

Continuous Improvement Plan

SCHOOL NAME:

Valley Vista High School

PRINCIPAL'S NAME:

Dr. Shelley Isai

SCHOOL YEAR:

2020-2021

Required Components:

Integrated Action Plan (IAP)
Professional Development Plan
Resource Plan

INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

Primary Need #1	<p>Effective Curriculum</p> <p>Principal 4.6 Our school staff <u>systematically monitors, reviews and evaluates the implementation and effectiveness of adopted curricula</u> ensuring continuous improvement for all students.</p>
	<p>Primary Need #1: (head of fishbone)</p> <p>Curricula resources are needed to better address the needs of our students.</p> <p>All teachers need support in order to effectively implement district scope & sequence and site purchased curriculum resources with fidelity so that they meet the intended rigor of the grade level standards (see Slide 6). This includes all courses (strategies/co taught, college- bound, ESS, EL, CTE, honors, AP, and dual enrollment). We need a system to evaluate the effectiveness of curriculum across all content areas. This is to ensure all students have access to grade level curriculum and resources to promote learning.</p>
	<p>Root Cause:</p> <ul style="list-style-type: none"> ● Majority of ESS and EL students are falling in the minimally to partially proficient range on AzMerit and AIMS Science at a higher rate of their peers. Sub population trend data ● Current curriculum does not offer varied options for all learners including modified pacing while being at the appropriate DOK of the standard(s). ● District Scope and Sequence and adoption of materials are in varied stages (maturing in English & Math, emerging in Social Studies & PE, beginning with World Languages, Fine & Performing Arts).
	<p>Needs Statement: (tail of fishbone)</p> <p>Valley Vista needs to acquire, implement, and review curriculum which successfully differentiates for all students. Systems are necessary to support teachers in evaluating the impact of curriculum, instruction, and assessment.</p> <p>Appropriately scaffolding for ESS and EL students at the high school level is needed in order for this subpopulation to perform at that of their general education peers on AzM2, AIMS Science, ACT, and AP. Many of our students lack access to a computer and internet at home to continue the work that is on Schoology or another online platform (Addressed in Primary Need #4).</p>
	<p>May 2020 Need Assessment Survey Results</p>
	<p>Desired Outcome: (Needs statement restated in a positive)</p> <p>If we acquire and implement curricular materials, students will be better able to access the general education curriculum and fill in the gap skills in order to be more successful in their academic outcomes.</p>
	<p>SMART Goal: (If the primary need is fixed how will your % proficient be affected?)</p> <ul style="list-style-type: none"> ● Valley Vista will increase the number of students showing proficiency on AzM2 by 15% in April 2020-21. ● ESS and EL students showing proficiency on 10th grade AzM2 10% by the end of 2020/21. ● Students will demonstrate growth on the ELA and Math benchmarks by growing at least one band from October to February. ● Teachers will write weekly lesson plans and/or backwards design plans that show <u>how</u> the curriculum is implemented ● Teachers will utilize data reports monthly from curriculum programs/tools in their monthly PLC meetings with admin and during PLC time on Mondays. ● Establish an IAP SY 20/21 Curriculum Committee: Minutes

Strategy: Evaluate current curriculum being implemented, including scope & sequence. Review and implement new curriculum based on need & gaps in achievement.

Action Steps:

- Complete an inventory of all curriculum resources
- Establish planning and collaboration with ESS & Coteachers using the TSI grant
- Evaluate the curricula tools used during SY 19/20 to support ESS & EL, including ProblemAttic, Chalk Talk, & Read 180. Make determinations for SY 20/21.
- PLCs will utilize backwards design to align the intended target of the standard, instruction, and assessment. By department or by PLC, evaluate the Scope and Sequence and district curriculum from SY 19/20 to determine if recommendations, if any, to content specialists are required Pearson (Foreign Language & MyPerspectives) Research & design a criteria/process that evaluates curriculum tools listed above. Include a process for SY 19/20 summative feedback and a process for ongoing 20/21 evaluation.
- Evaluate the options for purchasing supplemental materials, if and when a need arises.

Monitoring: Weekly, Bi-weekly

- Classroom observations noted in CES & admin walkthru tool
 - Frequent monitoring of progress of objectives being taught at the targeted DOK of the standard & alignment to assessment
 - Artifacts (lesson plans, student work, Common Formative Assessment data, PLC Prep Minutes)
- PLCs will meet on Mondays and during preps with admin to review how and what curriculum is being taught. Foster conversations during monthly PLC meetings with admin to reveal needs.
- Quarterly review of curriculum used, including:
 - Monitor the implementation & effectiveness of student growth
 - Read 180
 - Pearson MyPerspectives in ENG strategies and ELD courses
 - Math instructional tools
 - Problem Attic
 - Chalk Talk
 - Algebra ½ Pilot
 - Monitor the use/frequency of the ESS/EL library resources

Evaluating:

- Monthly meetings with PLCs & departments
- Common Formative Assessments
- District ELA, Math, & Science Benchmarks

Primary Need #2	Effective Teachers and Instruction Principle 2.4 Our teachers implement evidence-based, rigorous and relevant instruction.	
	Primary Need #2: (head of fishbone) There is a need to systematically align the DOK of instruction, assessment, and standards using a variety of assessment strategies.	
	Root Cause: <ul style="list-style-type: none"> Teachers understand assessment is important, but do not effectively utilize data to drive the next steps of instruction. Our professional development calendar needs to frequently reinforce instructional practices. Teachers want differentiated professional development based on their content and strengths/areas of improvement. 	
	Needs Statement: (tail of fishbone) Teachers need support in utilizing data, both quantitative and qualitative, to determine the next instructional steps in instructional design. <ul style="list-style-type: none"> Teachers need professional development to effectively plan, scaffold, assess, and deliver the content of district Scope & Sequence. PLCs need differentiated focused PD that supports the delivery of rigorous and relevant instruction. Teachers and students need a designated time in the school day schedule for targeted Tier 2 and Tier 3 intervention. 	
	May 2020 Needs Assessment Survey Results Desired Outcome: (Needs statement restated in a positive) Teachers implement relevant research-based instructional practices to respond to student achievement.	
	SMART Goal: (If the primary need is fixed how will your % proficient be affected?) <ul style="list-style-type: none"> PLCs: PLCs will routinely work within the framework of the PLC essential questions to pace instruction, build common assessments, and utilize data to respond to student learning. PD: Teachers will attend prep connect professional development <u>at least 1 time</u> per month in order to collaborate to create a dynamic learning environment that is responsive to student needs and abilities. Coaching: Admin, IC, TLS, & Wested Coaches will use the West-Ed Protocol to support in and out coaching and/or providing timely & specific feedback to teachers within 24 hours. Establish an IAP Committee (minutes) 	
	Strategy: Teachers will collaborate within their <u>PLC</u> to design assessment & instruction aligned the state standards and use data on student learning to drive instructional decisions.	Action Steps: <ul style="list-style-type: none"> Determine PLC leads from Highly Effective teachers, Peer Mentors, and campus leaders New Educator Orientation: PLC overview, philosophy, process. Teachers first 4 days Back to School: Review the PLC model with the entire staff, including tight-loose-tight; process; expectations; Meet exclusive with PLC leads. Teams will write 1 common PLC-driven SMART goal on student achievement that will also function as a 301 goal. Review the progress of this goal at PLC meetings with admin. Admin will meet with PLCs <u>at least one time</u> per month during common prep to review CFA/Unit data (including including honors, ESS co-teacher, and ESS strategies teachers). (ongoing 20/21) Teams will receive Weekly PLC emails to outline the focus and collect evidence of teacher meetings through their minute. (ongoing 20/21) Admin will drop into weekly Monday PLC meetings. (ongoing 20/21) PLC time will be provided on each Monday. Teams will collaborate within PLC+ 5 guiding questions Support PLC leads by differentiating 1 prep connect per quarter Monitoring: <ul style="list-style-type: none"> Admin collaboration during meeting: Use the 4 questions as a criteria to discuss Common Formative Assessments & Summative Assessments. Failure rates & use of Power Hour for Tier $\frac{2}{3}$ Classroom observation

		<p>Evaluating:</p> <ul style="list-style-type: none"> ● Success Criteria ● End of Quarter 1 PLC Effectiveness Rubric self analysis ● Meet regularly with teams to host conversations that reinforce practices from prep connects & student-driven decisions. ● Tracking data student by student based on standards (Benchmarks, Common Formative Assessments) ● End of Year PLC survey
	<p>Strategy: Utilize <u>Prep Connect</u> 1-2 times per month to delivery professional development from West-ED & AVID</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Create a year- long calendar blueprint to pace content ● Establish prep connect goals and communicate those to staff <ul style="list-style-type: none"> ○ Initial communication: Pre-Service Days ○ Reminder of goals at each Prep Connect ○ Monthly email of data indicated degree to which PD is implemented in practice ● Establish West-Ed and Teacher Clarity as the core of Prep Connect PD; secondary focus on AVID ● Benchmark goals and share results with staff on a quarterly basis <p>Monitoring:</p> <ul style="list-style-type: none"> ● Track teacher attendance ● Classroom walk-thrus/feedback to monitor for fidelity of implementation <ul style="list-style-type: none"> ○ Admin, TLS, IC, and Peer Mentors will all provide feedback and collect data on fidelity of implementation ● PLC discussions with admin (as follow-up) <p>Evaluating</p> <ul style="list-style-type: none"> ● Success Criteria ● Elicit teacher feedback ● Teacher product/Exit Ticket to evaluate initial learning ● Data collection from classroom walk-throughs to determine fidelity of implementation
	<p>Strategy: Utilize <u>frequent learning walks and in & out coaching</u> with the admin, TLS, & staff with feedback within 24 hours</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Calendar walks for in and out coaching on Tuesdays 7:30-10:30AM ● Schedule department and/or PLC learning walks ● Create a site model for in and out coaching (research, norming, practice, feedback, follow-up, etc) ● Review data from walks & coaching <p>Monitoring:</p> <ul style="list-style-type: none"> ● TLS, Admin, & IC as a team ● PD IAP Committee to review goals <p>Evaluating:</p> <ul style="list-style-type: none"> ● Elicit teacher feedback

Primary Need #3	<p>Family & Community Engagement: Principle 6.1 Our school creates and maintains positive collaborative partnerships among families, communities and school to support student learning.</p>	
	<p>Primary Need #3: (head of fishbone) While we do hold some collaborative community partnerships & forms of communication, they are not reaching all demographics to benefit all of our students, families and stakeholders.</p>	
	<p>Root Cause:</p> <ul style="list-style-type: none"> Valley Vista staff don't communicate all activities happening to all stakeholders effectively. As a staff, we don't routinely utilize local community organizations to offer presentations for our large, diverse population on a regular basis Community relationships occur in silos with certain clubs or teams partnering 	
	<p>Needs Statement: (tail of fishbone) Valley Vista needs to improve <u>two way</u> communication and the promotion of events & programs to all stakeholders.</p>	
	<p>May 2020 Comprehensive Needs Assessment Results</p>	
	<p>Desired Outcome: (Needs statement restated in a positive) When Valley Vista stakeholders become a part of our campus, our students will benefit from experts and professionals that lead local businesses and community organizations. Students from different cultures, races and socio-economic backgrounds will benefit from various opportunities when they are exposed to the possibilities that are offered to them. By increasing two way communication with our families and community members,</p>	
	<p>SMART Goal: (If the primary need is fixed how will your % proficient be affected?)</p> <ul style="list-style-type: none"> Valley Vista will increase the number of students, family members, and stakeholders at school events. Establish an IAP Committee (minutes) 	
<p>Strategy: Strengthen the existing collaborative relationships in the Academics, Athletics, & Arts</p>	<ul style="list-style-type: none"> <u>Counseling</u>: VVHS counseling department will promote their after hours events (college night, FASFA night, dual enrollment night, AP night, etc) <u>in new and prior ways</u> to increase participation. <u>STUCO, Football, boosters & Alumni</u>: VVHS staff will engage the community during Stormcoming by building an inclusive event that invites the community to participate. <u>Student Activities</u>: All clubs on campus will host and increase advertisement for events that partner with businesses both at school and in the community. All clubs devoted to culture will make connections with cultural entities to help promote their heritage and family connections. <u>Freshmen Transition</u>: Specialized focus meetings will be held for specific subpopulations during Open House and Future Freshman night. VVHS will develop a freshman parent informational night for the beginning of the school year 20/21 in Spanish and English. 8th Hour on student schedule to show student's activity/sport participation <u>Volunteers</u>: Create a system to recruit and retain volunteers and guest speakers: City Chamber of Commerce, Sun City Grand, <p>Action Steps:</p> <ul style="list-style-type: none"> Team building: identify students who are connected to adults on campus Create a club list to track student organization participation and teacher involvement Identify the relationships that are in place between the school and stakeholders Create stakeholder liaison to streamline the process of partnerships <p>Monitoring:</p> <ul style="list-style-type: none"> Evaluate initial assessment of partnerships 	

		<ul style="list-style-type: none"> Identify specific areas of growth <p>Evaluating:</p> <ul style="list-style-type: none"> Reflect on progress at the end of each quarter.
	<p>Strategy: Increase communication and participation among staff as well as stakeholders</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> <u>Site</u>: Communicate with stakeholders regarding academic, arts and athletics, and monitor attendance to increase participation through a <u>monthly newsletter</u> emailed to all students & families. <u>Site</u>: Publish written communication in English and Spanish in a monthly newsletter sent out digitally (Smore, Canva, etc) <u>Site</u>: Utilize a variety of communication methods including social media accounts (need to identify all being used) <u>Teachers/Staff</u>: Establish forms of effective 1 way communication through Remind, Infinite Campus, & Schoology. Document communication in the PLP. <u>Teachers/Staff</u>: Utilize Monday PD time for teachers to establish two way communication with parents. <p>Monitoring:</p> <ul style="list-style-type: none"> Track student and teacher participation through the PLP Count parent/community attendance at events Monitor social media views and the number/frequency of communication sent out <p>Evaluating:</p> <ul style="list-style-type: none"> Notable increase in participation

Primary Need #4	Effective Curriculum 4.1 Our written curricula provide access to a well-rounded education that fully maximizes the potential of the education for all students.		
	Primary Need #4: (head of fishbone) All students need equitable access to the curriculum through technology.		
	Root Cause: <ul style="list-style-type: none"> All students do not have equitable access to curriculum outside of the school day (or outside of school day hours). Valley Vista had over 600 chromebooks requested during the COVID-19 school closure. (Nearly 25% of our student population) Students lack the basic skills to successfully navigate through educational systems 		
	Needs Statement: (tail of fishbone) <ul style="list-style-type: none"> Our students need consistent access to technology that then gives them access to their curriculum. Our students need access to the internet. 		
	Desired Outcome: (Needs statement restated in a positive) <ul style="list-style-type: none"> All students will be issued a chromebook for the entire school year so that they acquire the skills to navigate resources and use technology to support learning. ESS & EL students will be provided with wifi hotspots as needed. 		
	SMART Goal: (If the primary need is fixed how will your % proficient be affected?) <ul style="list-style-type: none"> All students will have access to curriculum materials 24/7 to support learning inside and outside of the classroom. 		
	Strategy: Distribute 1:1 with Chromebooks campus wide	Action Steps: <ul style="list-style-type: none"> Establish a committee of teachers to begin the process Research and Draft a Comprehensive Plan <ul style="list-style-type: none"> Determine district/IT processes <ul style="list-style-type: none"> Create a process for checking out computers for SY 20/21 Walk Thru Registration Fees must be paid Signed Electronic Agreement (Handbook) Help Desk: in Collaborative Commons <ul style="list-style-type: none"> Supported by student TAs from CTE? Extra Computers (Kept where?) Establish a help desk and process of IT to fix computers District Reference Cost <ul style="list-style-type: none"> Replacement costs (model identified by service tag number - IT): Gen 1 Chromebooks - \$75 Gen 2 Chromebooks - \$100 Gen 3 and newer - \$330 Power adapters - \$20 Monitoring: <ul style="list-style-type: none"> Determine a system to denote if/when a student does not come prepared to school Track failures Each quarter, the site will take an inventory of chromebooks to assess loss/damage. Evaluating: <ul style="list-style-type: none"> Quarterly tracking Teacher feedback 	

	<p>Strategy: Utilize Schoology to house instructional materials and support</p>	<p>Action Steps:</p> <ul style="list-style-type: none">● Support teachers to utilize the platform to deliver instruction and access to materials● Evaluating admin will be enrolled in each course on Schoology <p>Monitoring:</p> <ul style="list-style-type: none">● Utilize Schoology analytics <p>Evaluating:</p> <ul style="list-style-type: none">● Communicate with families regarding the use of Schoology and how it supports learning
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Primary Need #5	Effective Organization of Time 3.2 Our school day is organized to maximize instruction.	
	Primary Need #5: (head of fishbone) All students need consistent access to Tier 2 & 3 intervention within the school day.	
	Root Cause: <ul style="list-style-type: none"> ● Since the removal of an enrichment period from the school schedule, the number of failures has increased. ● Failure rates in Algebra 1 and English 1 reached 50% during the first semester of 19/20. ● Targeted intervention (tier 2 & 3) is not being implemented or reviewed due to lack of resources and training. 	
	Needs Statement: (tail of fishbone) We need to resolve our schoolwide failure rate. Our students need time during the school day between 7:15 and 2:15 to access their teachers for tutoring, reteaching, and re-assessment	
	Desired Outcome: (Needs statement restated in a positive) Students will have flexible time Tuesday-Friday for 30 minutes each day to connect with teachers and improve their learning. Students with grades C or higher will be rewarded with autonomy through study time, enrichment, and extension opportunities. Students will use the time to be proactive in seeking assistance from teachers resulting in fewer retests.	
	SMART Goal: (If the primary need is fixed how will your % proficient be affected?) <ul style="list-style-type: none"> ● Establish a timeline and procedure to capture 100% of our students for Tier 2 & 3 intervention. (Planning Document notes) ● Power Hour (or similar) will take place 4 times per week, every week, throughout the school year. ● Teachers will decrease the number of failures in their courses by 25% compared to 19/20 failure rates * ● Establish an IAP Committee (Minutes) ● Create (in July) an informational video that showcases “Storm Watch: Failure is not an option” and release to families/students 	
	Strategy: Utilize the first three weeks of the school year. This includes support for freshmen transition and schoolwide AVID organization practices, grade level meetings, a club fair, and enrichment opportunities.	Action Steps: <ul style="list-style-type: none"> ● Utilize the first three weeks of the school year to support AVID organizational strategies across grade levels. ● Schedule grade level meetings for discipline & school wide expectations ● Roll out CPR and Civics requirement for seniors ● Develop a calendar of events for the first three weeks. Monitoring: <ul style="list-style-type: none"> ● Food services # of students served ● Student sign in/out to enrichment Evaluating: <ul style="list-style-type: none"> ●

<p>Strategy: Utilize Power Hour for <u>Tier 2 & 3 remediation</u> with students who have an <u>E (59.44% and below)</u> in any course</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● TBDPlan Power Hours for ESS & EL students during May/June 2020 ● Models/frameworks for teachers running Tier 2 intervention during PH ● Publish teacher availability for all stakeholders <p>Monitoring:</p> <ul style="list-style-type: none"> ● Discussion during Monday grade level meetings ● Track attendance & discipline alongside grades <p>Evaluating:</p> <ul style="list-style-type: none"> ● F reports every 4.5 weeks against previous years.
<p>Strategy: Utilize Power hour for <u>academic enrichment</u>, club meetings, town hall, etc. for students with a <u>D or better.</u></p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Determine teachers to host club meetings & enrichment activities, schedule ● Publish teacher availability for all stakeholders <p>Monitoring:</p> <ul style="list-style-type: none"> ● Club enrollment & involvement <p>Evaluating:</p> <ul style="list-style-type: none"> ●
<p>Strategy: Teachers will meet by grade level on Mondays to discuss students (ESS, TSI, RTI, emotional needs, data, etc)</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Establish a Monday Schedule and time slots using room 1101. <ul style="list-style-type: none"> Option 1 (Grade Level, PLC, PASS) <ul style="list-style-type: none"> ■ 12:30-1:10 Seniors ■ 1:10- 1:50 Juniors ■ 1:50- 2:30 Sophomores ■ 2:30-3:10 Freshmen Option 2: (Grade Level, PLC) <ul style="list-style-type: none"> ■ 12:30-1:45 Seniors (1101) & Freshmen (1201) ■ 1:50-3:05 Juniors (1101) & Sophomores (1201) Option 3 (Grade Level, Department, PLC) <ul style="list-style-type: none"> ■ 12:30-1:30 Grade Level (Senior, Junior, Sophomore, Freshmen) ■ 1:30-2:15 Department ■ 2:15-3:15 PLC ● Develop a protocol for grade level meetings that creates a safe and collaborative culture <p>Monitoring:</p> <ul style="list-style-type: none"> ● <p>Evaluating:</p> <ul style="list-style-type: none"> ●