2023-2024 Continual Improvement Plan - Valley

Year-End Mission, Vision, and Goal Reflection

What is your school's **vision statement**?

> Our vision and focus at Valley Junior is to raise the bar of expectations on student learning.

What is your school's **mission statement**?

> We work as a community to create a supportive environment where students acquire the values, academic skills, and character traits necessary to lead productive lives.

How do you **communicate your vision and mission** statements to stakeholders?

> Principal Message (Newsletter), Collaboration with Industry, Community Council, PTSA, Parent Nights, etc.

Review and Reflection of Stakeholder Input

What are some themes that surfaced in the stakeholder survey responses regarding school **strengths**?

> The school is effective at teaching core curriculum, responding to individual child needs and teaching life skills.

What are some themes that surfaced in the stakeholder survey responses regarding school **areas of improvement**?

> Could improve on preparing students for graduation and college and career readiness.

Reflection on School Achievement Data

What **strengths** stood out while reviewing student levels of academic achievement?

> Reading Growth Measure for the 2022-23 level increased school wide from Beginning of Year Assessment to End of Year Assessment.
>
> | All Students | Beginning of Year (BOY) | Middle of Year (MOY) | End of year (EOY) |
> |---|---|---|---|
> | Above Level | 4.0% | 5.8% | 8.0% |
> | On Level | 13.8% | 16.8% | 21.6% |
> | Approaching | 21.4% | 19.9% | 23.2% |
> | Below Level | 34.2% | 32.0% | 28.7% |
> | Far Below Level | 26.6% | 25.4% | 18.4% |
>
> Increased level of students on grade level from 17.8% BOY to 29.6% EOY. Decreased students on Approaching, Below and Far Below from 82.2% to 70.3%.

What are areas of school "**critical academic need**?"

Valley Jr. is below academic proficiency in all three core subjects. Typically consistent from the previous four years. During the 2021-22 school year, VJH was below district average for the past four years (minus 2019-20, when no testing data was collected).

WIDA scores show declines from 2019-20 to 2021-22 in all areas: composite, listening, speaking, reading, and writing.

Setting School Goals

Academic Goals

Goal:		Leading indicator:	Review intervals:
1a.	At least 50% of students will reach typical or above typical progress on the End of Year Reading Growth Measure report.	Reading HMH BOY and MOY assessments, English or Reading CFA data reviewed consistently in PLCs	Three times per year (BOY, MOY, EOY)
1b.	**Overall RISE Achievement**: Compared to schoolwide performance on the 2023 RISE, students' average test performance on the 2024 RISE will increase by 3% in all academic areas to a schoolwide proficiency rate of __%.	RISE test data	
1c.	**WIDA:** Based on the 2023 WIDA Access Exam, 20% of students will meet their WIDA Growth Target.	WIDA exam data	Three times per year (BOY, MOY, EOY)

Social Skills and Dispositions Goals

Goal:		Leading indicator:	Review intervals:
2a.	During the 2023-2024 school year, daily student attendance will improve by 10% compared to average daily attendance of 75% in 2022-2023.	Monthly average daily attendance reports	Monthly

Talent Development Goals

Goal:		Leading indicator:	Review intervals:
3a.	**PLCs:** 100% of PLCs will meet at least 3 times each month, preparing each meeting with agendas, student data to review, and following a data protocol for the purpose of problem solving student learning on standards.	PLC agendas, coaching logs for the PLC	Monthly
3b.	By the end of each quarter, teachers will improve student engagement by	Instructional coach and LTC will conduct observations	Quarterly

5% compared against a baseline observation (conducted by coach, administrator, or peer during a learning walk, etc.) done at the beginning of the quarter.		

Strategies

Academic Strategies

Academic Learning Strategy #1	Schoolwide literacy focus
Academic Learning Strategy #2	Students will systematically self-track academic proficiency in a schoolwide tracking system.
Academic Learning Strategy #3	Intervention time will be scheduled and a focus will include identifying those students who need additional instruction or learning extensions.
Academic Learning Strategy #4	Academic/Attendance tracking will be vital to reduce chronic absenteeism and improve academic outcomes. System was started during the previous school year of having parent meetings with district and administration support. Communication within the community will continue and be enhanced by providing Parent nights throughout the year in collaboration with vested stakeholder interest.
Academic Learning Strategy #5	**Technology Purchase:** If classroom instruction is supported with additional technology (Chromebooks, accessories, connectivity, etc.), then teachers will be better able to individualize and differentiate instruction and increase rigorous learning in every classroom, allowing students to read and perform well on their assessments.

Social Skills & Dispositions Strategies

School Behavioral Plan	To accomplish our school's SSD goals above, we annually create a School Behavior Plan that outlines schoolwide positive behavior expectations for students, outline our school's bully prevention, suicide prevention, and substance abuse prevention initiatives, summarize tiered student interventions, and outline our plan to communicate these efforts. The link to your current School Behavior Plan is **here**.
SSD Strategy #1	Intended focus on increasing attendance rates
SSD Strategy #2	A concerted effort of adding additional short-term successes has begun at Valley and will continue with Student of the Month, End of Quarter PBIS activities, but weekly successes need to be added throughout the year.

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Talent Development Strategies

Talent Development Strategy #1	**PLCs:** If we build the capacity of Professional Learning Communities to engage in data protocols, collaboratively problem solve to meet student needs, and design and monitor appropriate student interventions and extensions, then the capacity of PLC teams will increase, allowing them to provide quality, differentiated instruction which will increase student achievement.
Talent Development Strategy #2	**PD (increase general effectiveness):** If all teacher professional development offered to staff is content-focused, incorporates active learning utilizing adult learning theory, supports collaboration, uses models and modeling of effective practice, provides coaching and expert support, offers opportunities for feedback and reflection, and is of sustained duration, then teacher engagement (and subsequently positive student outcomes) will increase