



## ***Continuous Improvement Plan***

<b><i>SCHOOL NAME:</i></b>	<u>Valley Vista High School</u>
<b><i>PRINCIPAL'S NAME:</i></b>	<u>Dr. Adam Wolfe</u>
<b><i>SCHOOL YEAR:</i></b>	<u>2021-2022</u>

### ***Required Components:***

Integrated Action Plan (IAP)

# INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

Principles: 1.1; 2.2; 4.6	<b>Primary Need:</b> There is a need to ensure instruction and assessments are aligned to the designated curriculum (4.6 B & C; 2.2A) <b>Data:</b> In the last round of State Testing 31% of students were proficient in ELA; 30% in math
	<b>Root Cause:</b> Teachers are not always engaging in backwards planning and when they do they are unclear about what quality teaching and learning look like.
	<b>Needs Statement:</b> There is a need to increase teacher capacity in writing aligned assessments and aligning instruction to the correct level of the assessment to increase student achievement.
	<b>Desired Outcome</b> If teacher capacity increases in writing aligned assessments and aligning instruction, then student scores will increase.

Smart Goal:  
 SMART Goal: (Required for all D, F, CSI and TSI schools)  
 Impact: (CCRI) Students meeting ACT cut scores will increase by 8%; 9th graders taking ASPIRE (or State Test) will pass at a rate of 40% or higher.

Strategy 1 Describe the Strategy (Narrative):	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin-Completion Dates	ESSA Evidence Rating	Program/ Funding Tags	Data/Evidence to Collect
PLCs will perform a Gap Analysis between teacher created tests and curriculum. Targeted PLCs: math, ELA, SS, SCI, WL	Gap Analysis of assessment and curriculum	Teachers will examine the district blueprints for benchmarks and unit exams and map them out working with PLC	Individual PLC and assigned admin.	Throughout the Year.		Provide teachers with sub coverage to do this as a team	
		Teachers will look at their teacher created quizzes and ensure that are at the same level of DOK as the benchmark and state exams.	Individual PLC and assigned admin.	Throughout the Year.		None Needed	
		Teachers will look at daily tickets out the doors and the curriculum they have been designated and State Assessments to determine alignment.	TLS PLCs Admin	Throughout the Year.		None Needed	

Strategy #2: Describe the Strategy (Narrative):	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin- Completion Dates	ESSA Evidence Rating	Program/ Funding Tags	Data/Evidence to Collect
Gap analysis of curriculum and instruction.	Implementation	re-Train in PLC and Data Teams	Trainer, Admin, TLS	Year Long		Training and paid days for teachers	
	Implementation/ Results	Based line data examining: posted objective alignment/ DOK lived objective alignment/ DOK pacing (scope and sequence) active engagement academic discussion	ILs, TLS, Admin	Year Long		Time to provide coverage for teacher training or paid time for teacher training.	
	Implementation/ Results	Bi-weekly data will be given to PLCs gathered by IL, TLS and Admin. This will be compared to scope and sequence.	ILs, TLS, Admin	Year Long		None	
	Implementation/ Results	Monthly district will sweep with these same traits, share with school and discuss where this is in regards to the curriculum designated.	Ed Services Admin	Year Long		None	
	Implementation	Whole group and pull out PD for the elements listed to create a clear vision for academic learning.	Admin, TLS, Ed Services	Year Long		Time to provide coverage for teacher training and/ or paid time for teachers to train.	

Strategy #3: Describe the Strategy (Narrative):	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin- Completion Dates	ESSA Evidence Rating	Program/ Funding Tags	Data/Evidence to Collect
Ensure all lessons taught are at a DOK 2 or higher	Engage	Admin make clear that DOK 2 daily, DOK 3 two to three times a week.	Admin	Year Long		None	
	Implementation/ Results	Bi-weekly data will be given to PLCs gathered by IL, TLS and Admin focusing on DOK- provide info to departments and reflect with IL	IL, TLS, Admin, PLCs	Year Long		None	
		PD for teachers that need more practice with increasing DOK specifically.	Teachers TLS Admin	Year Long		Possibly Books 2500 Paid Training and/ or sub days Paid time for teacher leaders to design training. Possibly extra West Ed Day	
		Whole group PD on how to use discussion to enhance depth of knowledge.	TLS Admin	Year Long		None	
Strategy #4: Describe the Strategy (Narrative):	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin- Completion Dates	ESSA Evidence Rating	Program/ Funding Tags	Data/Evidence to Collect
Look at Benchmark Scores and compare data on teaching, assessment alignment. In year 1 pilot with ELA.	Results	Compile data from the walk throughs.	TLS Admin	Year Long		Additional Hours to compensate for data analysis.	
	Results	See if there is a correlation to students in classes with high fidelity.	TLS Admin IL Research Ed Services			None	

	Results/ Sustainability	Work with individual teachers as a result of this data analysis.	TLS IL Admin Teacher			Paid Training and/ or sub days	
	Results/ Sustainability	Target teachers for extended PD who are not on target for the 8% increase.	TLS IL Admin Teacher			Paid Training and/ or sub days	

# INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

Principles:  4.4; 5.2	<p><b>Primary Need: (head of fishbone)</b> There is a need to have a clearly designed MTSS system that addresses academics and SEL.</p>
	<p><b>Root Cause:</b> There is currently no clear MTSS plan on the campus; although Storm Watch is present it is currently only used to address failing grades.</p>
	<p><b>Needs Statement: (tail of fishbone)</b>  There is a need to develop an IF/ THEN MTSS system.</p>
	<p>Desired Outcome: (Needs statement restated in a positive)  The school will develop a clear MTSS system for both academics and SEL.</p>

SMART Goal: (Required for all D, F, CSI and TSI schools): By the end of the 21-22 school year the school will have a clearly articulated MTSS system, that is published for all stakeholder groups.

Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin- Completion Dates	ESSA Evidence Rating	Program/ Funding Tags	Data/Evidence to Collect
Strategy #1: Describe the Strategy (Narrative):  Assess current reality, set future goals and build MTSS.	Assess the current reality.	Admin Intervention Team	August- September		Paid Days for team to come together and assess this.	
	Place the current programs into levels for the MTSS plan.	Admin Intervention Team	August- September		Paid Days for team to come together and assess this.	
	Set Future goals	Admin Intervention Team	Semester 1		Paid Days for team to come together and assess this.	
	Gap Assessment	Whole Staff	Semester 1		Books possibly 2500 Training possibly 5000	

		Possible Book Study and/ or Conference may guide this.					
	Build program	Determine what resources are need to get to the desired state	Admin Intervention Team	Semester 1		Paid Days for team to come together and assess this.	
		Build out phase in plan for program and define success criteria	Admin Intervention Team	Semester 1		Paid Days for team to come together and assess this.	
		Revamp AVID program/ training teachers- School Wide	Admin/ AVID Teachers/ Other teachers who will implement AVID strategies	Year Long		Training/ Paid Days for planning	
	Implement	Implement phases targeted for this year.	Admin, Intervention Team, Relevant Staff	Year Long		None	
	Analyze and Reflect	Gather Data on implemented systems and reflect on successes and opportunities for growth.	Admin Intervention Team	Semester 2		Paid Days for team to come together and assess this.	
	Embeddedness	There will be a clear graphic and explanation of MTSS published for all stakeholders.	Admin Intervention Team	May 2022		None	

# INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

1.1; 2.2; 2.6; 3.3, 5.3	<b>Primary Need: (head of fishbone)</b> There is a need to educate staff on how to develop and instill culture for all students on the campus.
	<b>Root Cause:</b> This has never been a focus.
	<b>Needs Statement: (tail of fishbone)</b> We need to learn about and educate staff on how to implement an inclusive and positive culture for our diverse campus.
	<b>Desired Outcome: (Needs statement restated in a positive)</b> The school will develop a cadre of teachers to enhance culture

SMART Goal: (Required for all D, F, CSI and TSI schools)

Strategy #1: Describe the Strategy (Narrative):	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin- Completion Dates	ESSA Evidence Rating	Program/ Funding Tags	Data/Evidence to Collect
Build a cadre	Engage	Present the goal and describe the why to whole staff and ask for volunteers	Whole Staff	August -September		None	
	Implement	Conduct book study and either bring in trainer or trainers or send cadre for training.	Cadre 1			2500 books 5000 training	
	Implement	Cadre 1 will try strategies in their own room and via Storm Watch	Cadre 1			None	
	Results	Collect survey data and do focus groups on how this is or is not impacting students.	Research Department and Ed Services			None	
Strategy #2:	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin- Completion Dates	ESSA Evidence Rating	Program/ Funding Tags	Data/Evidence to Collect



Describe the Strategy (Narrative):  Transfer Cadre knowledge to campus	Engage	Formulate a plan to bring on staff members	Cadre 1	October			None
	Implement	Form a new cohort who will receive training from Cadre 1. Set benchmarks for what success will look like.	Cadre 1 Cadre 2	January			Monies for training and days.
	Results	Collect data on Cadre 1 and Cadre 2, Make refinements to training	Research Department and Ed Services				None
Strategy #3 Work to transfer the inclusive and positive culture throughout staff to students.	<b>Action Step Title</b>	<b>Describe Action Step (Narrative)</b>	<b>Person Responsible</b>	<b>Timeline Begin-Completion Dates</b>	<b>ESSA Evidence Rating</b>	<b>Program/Funding Tags</b>	<b>Data/Evidence to Collect</b>
	Implementations	Work to conduct whole staff trainings in varied ways	Cadre 1 and Cadre 2 w/ whole staff	April/ May			None
	Results	Examine what methods and training are most impactful.	Research Department and ed Services.	April/ May			None
	Embeddedness	The school will have an on board training for all new staff based on lessons learned.	Admin	May			None

2.5; 1.1, 6.3	<b>Primary Need: (head of fishbone)</b> There is a need for students to be part of the assessment process and involved in data analysis, goal setting and progress monitoring.
	<b>Root Cause:</b> Teachers do not possess the assessment literacy, nor do they have the tools necessary to empower students to analyze, goal set and progress monitor.
	<b>Needs Statement: (tail of fishbone)</b> Teachers need to develop assessment literacy skills and understand how to create assessment capable students.
	Desired Outcome: (Needs statement restated in a positive) Teachers will develop assessment literacy to create assessment capable learners in order to raise test scores 8% in all areas.

SMART Goal: (Required for all D, F, CSI and TSI schools)

Students test scores will increase 8% on all State Tested areas as the result of involving students in the assessment process (data analysis, goal setting and progress monitoring).

Strategy #1: Describe the Strategy (Narrative):	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin-Completion Dates	ESSA Evidence Rating	Program/Funding Tags	Data/Evidence to Collect
Increase Teacher Assessment Literacy	Implement	Work with PLCs to align formative assessments to standards via the PLC process	Admin/ TLS/ IL/ PLC Leads	Year Long			
	Implement	Work with teachers on how to desegregate data for intervention and enrichment., via Tier 1 (small group) and Tier 2 (extended from class) instruction.	Admin/ TLS/ IL/ PLC Leads	Year Long			
		Book Study on Standards Based Grading	Admin and Teachers	Semester 1		2500	
		Have designated PLCs participate in Standards Based Grading District Pilot	Ed Services Designated PLCs	Year Long		None	
Strategy #2:	Action Step Title	Describe Action Step (Narrative)	Person	Timeline	ESSA	Program/	Data/Evidence

Describe the Strategy (Narrative):			Responsible	Begin-Completion Dates	Evidence Rating	Funding Tags	to Collect
Increase student interaction with their data data analysis, goal setting and progress monitoring	Implement	Describe the Action Step (Narrative)	Person Responsible (Name and Organizational Role)	Year Long		Training /Paid Days for planning	
	Implement	Revamp AVID program/ training teachers- School Wide	Admin/ AVID Teachers/ Other teachers who will implement AVID strategies	Year Long		Possible Outside Trainer	
	Implement	Work with a cadre of teachers who volunteer to pilot students working with their data (analysis, goal setting, progress monitoring) (Training)	TLS- Ed Services-Admin	Year Long			
	Results	Train families on how to support their students to monitor their progress towards individual learning goals	Parents/ Families/ Teachers/ Students/ Admin	Year Long		Possible Release Days or paid outside time for teachers	
		Look at quarterly data for grade distribution and benchmark data.	TLS- Ed Services-Admin- Cadre	Year Long			
		Gather qualitative data from teachers and students	Research/ Admin			None	