

Continuous School Improvement Plan

"All students college, career and citizenship ready."

School Name: Alta High	School Year: 2016-2017
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LITERACY

Problem Statement -
 While there is growth in the percentage of students meeting proficiency in reading comprehension each year, there is also a trend of regression in reading comprehension from the end of 9th grade to the beginning of 10th. Non-proficiency and regression are most prevalent in low income and minority students. We believe this problem is the result of both the lack of a school-wide literacy focus and a misunderstanding of the importance of the SRI test by teachers, students and parents.

Performance Goal(s)
 All 9th and 10th graders will improve their SRI scores by an average of 120 lexile points or more from September 2016 to May 2017.

	Student Scaffolded Supports <i>What scaffolding will be provided to support students in order to reach performance goal? (MTSS)</i>	Learning Goal(s) <i>What skills do your teachers need to implement the scaffolded supports?</i>	Actions <i>How will PD, public practice, structures, resources, or personnel be utilized to meet your goals?</i>	Evaluation <i>How will progress towards goals be measured?</i>
What strategies and/or structures will be implemented to ensure core instruction meets the diverse needs of students?	<ul style="list-style-type: none"> -Ensure that literacy strategies are utilized in all classrooms -Create a tracking and reward system for SRI scores that has students self-evaluate and set goals for improvement -Promote upcoming SRI testing in class, through advisory and through parent communication -Promote the importance of literacy with the community -Literacy Block in advisory 	<ul style="list-style-type: none"> -Each department will choose a focus for literacy: reading strategies (annotation, breaking down a paper or prompt) or writing strategies (6 traits, Utah Compose) -Implement Literacy Block with fidelity -Teachers will encourage proficient students to attend the Social Studies Colloquiums and complete accompanying reading 	<ul style="list-style-type: none"> -Professional Development in literacy will provide choices for departments in reading and writing strategies -Use Land Trust funds to pay the salary of a data analyst and testing coordinator to measure the fidelity of implementation and the effectiveness of all goals and action steps -Use Land Trust funds to host colloquium speakers 	<ul style="list-style-type: none"> -Observation of engagement during Literacy Block -Observation of the use of teacher strategies -CTESS Evaluation -SRI, CBM, ACT, AP and SAGE scores to monitor the effectiveness of the intervention classes and progress toward achieving the goal
What will be	-Students can have the	-Use data and teacher		

implemented to promote continued growth for proficient students?	opportunity to attend various Social Studies Colloquiums throughout the school year -Meet the Governor's Bi-Literacy expectations to recognize students proficient in multiple languages	referral to identify students in need of reading and writing interventions	-Use Land Trust funds to implement an Alta High AVID program (training, courses, logistics) -Reading teacher will attend district-provided training -Share test scores and promote improvement with individual students in advisory -Use FTE to allow for intervention courses	
What will be implemented to accelerate learning of students who are not proficient?	-Implementation (first phase) an Alta High AVID program -Reading Intervention Course -Co-taught and resource courses -Additional reading support for students during advisory -Reading program for Special Education classes -Expand the selection of reading materials for all levels of comprehension			

BUDGET

Expenditure	Cost	Source
Data Analyst & Testing Coordinator	\$46,053.50	Land Trust Funds
AVID Program	\$20,000	Land Trust Funds
Co-taught courses (4 sections)	\$14,992.70	FTE
Reading Intervention Course (1 section)	\$3,500	FTE
Resource ELA Courses (2 sections)	\$7,000	FTE
Host Social Studies Colloquium Speakers	\$7,000.00	Land Trust Funds

STEAM

Problem Statement

42% and 47% of students are proficient in Mathematics and Science respectively, according to the 2015 SAGE testing. Special Education and Hispanic students most prevalently do not perform well and are also showing the least amount of growth from year to year. We believe this problem is the result of a lack of access to both appropriate interventions and advanced coursework for both of these groups of students.

Performance Goal(s)

30% of 11th grade students will meet all four benchmarks on the ACT in the spring of 2017.
Alta will earn at least 175/300 points on 2017 USOE School Grade "Growth" metric and at least 25/50 and 35/50 points for growth of "Below Proficient" students in mathematics and science respectively.

	Student Scaffolded Supports <i>What scaffolding will be provided to support students in order to reach performance goal? (MTSS)</i>	Learning Goal(s) <i>What skills do your teachers need to implement the scaffolded supports?</i>	Actions <i>How will PD, public practice, structures, resources, or personnel be utilized to meet your goals?</i>	Evaluation <i>How will progress towards goals be measured?</i>
What strategies and structures will be implemented during core instruction to meet the performance goal?	-Teach ACT Prep curriculum in 11 th grade advisory classes	-Identify students with the abilities and interest in AP, CE and pathway programs and place them in these courses as early as possible -Promote Alta's advanced coursework and First Robotics program	-Set up a structure for students to get tutoring from teachers & peers after school -Peer tutoring on Tuesday mornings -Peer tutoring during advisory one day per week	-Measure proficiency and growth using SAGE, ACT, CTE, AP and SLO testing data -Measure student enrollment, completion and retention rates within advanced coursework and programs
What will be implemented to promote continued growth for proficient students?	-Early College Engineering & Computer Science Pathway -Strengthen AP and CE classes by encouraging more students to take them and provide more training to teachers	-Accurately identify struggling students and provide them with the appropriate interventions	-Automatically enroll all 12 th grade students in a mathematics course -Use FTE to allow for intervention courses -Share test scores and promote improvement with individual students in advisor-Fund the First Robotics Regional Competition entry fee	-USOE School Grading Report
What will be implemented to accelerate learning of students who are not proficient?	-Place students with a history of struggling in Math Lab and/or co-taught or the Math I/II courses -Purchase additional			

	ALEKS Licenses -After/Before School/ During Advisory Tutoring -Provide tutoring through Link Crew		-Professional Development for teachers of advanced coursework	
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BUDGET

Expenditure	Cost	Source
Engineering Program	\$5,000	Land Trust Funds
Professional Development	\$5,000	Land Trust Funds
Co-taught courses (3 sections)	\$10,500	FTE
Math Lab courses (2 sections)	\$7,000	FTE
Math I/II Intervention (1 double section)	\$3,500	FTE
ALEKS Licenses	TBD – based on cost of additional licenses	Textbook/Supplies or Technology Budget
Tutoring (Payment for Staff & Students)	\$10,000	Land Trust Funds

PBIS

Problem Statement

SET and Student Survey data indicate that student respect toward each other and teachers is the SOAR principle that could use the most improvement. We believe this is the result of student avoidance to tasks they would not like or feel they do not have the skills to complete, indicating a need to focus on both the principles of respect and active engagement.

Performance Goal(s)

Distribute at least 5,000 PBIS cards to students.
10% of the Class of 2017 will earn the engagement award (Hawk Medallion).

	Student Scaffolded Supports <i>What scaffolding will be provided to support students in order to reach performance goal? (MTSS)</i>	Learning Goal(s) <i>What skills do your teachers need to implement the scaffolded supports?</i>	Actions <i>How will PD, public practice, structures, resources, or personnel be utilized to meet your goals?</i>	Evaluation <i>How will progress towards goals be measured?</i>
What strategies and structures will be implemented for schoolwide PBIS?	-Utilize an Escalated Disciplinary System -Utilize a comprehensive behavior rewards system	-Follow the disciplinary system with fidelity -Be consistent with rewards and consequences	-School-wide focus on explicitly teaching the SOAR principles of respect and active engagement	-SET Evaluation to measure the implementation of action steps
How will classroom PBIS be aligned to schoolwide PBIS?	-Provide all students with an adult mentor/advocate through advisory -Provide all 9 th graders with a Link Crew mentor -Reiterate and adhere to SOAR principles in all classrooms	-Mentor 20-25 students in advisory -Post SOAR rules and matrices throughout the building -Maintain continuity and consistency in logging disciplinary information and distributing SOAR rewards cards	-Create and print SOAR posters and rewards cards -Distribute SOAR cards to reward improved achievement and behavior	-Track the distribution and use of SOAR cards
How will the school support students who routinely fail to meet school and classroom expectations?	-Utilize EWS Data -Parent Conferences, Advisory Mentoring, Counseling Support -Individualized Behavioral Plans through SIT			

BUDGET

Expenditure	Cost	Source
Promotional Posters and Rewards System	\$5,000	Land Trust Funds

College and Career Readiness

Problem Statement

The UHSE has reported that approximately 50% of Alta’s students enroll in Postsecondary schools after graduation and approximately 20% of those students require remediation in mathematics and writing. We would like to increase the percentage of students attending postsecondary schools and decrease the percentage of those in need of remediation. The most effect strategies for accomplishing this is to increase the participation rates in advanced coursework and provide intervention for students who are failing classes.

Performance Goal(s)

Maintain the percentage of students receiving no failing grades each quarter at 80% during the 2016-2017 school year.
 Increase the percentage of students earning honors and advanced diplomas and the regent’s scholarship by 5%.

	Student Scaffolded Supports <i>What scaffolding will be provided to support students in order to reach performance goal? (MTSS)</i>	Learning Goal(s) <i>What skills do your teachers need to implement the scaffolded supports?</i>	Actions <i>How will PD, public practice, structures, resources, or personnel be utilized to meet your goals?</i>	Evaluation <i>How will progress towards goals be measured?</i>
What strategies and structures will be implemented during core instruction to meet the performance goal?	-Provide all students with an adult mentor/advocate -Students will be encouraged to consider taking our AP, CE, Tech Center and other advanced and specialized courses	-Advisory teachers will monitor the grades and attendance of their students and provide support when needed -Identify students who are likely to be successful in advanced and specialized courses	-Provide Professional Development for AP, CE and other teachers of advanced courses -Professional Development days for BLT to research and plan the implementation of a citizenship grade	-Advanced coursework participation and pass rates -Percentage of students receiving no failing grades each quarter to measure progress toward the goal -Student and staff surveys to measure implementation of action steps -Percentage of students earning the differentiated diplomas & regent’s scholarship
What will be implemented to promote continued growth for proficient students?	-Implementation of the Step2TheU program -Strengthen AP and CE classes by encouraging more students to take them and provide more training to teachers	-Continually inform and encourage students regarding the honors diploma, advanced diploma and regent’s scholarship requirements -Identify students in need of intervention in order to be successful		
What will be implemented to accelerate learning of students who are not proficient?	-Students in need of intervention may be placed in tutoring or courses where it can be provided -Students in need of intervention may be			

	analyzed by the Student Intervention Team, where an individualized plan will be created			
BUDGET				
Expenditure		Cost		Source
Professional Development		\$5,000		Land Trust Funds