

Grand Valley High School Improvement Plan 2009-2010

Standard 1 School has established clear goals that support improving student achievement.

Status Goal: The percentage of students scoring proficient and higher in Reading and Writing will increase by 5% and the percentage of students scoring partially proficient and higher in Math, and Science will increase by 10% at each grade level as measured by the 2010 CSAP results.

Growth Goal: The median growth percentile for all students in Reading, Writing and Math will increase to or maintain above the 50th percentile as measured by the 2010 Colorado Growth Model.

Gap Status Goal: The gap in the percent of minority students scoring proficient/advanced and white students scoring proficient/advanced in Reading, Writing, Math, and Science will be decreased by 5% at each grade level as measured by the 2010 disaggregated CSAP results. The reduction in the gap will be a result of increased proficiency for minority students and not a decrease in proficiency of white students.

Gap Growth Goal: The median growth percentile in Reading, Writing and Math for low income students, minority students, and boys/girls will increase to or maintain the 50th percentile as measured by the 2010 Colorado Growth Model.

	Indicator	Action Steps for 2009-2010	Timeline	Resources	Person Responsible	Evaluation
Vision	The plan includes the School's compelling vision and mission that are referenced and drive improvement efforts and are owned by all stakeholders	“As a result of our efforts, all students will be successfully prepared for life”		All School goals are aligned to the District vision/mission.	Principals All staff Community	Survey Observation
Data	School plan articulates a systematic process for conducting an analysis of longitudinal data that identifies strengths and gaps for all students and subgroups and guides professional development.	Review CSAP NWEA MAP Formative assessments PLC teams	8/2009 9/2009 At least quarterly	Alpine Achievement NWEA Des Cartes Examview	Principals Instructional Coaches All Staff Students	CSAP status and growth NWEA Examview Common Assessments
Goals	School plan includes SMART goals for status and growth of all students (including subgroups), and closing achievement gaps for identified populations based on data analysis.	Interventions Differentiation RtI PLC teams Student Test Talk	8/2009	Credit Recovery Double Blocking Professional Learning Alpine Achievement Advisory	Principals Instructional Coaches All Staff Students	CSAP status and growth NWEA Examview
Monitoring	The School plan that has been developed is built on data analysis. Progress is monitored frequently and the plan is adjusted, as needed.	Formative Assessments RtI ALP IEP ILP	9/2009	Examview Alpine Achievement	Principals Instructional Coaches All Staff Students	CSAP status and growth NWEA Examview Common/Formative Assessments

Standard 2 The School has established and maintains a standards-based and aligned curriculum

Goal: Reading, Writing, and Math content areas at all grade levels will have aligned curriculum, including benchmarks, skills, and formative assessments (with rubrics) published on the School webpage by the spring of 2010. The curriculum is aligned and reported based on the Colorado content standards.

	Indicator	Action Steps for 2009-2010	Timeline	Resources	Person Responsible	Evaluation
Standards	The plan documents that the curriculum is research-based and clearly aligned to adopted standards and assessment frameworks.	Continue standards review including identification of benchmarks, power indicators, and formative assessments.	8/2009 to 5/2010	GVHS content Power Indicators CDE website Other Colorado and national schools CSAP Frameworks	Principals Instructional Coaches All Staff	Observation Teacher Evaluation School Accountability Committee
Review	The plan includes a timeline for systematic review and revision of curriculum. The review and revision process is clearly tied to student achievement data.	Continue curriculum review adjust review based on CSAP, NWEA and Formative Assessment data.	8/2009 to 5/2010	Alpine Achievement NWEA Des Cartes Continuous Assessment	Principals Instructional Coaches All Staff PLCs	Observation Teacher Evaluation CSAP NWEA
Resources	The plan documents consistent practices for offering adequate time, materials and support for instruction. Resource allocations are based on student achievement data.	Develop a year-long Early Release and Professional Development Plan including budget aligned with needs identified through survey, observation, evaluation and staff professional goals.	8/2009	Pre and post staff survey Summative and Formative Assessment results.	Principals Instructional Coaches All Staff PLCs	Observation Teacher Evaluation Staff Survey
Monitoring	The plan describes how the School consistently monitors fidelity of curriculum implementation, provides support and holds staff accountable.	School Improvement Plans School Accreditation Walk Through Observations Teacher evaluation Professional Goals	9/2009 10/2009	School Improvement Plan CSAP, NWEA, Common/Formative Assessments	Principals Instructional Coaches All Staff	Observation Teacher Evaluation Staff Survey Assessment results

Standard 3: The School has developed a program of instruction that meets the needs of all students.

Goal: School-wide early release days and Professional Learning Communities are used to identify needs of students by validating an aligned curriculum, developing formative assessments, creating an engaging learning environment, providing interventions and extensions based on individual student needs.

	Indicator	Action Steps for 2009-2010	Timeline	Resources	Person Responsible	Evaluation
Instruction and Assessment	School plan has a systematic, research-based comprehensive assessment program to monitor effectiveness of instructional program.	Teacher Evaluation System Walkthrough Data Assessment Results (CSAP, NWEA, Formative Assessments)	8/2009 to 5/2010	Teacher Evaluation System Packet; Books authored by renowned educational researchers McRel Walkthrough Tools	Principals	Observation Teacher Evaluation Staff Survey Student achievement data
Training	School requires staff to participate in quality job-embedded, ongoing professional development based on identified needs. Professional development is tied to School mission, vision, and goals.	Develop a year-long Early Release and Professional Development Plan including budget aligned with needs identified through survey, observation, evaluation and staff professional goals.	8/2009	Teacher Evaluation Walkthrough Data Assessment Results (CSAP, NWEA, Formative Assessments)	Principals Instructional Coaches All Staff	Observation Teacher Evaluation Staff Survey
Interventions	The plan specifies a process for aligning interventions with the individual needs of underperforming and gifted students.	Develop and revise interventions based on summative and formative achievement data PLC/RtI	5/2009 to 5/2010	Alpine Achievement NWEA Des Cartes Examview Credit Recovery Double Blocking Alternative HS Teen Parent Program	Principals Instructional Coaches PLCs RtI Team All Staff	Observation Teacher Evaluation Staff Survey Parent Survey Student Achievement Data
Monitoring	School plan details how the School will consistently monitor and support staff to ensure assessments drive instructional changes on an ongoing basis. Plan describes how the School and staff members are held accountable.	Walkthrough data Teacher Evaluation Summative and Formative Achievement Data Early Release PLC/RtI Principals Quarterly reports to School Accountability and School Board.	8/2009 to 5/2010	All of the above resources will be used for monitoring and holding the School and staff members accountable.	Principals Instructional Coaches PLC All Staff	Observation Teacher Evaluation Staff Survey Parent Survey Student Achievement Data

Standard 4: The School promotes postsecondary readiness.

Advanced Coursework: The number of students taking postsecondary/advanced courses will increase from 59 in 2009-2010 to 65 in 2009-2010.

ACT Goal: The School's ACT composite score will increase from 18.4 in 2008-2009 to 19 in 2009-2010.

Graduation Goal: The School will show a statistically significant increase in the graduation rate for the 2009-2010 school year.

	Indicator	Action Steps for 2009-2010	Timeline	Resources	Person Responsible	Evaluation
Post-Secondary	The School plan has SMART goals, strategies and resources that promote student participation in postsecondary/advanced courses. Data is used to ensure that all students (including subgroups) are represented.	Continue to develop relationship with Colorado Mountain College and Mesa State College	5/2009	Colorado Mountain College Mesa State College	Principals Counselors All Staff	Student Survey Observation Student requests and interviews.
ACT	The plan documents SMART goals, strategies and resources to improve student ACT performance.	PLAN from ACT will be given to all 10 th grade students. ACT will be given to all 11 th grade students. Review all assessment results.	10/2009 to 4/2010	Explore PLAN ACT	Principals Counselors	Assessment Results
Graduation	The School plan has SMART goals to improve graduation and attendance rates for students. There is a clear and ongoing process for identifying students early that are at risk of not graduating based on attendance, behavior, course completion and other data. Meaningful supports are documented.	Continue credit recovery program, alternative high school program	5/2009 to 6/2010	Career Center Alternative High School A+ Online Credit Recovery Program	Principals Counselors All Staff	Graduation Rate Drop-out Rate Completer Rate Credit Recovery Assessment Results
Monitoring	The plan details how the School monitors progress annually on goals, provides support and holds teachers accountable.	Evaluate the dual enrollment, credit recovery, alternative high school, teen parent program and ACT results and report to quarterly to School Accountability and School Board.	5/2009 to 6/2010	All of the above resources will be used to monitor post-secondary readiness.	Principals Counselors All Staff	Graduation Rate Drop-out Rate Completer Rate Credit Recovery Assessment Results Student/Parent/Staff Survey

Standard 5: The School maintains positive student, family and community support.

Goal: GVHS will increase the communication and engagement of families and community members through the use of weekly letters, monthly newsletters, webpage updates, monthly newspaper articles, home visits, and personal contacts; as measured by a pre and post staff/parent/community survey.

	Indicator	Action Steps for 2009-2010	Timeline	Resources	Person Responsible	Evaluation
Communication	The plan provides details how the School supports two-way, meaningful communication about school activities and its performance consistently, in home languages and through a variety of sources.	Update webpage News articles Newsletters Translation of communication	5/2009 to 6/2010	“What Works in Schools” Staff/Parent/Community Survey Auto Dialer KSUN Radio Echo newspaper	Principals Community Parents/guardians Students All Staff	Parent/Community Survey given in March 2009 and again in Fall/Winter 2009 Building Accountability Open House events
Family Activities	The plan provides details about the School actively engaging families through numerous outreach activities and providing ways for families to partner in students' learning.	Parent/Teacher Conferences Parent volunteers Parent/community participation in school activities (concerts, events, science fair)	8/2009 to 6/2010	Track participation of parents at Parent/Teacher Conferences, Literacy/Math Nights, parent volunteers, and other activities scheduled at the individual buildings.	Principals Community Parents/guardians Students All Staff	Participation numbers Observations School Accountability Committee
Partnerships	The plan provides details about the School having multiple partnerships, including School and school accountability committees, within and beyond the School, to enrich student opportunities. The plan describes how stakeholders have multiple ways to influence policy and accountability.	Stakeholders influence policy by input at School and School Accountability Committees, Community Forums, and completing surveys.	8/2009 to 6/2010	“What Works in Schools” Staff/Parent/Community Survey	Principals Community Parents/guardians Students All Staff	Parent/Community and Staff Survey given in March 2009 and again in Fall/Winter 2009

Glossary of Terms

ACT - Originally, "ACT" stood for American College Testing. In 1996, however, the official name of the organization was shortened to simply "ACT." This change in the official company name was made to better reflect the broad array of programs and services we now offer beyond college entrance testing.

ALP – Advanced Learning Plan developed for identified Gifted/Talented students

Alpine Achievement – purchased by School 16 for use as a data management and data warehouse system

CDE – Colorado Department of Education

Common Assessments - assessment created collaboratively by a team of teachers responsible for the same grade level or course

CSAP – Colorado Student Assessment Program

ELL – English Language Learners

Examview – purchased by School 16 for use as a formative assessment system

EXPLORE - helps students identify areas of academic strength and weakness in four areas important for success in college and the workplace—English, math, reading, and science. Since EXPLORE is a curriculum-based test, EXPLORE scores show the knowledge and skills that students are likely to have in each of these areas. EXPLORE also includes a career planning component design to help students consider possible career options.

Formative Assessments – frequent assessments given to inform instruction

G/T – Gifted and Talented program for identified students

IEP – Individual Education Plan developed for identified Special Education students

ILP – Individual Literacy Plan developed for identified students

NWEA MAP – Northwest Evaluation Association Measure of Academic Progress

NWEA Des Cartes – system for improving student achievement based on assessment results

PLAN - this program helps 10th graders build a solid foundation for future academic and career success and provides information needed to address Schools' high-priority issues. It is a comprehensive guidance resource that helps students measure their current academic development, explore career/training options, and make plans for the remaining years of high school and post-graduation years.

PLC – Professional Learning Community

RtI – Response to Intervention

S.M.A.R.T. – Specific, measurable, attainable, realistic, and timely

Study Island – web based system for academic intervention and acceleration

Summative Assessments – assessments given to evaluate program after instruction