge: *See statement above*
- Support: *See statement above*

**Inquiry Area 3 - Connectedness**

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>● Willingness of staff to try new programs/approaches</li> <li>● A safe place to learn and grow</li> </ul>	<ul style="list-style-type: none"> <li>● Need more positive interaction with parents</li> <li>● Need for more staff connectivity</li> </ul>



- Welcoming and accepting school environment/culture
- NV-SCSEL Survey:
  - All students treated the same
  - Teachers are available and caring
  - If I am absent, there is a teacher or some other adult at school that will notice my absence
  - Students feel safe at school, traveling to and from school, and do not attribute absences to safety security
  - Students feel a strong sense of self and social awareness
  - Students feel competent in relationship skills and responsible decision making

- NV-SCSEL Survey:
  - Teachers understand my problems (62% +)
  - Students respect one another (67% +)
  - Students like one another (68% +)
  - Students feel other students threaten to hurt other students, steal money, electronics, or other valuable and damage or destroy each others property
  - Students do not feel as though students understand each others feelings or listen to others to understand what they are trying to say
  - Students often spread rumors or lies about others at this school on the internet

**Problem Statement:** Lack of connections between the school, students, and families, which is also related to a lack of shared understanding of the academic and social expectations required of all students across stakeholders.

**Critical Root Cause of the Problem:**

- Lack of clear communication with staff, students, and families of key concepts related to academic and social expectations and goals.

**Additional Root Causes of the Problem:**

- Students do not feel school is a safe place to learn and grow
- Students feel that teachers do not understand them
- Lack of supports for struggling students
- Staff are disconnected

**Connectedness**

**School Goal:** We will increase family/guardian connections each month, from five to eight, using a variety of modes and digital tools, between February and May of 2023.

**Formative Measures:**

- Staff completed a month-long inquiry project gathering data on how many family/guardian connections they initiated, and for what purpose, in the month of September (2022) to obtain a

**Aligned to Nevada’s STIP Goal:**

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



<p>baseline for family/guardian connections (e.g. on average, each staff member connected with families/guardians approximately five times in the first four weeks of the school year)</p> <ul style="list-style-type: none"><li>• Staff will determine the modes and digital tools used consistently during first semester, as well as response rates to connection attempts, in order to determine action steps for second semester family/guardian connections</li><li>• Repeat the evaluation process in April 2023 based on changes made at the mid-year evaluation to determine impact and progress</li></ul>	<p><input type="checkbox"/> STIP Goal 5 <input checked="" type="checkbox"/> STIP Goal 6</p>
<p><b>Improvement Strategy:</b> <i>Increase communication with parents/guardians related to students' academic progress, both successes and concerns, as well as school wide academic and social expectations so that parents/guardians are informed and can support their students' in meeting the expectations.</i></p> <p><b>Evidence Level:</b> [ESSA Level 4] Using Kraft's (2017) research-supported strategies to improve communication with parents and guardians.</p> <p>Kraft MA. (2017). Engaging Parents Through Better Communication Systems. <i>Educational Leadership</i>, 71, 58-62. Available via: <a href="https://scholar.harvard.edu/files/mkraft/files/kraft_2017_engaging_parents_through_better_communication_systems_el.pdf">https://scholar.harvard.edu/files/mkraft/files/kraft_2017_engaging_parents_through_better_communication_systems_el.pdf</a></p> <p><b>Action Steps:</b> <i>What steps do you need to take to implement this improvement strategy?</i></p> <ul style="list-style-type: none"><li>• PLC Team Leaders (who are also the CIP Team Leaders) will continue to gather information from PLC Team members regarding the modes, and digital tools, used to connect with families/guardians as well as response rates for connection attempts through the end of the first semester</li><li>• At the beginning of second semester, the PLC-CIP Team Leaders will sort and summarize the information gathered to consider actions steps for increasing the number of family/guardian connections made for each staff member each month</li><li>• The Action Plan might include training for all staff about how to utilize Infinite Campus to contact and log all student/family/guardian connections</li><li>• Staff will work together to ensure that Infinite Campus or other digital tool family/guardian contact information is up-to-date → This may also involve front office staff and school counselors</li><li>• Increase staff outreach to specific families/guardians</li></ul>	<p><b>Lead:</b> <i>Who is responsible for implementing this strategy?</i> <i>Spring Creek High School administrators and CIP Team leaders (who are also PLC Team leaders)</i></p>



- PLC-CIP Team Leaders will support team members in using the Infinite Campus Message Center and other selected digital tools to send messages to students/families/guardians related to academic outcomes, learning tasks or experiences, or other student learning efforts; staff will re-evaluate the impact at the beginning of April in order to determine action steps for the remainder of the school year

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

- *Infinite Campus; Infinite Campus training from Elko County School District Coordinator*
- *PLC Team Leaders will provide support for team members on how to streamline communication with students /families/guardians using the selected digital tools and modes*
- *Literature (to be provided to all staff): Kraft MA. (2017). Engaging Parents Through Better Communication Systems. Educational Leadership, 71, 58-62.*

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

- **Implementation Challenge:**
  - *Obtaining staff buy-in for reaching out to parents/guardians more often*
  - *Using the Parent Log and Message Center options within Infinite Campus or other digital tools (i.e. Google Classroom, CANVAS, phone applications, emails)*
- **Potential Solution:**
  - *PLC-CIP Team Leaders will check-in with team members during monthly PLC meetings and provide additional support and encouragement as needed*
  - *PLC-CIP Team Leaders will provide support to increase team members' confidence, knowledge, and skills related to using the Parent Log and Message Center options within Infinite Campus, as well as other digital tools*

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

- *Elko County School District funds Infinite Campus and Coordinator position; continued funding will assist with continuity of use for this platform/digital tool*

**Resource Equity Supports:** *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*



*Overall, students at SCHS with increased risk factors will fit into many of the categories listed below. Ensuring that all SCHS staff understand the different life experiences and realities of all students and how this plays into their attitude and actions in school will improve the support and resources made available for students with increased risk factors.*

**English Learners**

- Challenge: *Burden is placed on students to be primary translators for parents/guardians, and school communication is only provided in English (including emails, “robo” calls, notifications, etc.)*
- Support: *Request district support through translators for school-family meetings, use technology/digital tools to translate school communication prior to sending it or as an embedded resource to assist with multilingual two-way communication*

**Foster/Homeless:**

- Challenge: *Access to consistent communication tools may be limited (i.e. working phone number, cell phone, computer/internet/email access)*
- Support: *Utilizing multiple modes to connect and communicate with foster/homeless students and families/guardians/caring adults*

**Free and Reduced Lunch:**

- Challenge: *Access to consistent communication tools may be limited (i.e. working phone number, cell phone, computer/internet/email access)*
- Support: *Utilizing multiple modes to connect and communicate with foster/homeless students and families/guardians/caring adults*

**Migrant:**

- Challenge: *Presently no students are identified as “migrant” and in need of specific supports related to this risk factor, staff are unclear as to what process is used to identify “migrant” students which may make it harder to determine if/when students are in need of specific supports*
- Support: *When needed, Elko County School District has a coordinator who works with migrant students and families to ensure access and support to related supports and services, which can include school communication and outreach efforts.*

**Racial/Ethnic Groups:**

- Challenge: *Navigating cultural differences in communication and connection between the school and families*
- Support: *Increased understanding of how student identity influences the way in which students experience school and engage in the learning process may be helpful, and could be provided through professional learning; in addition, implementing specific strategies for welcoming and including all families in the learning process, including communication, could be helpful*

**Students with IEPs:**

- Challenge: *Increasing two-way communication between Special Education staff and content area staff in order to better support students with IEPs who are placed in the general education context, and using communication and connection efforts to build trust with families of students with IEPs so that partnering together in the learning process is more streamlined*
- Support: *Coordinating with the special education staff to align communication and connection based on IEP goals, accommodations,*





*and supports provided to the students (i.e. using a shared contact log accessible to staff who teach students with IEPs)*

## School Community Outreach

*This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.*

Outreach Activity	Date	Lessons Learned from the School Community
<i>Initial Staff Meeting</i>	<i>August 24, 2022</i>	<i>Reviewed Continuous Improvement Process and “set the stage” for the upcoming academic year: Administrators &amp; NNRPDP Facilitator</i>
<i>PLC-Department Teams</i>	<i>September 7, 2022</i>	<i>Provide an overview of the inquiry project for each PLC team, where staff will note how many connections are made to families/guardians and for what purpose during for 4 weeks, and then summarize that data to share with the CIP Team</i>
<i>PLC-Department Teams</i>	<i>October 5, 2022</i>	<i>Each PLC Team reviewed the data collected and analyzed by the CIP Team, in conjunction with the problem statements determined through that process by the CIP Team, to add input on potential root causes</i>
<i>Student Focus Group</i>	<i>October 24, 2022</i>	<ul style="list-style-type: none"> <li><i>Students felt that expectations were clear, but not necessarily consistent, across the school community; in addition, students felt that staff prioritized expectations that do not directly impact student learning/progress (e.g. dress code)</i></li> <li><i>Students felt that teachers’ learning would positively impact their learning, and expressed a desire for teachers to learn how to make learning more engaging and relevant</i></li> <li><i>Students felt that mutual respect between staff and students is the key for increased communication, participation, and student success</i></li> </ul>
<i>PLC-Department Teams</i>	<i>November 2, 2022</i>	<i>Each PLC Team reviewed the problem statements, root causes, and SMARTIE goal for all three inquiry areas and provided input on the equity resources and supports already “in place” and those that could be added to increase students’ access to resources or to improve the type of supports provided</i>



<i>All Staff at SCHS</i>	<i>November 2022</i>	<i>Staff were invited to complete a professional learning survey to share desired topics/foci for upcoming professional learning opportunities</i>
<i>Update after each outreach event.</i>	<i>Enter Date</i>	<ul style="list-style-type: none"><li>• <i>Add lessons learned after each outreach event.</i></li></ul>