



## *Continuous Improvement Plan*

<b><i>SCHOOL NAME:</i></b>	<u>Willow Canyon High School</u>
<b><i>PRINCIPAL'S NAME:</i></b>	<u>Dr. Adam Schwartz</u>
<b><i>SCHOOL YEAR:</i></b>	<u>2021-2022</u>

***Required Components:***  
Integrated Action Plan (IAP)

# INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

<b>Principles: 2.4 1.2</b>	Primary Need: Systematic monitoring and implementation of data-based curriculum and instructional practices that reflect high expectations for every student.
	Root Cause: Lack of clarity around learning targets; Lack of higher level learning planning and execution for every student including ELs and students receiving services from an IEP.
	Needs Statement: Clarity around tasks and learning outcomes with common systems for planning, collaboration, implementation, and analysis. Time for this to occur and systems of accountability. Implementation and monitoring of curriculum and best instructional practices as measured by bi-weekly walk thoughts, with data shared with teachers.
	Desired Outcome: If clarity around tasks and learning outcomes with common systems for planning, collaboration, implementation and analysis, then student outcomes will increase.

Smart Goal: ACT will increase by 10%. On the Aspire we will set a baseline (goal 44%). Staff will consistently engage in PLC process: plan, do, analyze, reflect to increase student performance on State Test by 5% in each area (math, English, and science).

Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin-Completion Dates	ESSA Evidence Rating	Professional Development Needed	Program/Funding Tags	Data/Evidence to Collect	
<b>Strategy 1</b>  Refine PLC Process and follow with fidelity. Using Teacher Leaders and leadership for checks on markers.	Train on PLC Process	Through Monday PD we will review the PLC process of unpacking standards, common assessments and data.	Adam, Monika, TLS, Thom, Kim	Year Long	NA	DuFour Framework Solutions Tree Data Teams Corwin PLC Plus Framework	Possible conference or expert from M & O	PLC Notes  Benchmark Data  Merit Data  ACT Data
	Structure PLC Time	Use of a common area, work products associated with PLC, more monitoring and	Adam, Monika, TLS, Thom, Kim	Year Long	NA	NA	NA	PLC Notes Benchmark Data Merit Data ACT Data Admin will monitor PLC progress and

		feedback						alignment through meeting evidence and observations.
<b>Strategy 2:</b>  Creating a Common Vision for Teaching and Assessment	<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>Professional Development Needed</b>	<b>Program/Funding Tags</b>	<b>Data/Evidence to Collect</b>
	Learning Walks	Structured peer observation with TLS to develop common definition of solid Tier I instruction.	Admin TLS Teachers on Prep	Year Long	NA	West Ed  Common Classroom Look Fors	None	Attendance Charts  Reflections from Teachers
	Increase common formatives and analysis of data	Develop and use common protocols to desegregate data from common formative assessments. This will enable us to make instructional decisions in real time.	Monika TLS	Year Long	NA	West Ed  Assessment Development  District PD	Possible M & O for planning and training days	CFA  Teacher Data on CFA  Small Group Pull in Teachers' Classrooms
	Administer Benchmarks to gauge future success on high stakes testing. Followed by Data Chats	Administer District BM  Teachers will analyze data  Teachers will meet with	Monika TLS	Oct  Feb	NA	How to pull out the needed data	None	Benchmark Results  Teacher Data Analysis in Benchmark Talks  Small group pull, other Tier 2

		<p>admin to discuss data</p> <p>Teachers will implement structures to instruct based on this data.</p>						intervention after benchmark
	<p>Read 180 and Math 180 for English Language Learners</p>	<p>Purchase Licenses and Train teacher for use of Read 180 and Math 180 .</p>	<p>Monika</p>	<p>Year Long</p>	<p>NA</p>	<p>Training for Teachers</p>	<p>Read 180/Math 180</p>	<p>Reading increases and math benchmarks</p>

# INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

<b>Principles: 5.2 3.3</b>	Primary Need: Provide formal and informal pathways for student voice in the leadership of the school
	Root Cause: We have systems in place to get feedback from parents and teachers, but not students. Historically, schools and classrooms are teacher-centric.
	Needs Statement: There is a need for student perspective and inputs on school practices.
	Desired Outcome: If we create formal and informal pathways for students' voices, we will have greater ownership for students and school achievement.

Smart Goal: Increase in student satisfaction results on annual survey. This will create ownership among students and buy in on school practices.

	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin-Completion Dates	ESSA Evidence Rating	Professional Development Needed	Program/Funding Tags	Data/Evidence to Collect
<b>Strategy 1</b>  Quarterly student surveys to measure climate and instructional effectiveness	Design Survey	Create Google survey	Adam, Monika	Summer	NA	NA	NA	Data Trends
	Implement Survey	Through Advisory	Adam, Monika	1st Quarter	NA	NA	NA	Data Trends
	Analyze Data	Determine trends on instruction and use this data to guide professional development.	Adam, Monika	Year Long	NA	NA	NA	Data Trends
<b>Strategy 2:</b>  Continue meetings with student leadership groups on	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Begin-Completion Dates	ESSA Evidence Rating	Professional Development Needed	Program/Funding Tags	Data/Evidence to Collect
	Establish Student Groups	Choose sports captains and student leaders	Adam, Thom	August 2021	NA	NA	NA	Rosters Are concerns being addressed or do

campus		that will be representative of the student body						they remain the same concerns from meeting to meeting?
	Schedule Monthly Meetings	Choose days and time with the least conflicts	Adam, Thom	August 2021	NA	NA	NA	Agendas Is there a need for greater frequency so that we can be more responsive?
	Formal Feedback Loop	Give feedback to students and applicable parties	Adam, Thom	Year Long	NA	NA	NA	Emails, Announcements, Staff Meetings
<b>Strategy 3:</b>  Provide social media venues for student communication	<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>Professional Development Needed</b>	<b>Program/Funding Tags</b>	<b>Data/Evidence to Collect</b>
	Establish Social Media Presence	Establish presence on Twitter, Facebook, Instagram, TikTok	Social Media Ambassador, Thom, STUCO	1st Quarter	NA	NA	NA	Number of channels and frequency of posts
	Communicate school News and Events	Funnel announcements and news through social media ambassador	Social Media Ambassador, Thom, STUCO	Year Long	NA	NA	NA	Number of channels and frequency of posts
	Monitor Content	Social Media Ambassador will monitor traffic for volume and content	Social Media Ambassador, Thom, STUCO	Year Long	NA	NA	NA	Number of channels and frequency of posts

## INTEGRATED ACTION PLAN DEVELOPMENT WORKSHEET

<b>Principles: 6.3 4.4</b>	Primary Need: Build trust with stakeholders through clear and consistent communication.
	Root Cause: We have systems in place to get feedback from parents and teachers, but not students. Historically, schools and classrooms are teacher-centric.
	Needs Statement: Clear communication and well-informed community that establish institutional trust.
	Desired Outcome: With clear communication and well-informed community that establishes institutional trust we will have fewer miscommunication and misinterpretations.

Smart Goal: An increase of 5% on the top two indicators for Q17 and Q18 on the parent survey. How often do you feel informed about what is happening at your child's school? Our school communicates effectively about the school's activities.

	Action Step Title	Describe Action Step (Narrative)	Person Responsible	Timeline Dates	ESSA Evidence Rating	PD Needed	Program/ Funding Tags	Data/Evidence to Collect
<b>Strategy 1</b>  Two Way Communication with Students	Student Meetings	Students will meet in various formats throughout the year with administration (senior meetings, ELA meetings, etc)	Admin Team	Year Long		None	No cost	End of Year District Survey Does data improve or change?
	Student Principal Advisory Council	Heterogeneous student group will meet with principals several times throughout the year.	Admin Team	Year Long		None	No cost	End of Year District Survey Does data improve or change?
	Visible Administration	Admin will be out of office on campus and at	Admin Team	Year Long		Work with Admin having consistent	No Cost	End of Year District Survey End of Year District Survey





		unstructured periods.						
<b>Strategy 3:</b>  Two Way communication with Community	<b>Action Step Title</b>	<b>Action Step</b>	<b>Person Responsible</b>	<b>Timeline Dates</b>	<b>ESSA Evidence Rating</b>	<b>PD Needed</b>	<b>Program/ Funding Tags</b>	<b>Data/Evidence to Collect</b>
	Site Council	Cabinet meet with community members monthly to discuss site needs and allocate Tax Credit Monies.	Site Council Members & Admin Team	Year Long		None	Tax Credit	End of Year District Survey
	Focus Groups for Signature Programs	Admin Team will meet with community to work on Winning Culture Plan.	Admin Team and Group Members	Year Long		None	Money from Bond	End of Year District Survey
	Visibility	Admin team will be present at community events and accessible to community	Admin Team	Year Long		Work with Admin having consistent expectations.	None	End of Year District Survey
	Weekly Newsletter	Admin Team will send electronic weekly newsletter to parents and community members who have requested it.	Principal	Year Long		None/ work with Rene	None	End of Year District Survey
	Academic Booster Club	Administrations will meet with	Booster Members and	Year Long		None	Tax Credit/ Booster	End of Year District Survey

		Boosters monthly to discuss site needs	Admin					
	Admin Attendance at Booster Meetings	Cabinet meet with Boosters monthly to discuss site needs in terms of extra-curriculars.	Booster Members and Admin	Year Long		None	Tax Credit/ Booster	End of Year District Survey