



SCHOOL IMPROVEMENT PLAN 2023-2024

Principal: Don Heath

Secretary: Rachel Spencer

Counselor: Ashley Chamberlain



Mission Statement

*Commitment to lifelong learning and
accountability for self and society*

Vision Statement

*Education Today...
Success Tomorrow*

Belief Statements

1. We believe all students can learn given sufficient time, evaluative assessment and consistent mentoring.
2. We believe in a collaborative effort between school, parents, and community in all phases of education.
3. We believe in creating learning environments that encourage critical thinking, self-evaluation, self-direction, process skills, and problem solving.
4. We believe that all students should leave high school with basic technological skills to enter the workplace.
5. We believe that students can be trained and encouraged to become citizens who actively participate in a changing, diverse society.
6. We believe in providing co-curricular and extra-curricular opportunities to assist them in developing their potential abilities and skills as well as self-confidence and self-esteem.

Desired Results for Student Learning

1. **Effective Communication Skills** – successfully uses printed, written, oral and visual forms of communication to express personal views; successfully uses listening and feedback when interacting with others.
2. **Effective Collaboration and Teaming Skills** – works with others to identify, generate and solve problems, takes a variety of roles in the process, and sets and achieves objectives and goals using a variety of strategies.
3. **Effective Complex Thinking Skills** – uses a variety of critical and thinking skills to locate resources, solve complex problems individually and collaboratively, to become flexible and adaptive in diverse situations, and to use self-evaluation as a tool for progress.



4. **Effective Technology Skills** – is literate in a variety of technology media, equipment and materials and is able to meet or exceed performance expectations in “real world” contexts by participating in hands-on experiences which lead to real-life employable skills.

5. **Responsible Citizen** – Participates actively and ethically (both individually and collaboratively) in activities to promote the “general good” on local and global levels, is accountable for self, and encourages tolerance in a diverse culture.

6. **Effective Life Skills and Continuous Learning** – identifies, sets, and completes personal goals; develops a balance between educational achievement and career goals; pushes personal limits to take the risk of something new or different; has learned self-management in a variety of situations; and participates in real-life and hands-on learning experiences which prepare individuals to be successful in the workplace as well as in academic settings.



VALLEY
HIGH SCHOOL



VALLEY
BUFFALOS



VALLEY
BUFFALOS



Utah State Board of Education School Report Card

2022-23 Results: ELA 63.4% Math 53.5% Science 53.0%

2023-24 Goals: ELA 65.5% Math 55.5% Science 55.0%

Percent Proficient Comparison Chart

Compare Schools for School Year 2023

Choose a School Year
2023

Select the school you want to use as a comparison
Kane District - Valley High

Choose Comparison Type
Percent Proficient

| | English Language Arts | Mathematics | Science |
|-----------------------|-----------------------|--------------------|--------------------|
| Valley High | 63.4% | 53.5% | 53.0% |
| Tabiona High | 37.5% | 29.2% | 29.2% |
| Escalante High | 34.0% | 10.3% | 26.1% |
| Tintic High | 31.5% | 21.7% | 16.7% |
| Manila High | 51.4% | 32.9% | 41.4% |
| Rich High | 48.5% | 44.1% | 39.7% |
| Parowan High | 59.0% | 33.0% | 54.5% |
| Kanab High | 47.7% | 36.9% | 35.1% |
| Altamont High | 34.8% | 35.0% | 38.8% |
| South Sevier High | 38.9% | 22.1% | 21.0% |
| North Sevier High | 42.5% | 39.7% | 35.2% |
| Panguitch High | 44.6% | 25.6% | 33.7% |
| Wayne High | 35.5% | 31.1% | 24.2% |
| Launch High | 64.5% | 36.0% | 55.8% |
| Duchesne High | 30.4% | 23.2% | 31.0% |
| Silver Summit Academy | 70.0% | 50.0% | 61.8% |
| South Summit High | 43.0% | 36.9% | 31.8% |
| Milford High | 42.0% | 29.5% | 52.1% |
| Panguitch Middle | 42.0% | 37.7% | 34.8% |
| Big Water High | 60.0% | 40.0% | 40.0% |
| Snowcrest Jr High | 47.6% | 58.7% | 59.6% |
| | Percent Proficient | Percent Proficient | Percent Proficient |



Each spring, students are assessed in the concepts and skills taught in the classroom, measuring student learning and the Utah State Standards. Achievement shows the percentage of students who demonstrated mastery of grade-level standards in each subject.

ACHIEVEMENT

| | |
|-----------------------|-------|
| English Language Arts | 64.6% |
| Mathematics | 54.6% |
| Science | 54.1% |



This measure shows the amount of improvement, or growth, students have made in each subject, illustrating the extent to which student learning is improving. To provide context, growth in each subject area is described as high, average, or low.

GROWTH

| | | |
|-----------------------|-------|------|
| English Language Arts | 74.4% | High |
| Mathematics | 48.3% | Low |
| Science | 73.1% | High |
| Growth of Lowest 25% | 77.9% | High |



The indicators of postsecondary readiness include the percentages of students earning an ACT composite score of 18 or higher, graduating on time with a high school diploma, and successfully completing college or career readiness coursework.

POSTSECONDARY READINESS

| | |
|------------------------|--------|
| ACT 18+ | 57.9% |
| 4-Year Graduation Rate | 100.0% |
| Readiness Coursework | 91.3% |





VHS GPA Data Summary 2022-2023

| 2022-2023 | Term 1 | Term 2 | Term 3 | Term 4 |
|--------------------|--------|--------|--------|--------|
| School Average GPA | 3.62 | 3.57 | 3.504 | 3.491 |
| F's | 27 | 9 | 16 | 13 |
| 4.0's | 59 | 44 | 58 | 43 |
| Below 2.0 | 6 | 1 | 1 | 4 |

Term 4 GPA by School Year

| 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---------|---------|---------|---------|
| 3.520 | 3.514 | 3.340 | 3.491 |

Term 4 GPA Average by Grade

| Grade | Class Average GPA | # Failing Grades | # 4.0's | Below 2.0 |
|-------|-------------------|------------------|---------|-----------|
| 7 | 3.688 | 0 | 13 | 0 |
| 8 | 3.635 | 1 | 9 | 0 |
| 9 | 3.333 | 6 | 6 | 2 |
| 10 | 3.384 | 2 | 8 | 1 |
| 11 | 3.334 | 3 | 1 | 1 |
| 12 | 3.752 | 1 | 6 | 0 |

Term GPA by Year

| Year | Term 1 | Term 2 | Term 3 | Term 4 |
|---------|--------|--------|--------|--------|
| 2017-18 | 3.567 | 3.620 | 3.567 | 3.433 |
| 2018-19 | 3.573 | 3.534 | 3.552 | 3.520 |
| 2019-20 | 3.503 | 3.502 | 3.437 | 3.514 |
| 2020-21 | 3.503 | 3.450 | 3.340 | 3.340 |
| 2021-22 | 3.496 | 3.510 | 3.400 | 3.457 |
| 2022-23 | 3.620 | 3.570 | 3.504 | 3.491 |



Data Summary
2023-2024

| 2023-2024 | Term 1 | Term 2 | Term 3 | Term 4 |
|--------------------|--------|--------|--------|--------|
| School Average GPA | 3.614 | | | |
| F's | 14 | | | |
| 4.0's | 58 | | | |
| Below 2.0 | 5 | | | |

Term 1 GPA Average by Grade

| Grade | Class Average GPA | # Failing Grades | # 4.0's | Below 2.0 |
|-------|-------------------|------------------|---------|-----------|
| 7 | 3.330 | 7 | 7 | 2 |
| 8 | 3.628 | 5 | 15 | 2 |
| 9 | 3.688 | 2 | 13 | - |
| 10 | 3.578 | - | 6 | 1 |
| 11 | 3.695 | - | 9 | - |
| 12 | 3.766 | - | 8 | - |

| Term 1 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | | |
|--------|---------|---------|---------|---------|--|--|
| GPA | 3.503 | 3.496 | 3.620 | 3.614 | | |
| 4.0's | 42 | 43 | 59 | 58 | | |
| F's | 27 | 22 | 27 | 14 | | |
| >2.0 | 8 | 6 | 6 | 5 | | |

Term 1 GPA by School Year

| 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-2024 |
|---------|---------|---------|---------|-----------|
| 3.503 | 3.503 | 3.496 | 3.620 | 3.614 |



Term 2 GPA by School Year

| 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-2024 |
|---------|---------|---------|---------|-----------|
| 3.502 | 3.450 | 3.510 | 3.570 | |

Term 3 GPA by School Year

| 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-2024 |
|---------|---------|---------|---------|-----------|
| 3.437 | 3.340 | 3.340 | 3.504 | |

Term 4 GPA by School Year

| 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-2024 |
|---------|---------|---------|---------|-----------|
| 3.520 | 3.514 | 3.340 | 3.491 | |

Term GPA by Year

| Year | Term 1 | Term 2 | Term 3 | Term 4 |
|-----------|--------|--------|--------|--------|
| 2017-18 | 3.567 | 3.620 | 3.567 | 3.433 |
| 2018-19 | 3.573 | 3.534 | 3.552 | 3.520 |
| 2019-20 | 3.503 | 3.502 | 3.437 | 3.514 |
| 2020-21 | 3.503 | 3.450 | 3.340 | 3.340 |
| 2021-22 | 3.496 | 3.510 | 3.400 | 3.457 |
| 2022-23 | 3.620 | 3.570 | 3.504 | 3.491 |
| 2023-2024 | 3.614 | | | |



Valley High School Improvement Plan 2023-2024

Purpose: Establish a focus on school priorities with clear outcomes and provide a roadmap to ensure that ALL students at Valley High School learn at high levels and receive a world-class education.

Objective 1: Student Learning Goal

WIG: Valley High School will increase proficiency by 2% on all state assessments in ELA, Math, and Science from Spring 2023 to Spring 2024.

| | |
|--------------|---|
| Lag Measures | <ul style="list-style-type: none"> ACT Aspire Plus Basic Civics Test RISE |
|--------------|---|

| | |
|---------------|--|
| Lead Measures | <ol style="list-style-type: none"> 1. Conduct weekly professional development on PBIS and instruction (rotating every other week). 2. Provide feedback on instruction using Observer Tab. 3. Teachers will review weekly data gathered from formative and summative assessments to make adjustments to their instruction. 4. Use the Read 180 program to improve the growth of SPED students by at least 5% of their Lexile score from the beginning to the end of the year/tri. |
|---------------|--|

| | |
|-------------------|--|
| Essential Actions | <p>Administration:</p> <ul style="list-style-type: none"> ➤ Create a PD schedule for the VHS and focus on developing a robust MTSS. ➤ Provide teachers with ASPIRE + achievement data so they can create a plan to reduce the number of non-proficient students during a PD data day. ➤ Create a schedule for Observer Tab for the principal to complete observations. ➤ Set up a PD day with Solution Tree so that teachers are trained in the PLC process with an emphasis on how to look at data to make adjustments to their instruction. <p>Teachers:</p> <ul style="list-style-type: none"> ➤ Work with fellow teachers and admin. to an MTSS and PBIS plan for the school. ➤ Attend all professional development, both in-house and provided by the district. ➤ Trained on Observer Tab and high leverage items. ➤ Follow curriculum maps and pacing guides with fidelity. ➤ Analyze student data as part of Friday PLC data analysis and plan interventions for non-proficient and high-achieving students. |
|-------------------|--|

Objective 2: Student Culture Goal

WIG: Valley High School will increase the percentage of students who report “I feel welcome at this school” and “I feel safe at this school” by at least 5% from BOY to EOY.

| | |
|--------------|----------------------------------|
| Lag Measures | Stakeholder Survey BOY, MOY, EOY |
|--------------|----------------------------------|

| | |
|---------------|--|
| Lead Measures | <ol style="list-style-type: none"> 1. Share the VHS PBIS plan and school-wide behavior expectations with students and teachers. 2. Post school-wide behavior expectation posters. 3. Positive weekly postcards, 140 per week/1,400 total by the end of 1st trimester (tally by teacher weekly) 4. Increase the number of positive behavioral and procedural interactions with students, at least four positives to 1 corrective, as measured by the <i>USD Instructional Framework Observation Tool</i>. |
|---------------|--|



| | |
|-------------------|---|
| | <ol style="list-style-type: none"> 5. Increase active supervision in hallways during the last 3 minutes of the passing period. (tallied weekly) 6. 100% Fidelity and use of the tardy and hall pass logs. 7. Observe and measure the number of teachers in hallways during the last 3 minutes of passing time. 8. Trimester PD on PBIS (Praise, Parent Contact, and Coping Skills) 9. GRIT character education curriculum developed and taught in all classrooms, reinforcement of expectations through our rewards program (UPS tickets, Golden UPS, 200 Club, etc.) |
| Essential Actions | <p>Administration:</p> <ul style="list-style-type: none"> ➤ Create and print postcards ➤ ➤ Schedule time during Friday faculty meeting to complete positive postcards ➤ Monitor and record teacher supervision by hall and by the department during lunch supervision ➤ Create and provide training on PBIS, behavior intervention and tracking, and office referral process ➤ Train, observe, AND provide feedback on positive reinforcement of procedures and behavior using the UHS Instructional Framework (IF-6) <p>Teachers:</p> <ul style="list-style-type: none"> ➤ Know, understand, teach, and uphold the schoolwide behavior expectations: 1. Be Safe 2. Be Responsible 3. Be Kind ➤ Use tardy and hall pass logs, follow the behavior intervention and office referral processes ➤ Write at least two positive postcards during Friday faculty meetings. ➤ Demonstrate a 4:1 ratio of positive to corrective interactions (procedural and behavioral) as measured by the <i>USD Observation Tool</i> and adjust when given feedback. ➤ Actively supervise at the doorway and in the hall during the last 3 minutes of passing period and for 10 minutes once a week at the end of lunch. ➤ Complete the weekly parent contact log every Friday. ➤ Attend all PD on PBIS. ➤ Implement PBIS and use behavioral interventions to decrease the duration, frequency, and severity of poor behaviors. ➤ Speak positively about ALL students and their families. |

This plan is reviewed monthly by administration and at least once per trimester with the staff.

Funding Sources to Support the School Improvement Plan

[Teacher & Student Success Act](#), [State Land Trust](#)

Lag Measures: Focus on the outcomes of instruction that has already occurred. Tells you if you've achieved the goal. Easier to measure than lead measures.

EXAMPLES: Aspire+, RISE, unit assessments, standardized tests, graduation rates, etc.

Lead Measures: Predictive and influenceable in nature. Frequent and informative. They are the measures of the activities most connected to achieving a goal. They are the measures of the most high-impact things your team must do to reach the goal. Tells you if you are likely to reach the goal.

EXAMPLES: Formative teacher quality data, enrollment levels of a course, counting calories, tracking dates exercised, observing practice tracking, referrals to office.

Essential Actions: Steps and typically one-time foundational actions required to effectively implement, measure, and evaluate goal progress.



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