

YESS 2021-2022 Continual Improvement Plan

Needs Assessment:

Levels of Achievement:

What strengths and areas for improvement stood out while reviewing student levels of achievement?

Data capture is difficult for YESS, a Special Service School, that serves incarcerated youth in facility placements. Factors that impact meaningful data collection include, high mobility (students at each facility have differing lengths of enrollment), multiple grade levels in each classroom, multiple levels of proficiency and limited content access due to school size and scope relative to its population. We have chosen to measure literacy via student entrance into the facility, targeted remediation and exit testing. Additionally, we are seeking to increase other data captures entailing the use of a recently approved and funded tool called STAR 360. This tool will follow similar delivery guidelines through the use of computer adapted testing in math competencies. Anticipated roll-out will take place in the 2021-2022 school year.

School Goals, Strategies:

School SMART Goal #1

We will test eligible students reading fluency as they arrive at the Salt Lake Valley Youth Center. Through targeted literacy identification and remediation. We seek to achieve at least a 15% average overall increase in reading words per minute (WPM) during their incarcerated stay.

Tracking School SMART Goal #1

Data Used to Track School Goal 1 (check all that apply):

- RISE Proficiency Scores RISE Growth Scores WIDA Scores RISE Interim Scores
 Other data: Literacy Other data: _____

How will Goal 1 be monitored (check all that apply):

- Consistent data review in department or grade-level teacher PLCs
 Consistent data review in Building Leadership Teams and/or school MTSS team
 Consistent data review with Community Council and other parent stakeholder groups
 Other goal monitoring: _____

How will the success of Goal 1 be communicated to stakeholders (check all that apply):

- Shared with Community Council and other parent stakeholders School website
 Published on Community Section of school website Shared at school events
 Other ways: _____

Strategy #1 to accomplish this goal

- Students will be administered a reading tool assessment - either the Higher Steps Initial Assessment (HSIA) and/or the San Diego Quick Assessment (SDQA) – to determine reading grade level and fluency.
- Prior to students exiting the facility, a post test will be administered to determine growth in fluency. A qualitative survey will also be given to surmise the helpfulness of targeted tutoring interventions.

YESS 2021-2022 Continual Improvement Plan

Reflection:

Celebration(s):	Top Utah Nearpod School Award
Reflection on goal(s):	27 tutored students demonstrated an average of 30.25% increase in WPM 4-7 Tutor sessions 235 reading assessments administered 245 students served with reading literacy services
Link between expenses and school success:	The small amount of money received was applied to cover part of a paraeducator salary.
Closing learning gaps (how school will find, assess, and address student needs)	YIC students in facilities receive highly differentiated instruction during the school year and in summer remediation activities. Due to their highly mobile movement within facility stays, we are not always able to work with them long term addressing significant learning gaps. YESS will typically maintain thorough academic records that are utilized when students return and will also forward diagnostic information, accommodations, etc to home schools when students exit facilities.