

## School Plan 2021-2022 - Granger High

### When setting Goals:

1. School Wide Focus - we are here to support every student in meeting academic standards
2. Ensure that strategies, steps, and interventions are evidence based, align with school needs, and provide opportunities for all students to reach proficiency.
3. Strategies increase both the quality and quantity of learning for all students with a focus on at Risk Students
4. Our interventions, Strategies, steps and/or activities meet the methodological rigor
5. Fidelity to the plan

School Demographic Information		
School Year	Demographic Information (from data collected October 1, 2020)	Percentage of Overall School Population
2020-2021	Students who are English Language Learners	26%
2020-2021	Students with disabilities	12%
2020-2021	Students who are economically disadvantaged (measured by free & reduced lunch)	67%

The School Accountability System in Utah is based on points and weights of seven indicator areas. The graphic shows how these indicator areas are weighted.

**Proficiency** - measured by achievement on end of level testing (Utah Aspire Plus) in English Language Arts (ELA), Mathematics, and Science for 9th and 10th Graders. (In the 2016, 2017, and 2018 school years, the SAGE test was used.)

**Growth** - measured using an index that considers a growth target for each student based on how much achievement is necessary to get to proficiency and the student's growth percentile (SGP) calculated based on the performance of the student compared to their academic peers. Growth is calculated for ELA, Mathematics, and Science using the UA+.

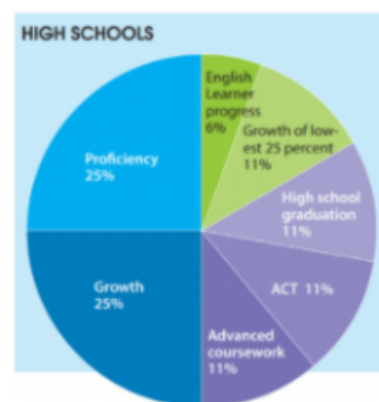
**Growth of the Lowest 25% of Students** - measured using the percent of students in the lowest 25% who achieved a SGP of 40 or above. The students included are the school's current students based on their previous year's performance. The same grades and subject areas are used for this indicator as for growth.

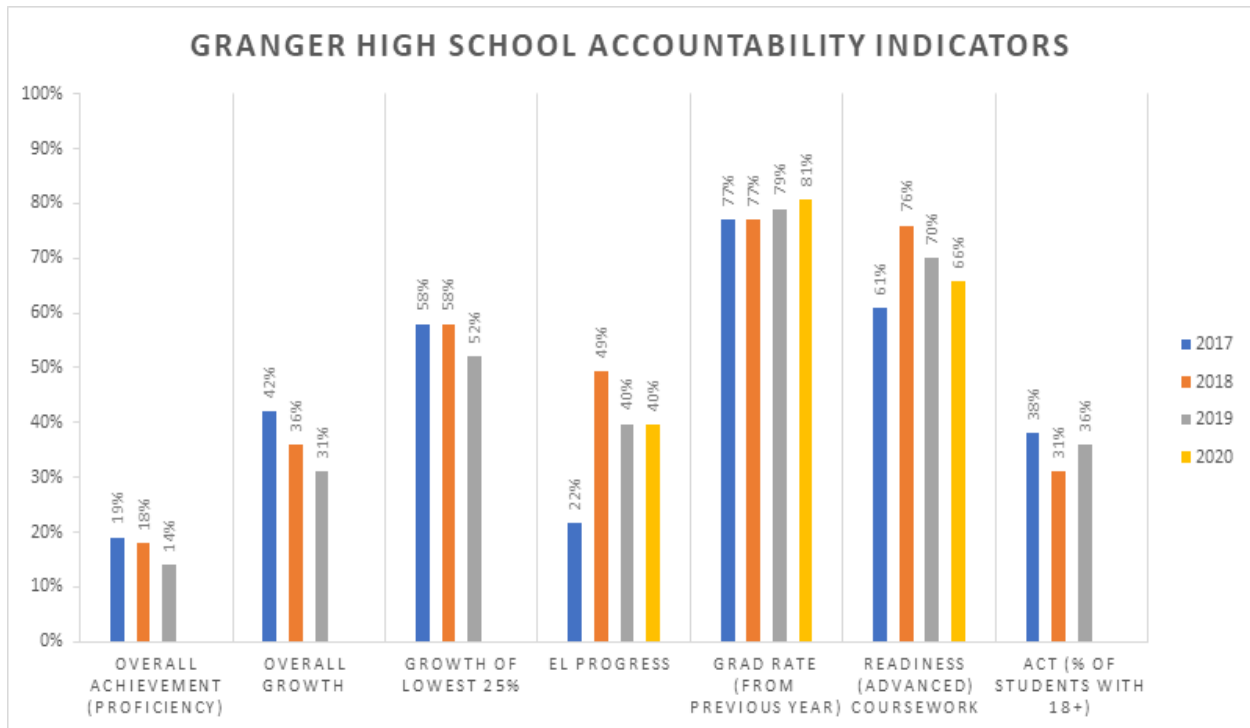
**English Learner Progress** - measured by the number of students making adequate progress and those reaching proficiency based on performance on the World Class Instructional Design and Assessment (WIDA) ACCESS test using performance of 9th-12th grade ELLs.

**High School Graduation** - percentage of students who graduate (based on the prior year's rate).

**ACT** - percentage of students earning a composite score of 18 or higher on the 11th grade administration.

**Advanced Coursework** - percentage of students who complete at least one of the following: "C" grade or better in AP course, "C" grade or better in an IB course, "C" grade or better in a concurrent enrollment course, or complete a career and technical education (CTE) pathway.





#### 2020-21 Goals :

- Raise School Graduation Rate by 2%
- Raise School ACT by 1 point

#### Reveiw:

- Graduation Rate: Increase by 2%
  - 2019- 79%
  - 2020- 81%
  - 2021 - TBD
- ACT - Increase by .4 points - Growth!
  - 2019 - Composite Score 16.3
  - 2020 - Composite Score 16.7
  - 2021 - TBD

## Available Funding Sources

For the School Year	Funding Source	Amount
2021-2022	LAND Trust	<b>422,433.82</b>

### 2021-2022 Goal:

Granger will increase Graduation rates by 3% to achieve 84% Graduation rate.  
Granger will increase ACT Composite Score by 1 point to reach 17.7 .  
Granger will increase Overall Growth by 5% to achieve 34%.

### Academic Areas:

- Reading
- Math
- Science
- Writing
- History

### Measurements:

- Graduation Rates:
  - 2019- 79%
  - 2020- 81%
  - 2021 - TBD
- ACT - Increase by .4 points - Growth!
  - 2019 - Composite Score 16.3
  - 2020 - Composite Score 16.7
  - 2021 - TBD
- Overall Growth - Decreased by 5%
  - 2018- 36%
  - 2019 - 31%
  - 2020 - TBD

Action Steps:

Plan:

- Use \$350,000 in FTE
- Use \$25,000 in Core Professional Development
- Use \$25,000 in the implementation of effective Instructional Strategies to support Growth

Goal: Granger will increase Graduation rates by 3% to achieve 84% Graduation rate.

Justification for FTE:

Hiring appropriate staff will support the needs of our students and school wide goals by:

- Reducing class sizes in core subject areas
- Increase focused support in classrooms
- Increased availability for credit recovery

Evidence:

- Graduation Rates from previous years
- PTG reports

Communication:

- Share progress w/Community Council
- Goal shared on website
- PTG reports provided to parents and students

Goal: Granger will increase ACT Composite Score by 1 point to reach 17.7

Justification for Core Professional Development:

Creating ACT prep classes and providing professional development for teachers surrounding ACT content will :

- prepare students to be successful on the exam
- Professional development to support content areas on the ACT for better instruction of content, navigations and available tools

Evidence:

- ACT Composite Score
- ACT Prep/practice assessments

Communication:

- Share progress w/Community Council
- Goal shared on website
- Prep courses advertised and posted for families and students
- ACT Dates posted on website and social media
- ACT Prep dates during school announcements for students

Goal: Granger will increase Overall Growth by 5% to achieve 34%

Justification for Implementation of Effective Instructional strategies:

Increasing professional development in effective instructional strategies and teacher practices will have positive student outcomes and will increase growth.

- Professional Development that is content-focused
- incorporates active learning
- supports collaboration
- uses models and modeling of effective practice
- provides coaching and expert support
- offers opportunities for feedback and reflection teacher practices and subsequently positive student outcomes will increase.
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Evidence:

- ACT Composite Score
- Utah Aspire Score
- GSD Benchmarks
- Pre/post assessments

Communication:

- Share progress w/Community Council
- Goal shared on website
- Gradebook
- Canvas
- Assessment scores