



# School Improvement Plan

(TSSA, TSI, Title I)

Ensuring High Levels of Learning for Every Student

## Step 1: Determine your Current Level of Performance

Look at your most recent, relevant assessment data:

| 1. What is your school's current level of performance?  |  | Resources  |
|---|--|--|
| <p>Based on the 2017-2018 results located in the Data Gateway and the 2017-2018 School Report Card, Pine View High School's data indicates that the areas of greatest need are in both growth and proficiency regarding Language Arts. This same data indicates that Science and Math have shown marked improvement in growth as compared to Language Arts. Proficiency percentages in Math and Science are indicating an upward trend in student performance. However, Language Arts has shown a downward trend in proficiency percentages that parallels the trend in growth.</p> |  | <p><a href="#">Datagateway</a><br/> <a href="#">School Report Card</a><br/> <a href="#">TSSA Summary</a><br/> <a href="#">School Improvement Development Guide</a></p> |
| 2. How are we doing with these key subgroups?   |  |  |
| <i>Students who are identified as economically disadvantaged</i>  | Economically disadvantaged students at PVHS are showing a 3% greater level of growth than the non-economically disadvantaged student population. |  |
| <i>Students with disabilities</i>   | Students with disabilities at PVHS are showing a 2% greater level of growth than the non-special education student population.                   |  |
| <i>Students who are identified as English learners</i>  | ELL students at PVHS are showing a rate of growth that is 3% behind the non-ELL population.  |  |
| <i>Students in major racial and ethnic groups</i>   | The growth rate of our ethnic populations are performing at a rate that is 13% lower than our non-ethnic population as shown in Data Gateway.    |  |

### What Interventions might help those subgroups?

Interventions that have been identified for the general population at PVHS are also designed to help our subgroup populations (see interventions included below) with the additional implementation of an ELL para, and enhanced technology as well.



# School Improvement Plan

(TSSA, TSI, Title I)

*Ensuring High Levels of Learning for Every Student*

**Step 2: Outline your school's specific, measurable goals for the year**  
**Step 3: Define specific actions your school must make**  
**Step 4: Define the funding source and amount**

## Focus Area 1: Student Learning

| Goal(s)  | Measure(s)   | Action(s)  | Funding Source(s)    | Amount                         |
|--|--|--|----------------------|--------------------------------|
| Improve Language Arts Growth Percentile to 50% | CSIP   | Provide substitutes (quarterly) for Language Arts and Foreign Language teachers to attend a day-long collaboration to utilize existing data to develop and align Team and Department GVC's relative to Utah State Standards and Objectives.                            | TSSA                 | \$2560                         |
|  | In Lieu of the increase in student interest in foreign language courses and hence increased student enrollment in Foreign Language courses, combined with the overwhelming data that shows correlation between students studying a Foreign Language and increased student performance and achievement in Language Arts (and other cognitive areas), it is logical that in following the directive of our goal to increase student growth in Language Arts we maintain (and even increase) Foreign Language course offerings. | Provide funding and staffing to complete Foreign Language course offerings for 2019-2020 master schedule:<br>A. 1 Period Portuguese (New Hire)<br>B. 1 Period Spanish (Extra Period)<br>C. 4 Periods French (New Hire)   | TSSA<br>TSSA<br>TSSA | \$5,219<br>\$9,816<br>\$20,875 |
|  | Technology   | Provide (1) additional set of (36) Chromebooks, (36) Chromebook Licenses, and (1) Chromebook cart so as to provide additional adequate learning supplies to help students and staff in learning, curriculum decision-making, design, and delivery in Language Arts     | TSSA                 | \$11,050                       |
|  | Provide Tier 2 Interventions   | Hire a paraprofessional to provide additional Language Arts instructional support to our ELL population  | TSSA                 | \$10,555                       |
|  | Technology   | Provide (1) additional set of (36) Chromebooks, (36) Chromebook Licenses, and (1) Chromebook cart so as to provide additional adequate learning supplies to help students and staff in learning, curriculum decision-making, design, and delivery in the ELL programs. | TSSA                 | \$11,050                       |
| Improve Math Growth Percentile to 50%          | CSIP   | Add an extra period of Secondary Math 2 so as to provide necessary interventions to At-Risk students.  | TSSA                 | \$8,608                        |
|  | Technology   | Provide (1) additional set of (36) Chromebooks, (36) Chromebook Licenses, and (1) Chromebook cart so as to provide additional adequate learning supplies to help students and staff in learning, curriculum decision-making, design, and delivery in Math              | TSSA                 | \$11,050                       |
|  | CSIP   | Add an extra period of Math (Lab) to provide extension opportunities to students enrolled in Concurrent Enrollment and AP classes.   | TSSA                 | \$11,807                       |
|  |  | Provide Substitutes (quarterly) for Math teachers to attend a day-long collaboration to utilize existing data so as to develop and align Team and Department GVC's relative to Utah State Standards and Objectives.  | TSSA                 | \$2,240                        |



# School Improvement Plan

(TSSA, TSI, Title I)

*Ensuring High Levels of Learning for Every Student*

|  |            |  |      |          |
|--|------------|--|------|----------|
|  | Technology | Provide (1) additional set of (36) Chromebooks, (36) Chromebook Licenses, and (1) Chromebook cart so as to provide additional adequate learning supplies to help students and staff in learning, curriculum decision-making, design, and delivery in the Library/Media Center. | TSSA | \$11,050 |
|--|------------|--|------|----------|

## Focus Area 2: Safe Learning Environment

| Goal(s)  | Measure(s)   | Action(s)   | Funding Source(s) | Amount   |
|--|--|---|-------------------|----------|
| Increase average daily attendance by 2%                      | Average daily attendance                               | Hire a paraprofessional to identify and monitor students with attendance issues                                 | TSSA              | \$10,555 |
| Enhance mental health and social emotional learning supports | Timely identification and implementation of strategies | Hire a paraprofessional (Same Para) to coordinate our "GROUP" projects and our Hope for Tomorrow student group. |                   | NA       |
|  | School Pulse Generated Reports                         | One year contract with School Pulse for each student  | TSSA              | \$1,200  |

## Focus Area 3: Leadership Culture Coaching Collaboration Professional Learning

| Goal(s) | Measure(s) | Action(s) | Funding Source(s) | Amount |
|---------|------------|-----------|-------------------|--------|
|         |            |           |                   |        |
|         |            |           |                   |        |
|         |            |           |                   |        |
|         |            |           |                   |        |

## Step 5: Digital Teaching and Learning Supports

Review your goals in each focus area above.

Identify **applicable** digital practices, resources, tools, etc. that **support** your school's specific, measurable goals. Consider how they connect with your school's [selected phase](#) and current level of performance and define each below.

|                   |   |
|-------------------|---|
| Goal (from above) | <b>Applicable</b> digital practice(s), resource(s), tool(s), etc. that support this goal. |
|-------------------|---|



# School Improvement Plan

(TSSA, TSI, Title I)

*Ensuring High Levels of Learning for Every Student*

|   |  |
|---|--|
| <b>Focus Area 1: Student Learning</b>   |  |
|   |  |
| <b>Focus Area 2: Safe Learning Environment</b>                                    |  |
|   |  |
| <b>Focus Area 3: Culture, Coaching &amp; Collaboration--Professional Learning</b> |  |
|   |  |