



**NEVADA UNION HIGH  
SCHOOL WIDE FOCUS  
2023-2029**

**VISION:** To shape lifelong learners and thoughtful, productive citizens who will contribute to our global community.

**MISSION:** Shaping experiences today, guaranteeing success tomorrow.

**SCHOOLWIDE LEARNING OUTCOMES (SLOs):**

Nevada Union Miners:

1. Read, write and communicate effectively in all content areas
2. Are critical thinkers who evaluate evidence and use appropriate tools to construct viable arguments.
3. Are engaged and self-directed learners who welcome and persevere through challenges.
4. Work collaboratively and independently to problem-solve and produce new ideas to be successful in school and the workplace.
5. Display responsible citizenship by being involved in the community and understanding diverse cultures.
6. Are empowered individuals who make sound decisions about physical, emotional, and mental health.

**STAFF COLLECTIVE COMMITMENTS:**

- All students will learn at high levels.
- Actively seek ways to build positive relationships.
- Reinforce job skills on a daily basis to help students live independently.
- Support student goals by teaching and modeling productive work ethic.

**NUHS ACTION PLAN:**

**GOAL 1: Continue to improve school culture, climate, health, and well-being.**

**TASKS:**

1. Establish a Student Well-Being Protocol to update and train staff on all resources available, when to use them, and who to inform.
  - a. Who: Counselors & School Psychologist & Therapist (STARS Team)
  - b. When: Fall 2023
  - c. How will we know we accomplished this?: All staff will know where to find the information. Survey
2. Develop strategies to improve staff well-being and support, and continue to pursue efforts that reinforce positive staff culture.
  - a. Who: Administrators, Teachers, ASB Celebrations
  - b. When: Throughout the 2023-24 School Year and ongoing.

- c. How will we know? Healthy Kids Survey, Staff Check-ins
- 3. Create and communicate clear expectations of school-wide campus conduct.
- 4. Holding staff and students accountable for campus conduct
- 5. Add diversity and equity training and policies for both staff and students

**GOAL 2: Improve the quality and efficiency of bi-directional communication among all stakeholders and enhance the perception of NU as the school of choice.**

**TASKS:**

1. Develop a consistent annual calendar of scheduled feedback sessions for all stakeholder groups, as well as appropriate considerations for feedback from affected parties in decision-making.
2. Develop email boundaries to support staff being informed and not overwhelmed, and to ensure responses to parents and students seeking communication.
3. Create a multi-stakeholder ongoing work group including District Technology to evaluate the NUHS website as a communication tool, to determine areas of need/renewal/removal.
4. Increase the use of the School Messaging System to include text messages. Work closely with technology and stakeholders to enable access and use. Training needed.
5. Designate an administrative responsibility for consistency in communications and for Public Relations for NUHS.
6. Catapult continuous training as our safety communication tool.
7. Clearly communicate the school's vision, mission, and collective commitments to all stakeholders.

**GOAL 3: Improve the quality and consistency of instruction, assessment, engagement, and intervention to increase student achievement through the development of high-functioning Professional Learning Communities.**

**TASKS:**

1. Establish a clear set of collective commitments surrounding the tenets of PLC and generate staff buy-in (to include a schoolwide system of data-driven assessment and analysis of progress toward ELOs).
2. Develop clearly defined and agreed-upon essential learning outcomes aligned to state standards to be reviewed annually and as new standards are set by the state.
  - a. Each department will review its ELOs annually and update its Shared NUHS Curriculum folder to reflect its ELOs for the year.
3. ELOs to be included in class syllabi
  - a. Each department will develop syllabi by class to include the ELOs and load these Syllabi into their NUHS Curriculum Folders annually. Due by September 1 each year.
4. Develop and implement common assessments to measure student attainment of essential learning outcomes.
  - a. At least two common assessments per semester (at least four per year) will be developed and data reviewed to inform instruction.
  - b. At least two district-wide common assessments will be developed by the department specific to each curricular area. The data will be evaluated to inform instruction and district-wide decision-making.
5. Review common assessment results in collaborative teams to share assessment data, best teaching practices, and strategies for improving engagement and student rigor.
  - a. Each department by the curricular course will load assessment results into the Shared NUHS Curriculum folders as the assessments are complete.
  - b. Each department will also document the interventions taken based on the data provided.
6. Utilize assessment data to provide targeted interventions for students not meeting essential learning

outcomes.

7. Promote regular reporting from departments to administration.
8. Develop a system for student feedback surrounding the quality of instruction, classroom tools, and learning environment.
9. Provide professional development opportunities focused on instruction, particularly engagement strategies, use of assessment tools, and Professional Learning Communities
10. Provide more opportunities for UDL (Universal Design for Learning) training to develop tools to engage all learners in Tier 1 instruction.
11. Develop tools for teachers to support the practice of other teachers through peer-to-peer mentoring, classroom observations, and student work analysis.
12. Continue and support the work of increasing the effective use of technology in the classroom.

**GOAL 4: Continue to build and strengthen CTE pathways, course offerings, and internships to enhance student college and career readiness.**

**TASKS:**

1. Work with community leaders and other stakeholders to identify hard and soft skills necessary to succeed in the workplace and further embed those skills in the curriculum.
2. Public Relations - Create clear and available information on pathways so course sequences are clearly illustrated. (see Goal 3, Task 2)
3. Increase the availability and awareness of internships in the community.
4. Communicate the efficacy of all pathways to students, parents, and the community
5. Continue to embed Get Focused, Stay Focused, and My 10-Year Plan at all grade levels and in all pathways.
6. Develop further course opportunities through diverse interests in CTE and Elective Courses—research funding for Arts teachers to obtain CTE credentials for CTE Arts pathway expansion.

**GOAL 5: Students within our special populations (SPED, EL, Homeless, Foster Youth, Indian Ed.) will receive increased access to the least restrictive learning environment and intervention supports.**

**TASKS:**

1. Decrease the performance gap in ELA and Math for students in these sub-groups compared to all students.
  - a. 2024: Closed the gap by 3% between our subgroup success and our general population.
2. Ensure that all students are in the least restrictive environment.
  - a. Pull a current number of students in SPED /ELD classes for 2023 and show a decrease in these numbers in the future years.
3. Develop comprehensive support plans for our ELL students, Foster Youth and Homeless Youth.
4. Ensure that all staff are educated on who qualifies for Homeless support under McKinney Vento Act.
5. Ensure that all teachers support and participate in the development of a student's IEP. Ensure that all staff follows and implements the IEP and behavioral plans set in place. Eliminate barriers that are within our control to support student learning.
6. Research best practices around team teaching and provide opportunities for teachers to receive professional development around team-teaching strategies.
7. Training for staff on educational strategies specific to scaffolding and student engagement through various tools.
8. Focus on training for Tier 1 instruction for all staff to connect learning for all students. Examples:

Continued PLC training, UDL (Universal Design for Learning), and any other staff training that supports student learning, assessment development, data collection and analysis, restorative practices to address the behavioral needs of our students, etc.