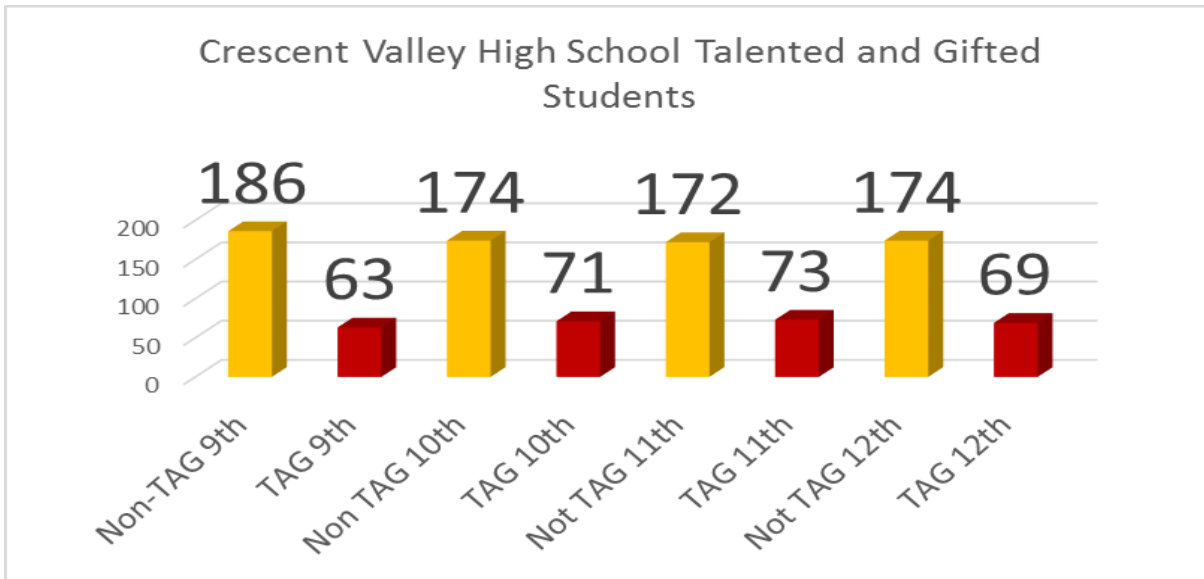
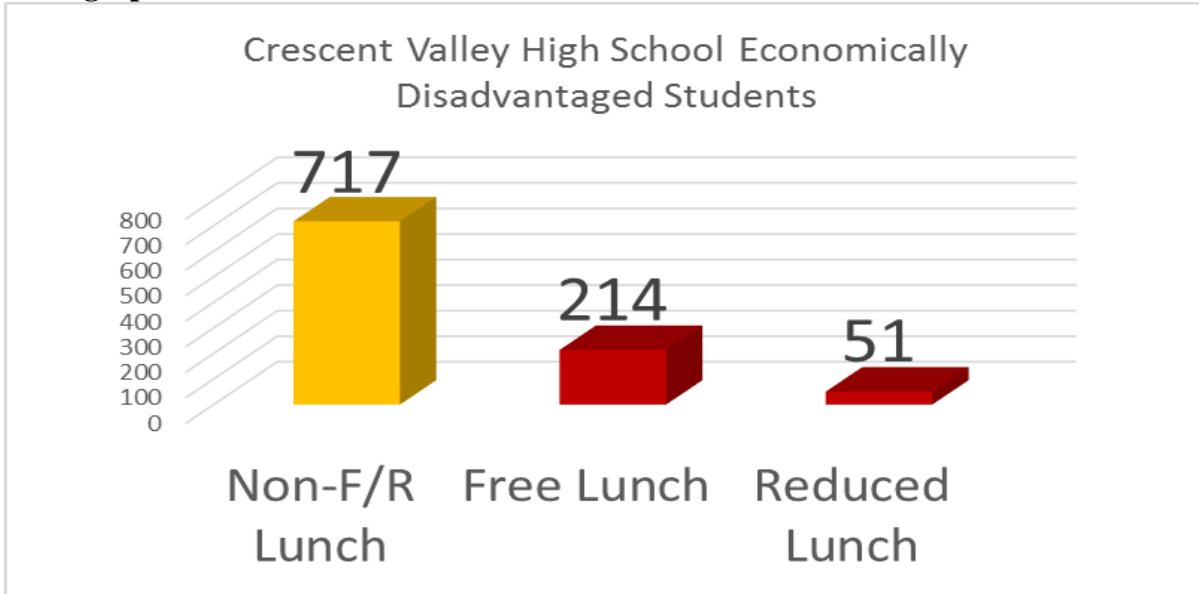


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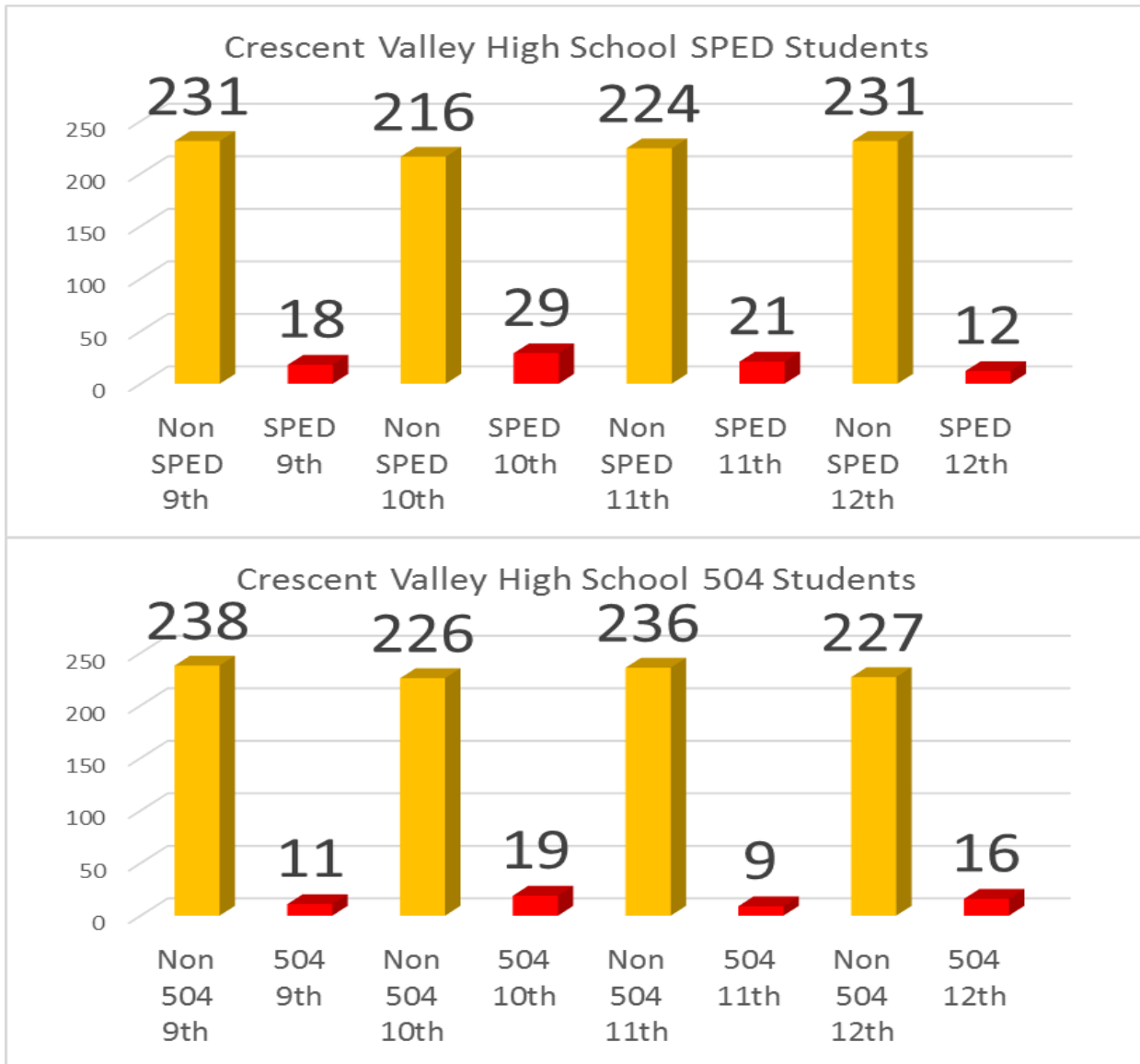
Demographic Information



Every Student A Graduate! Close The Opportunity Gap! Every Student Makes Growth!

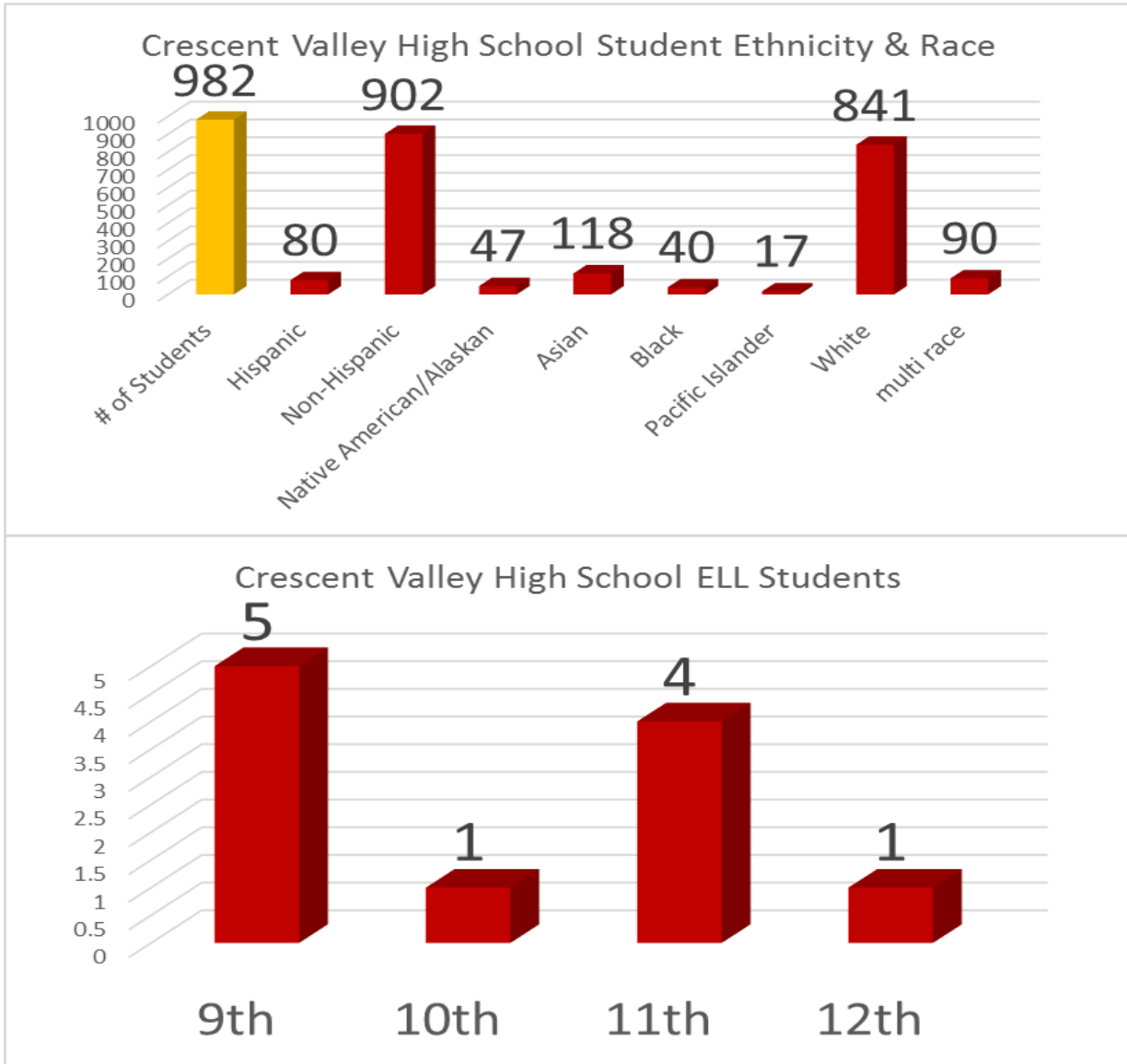
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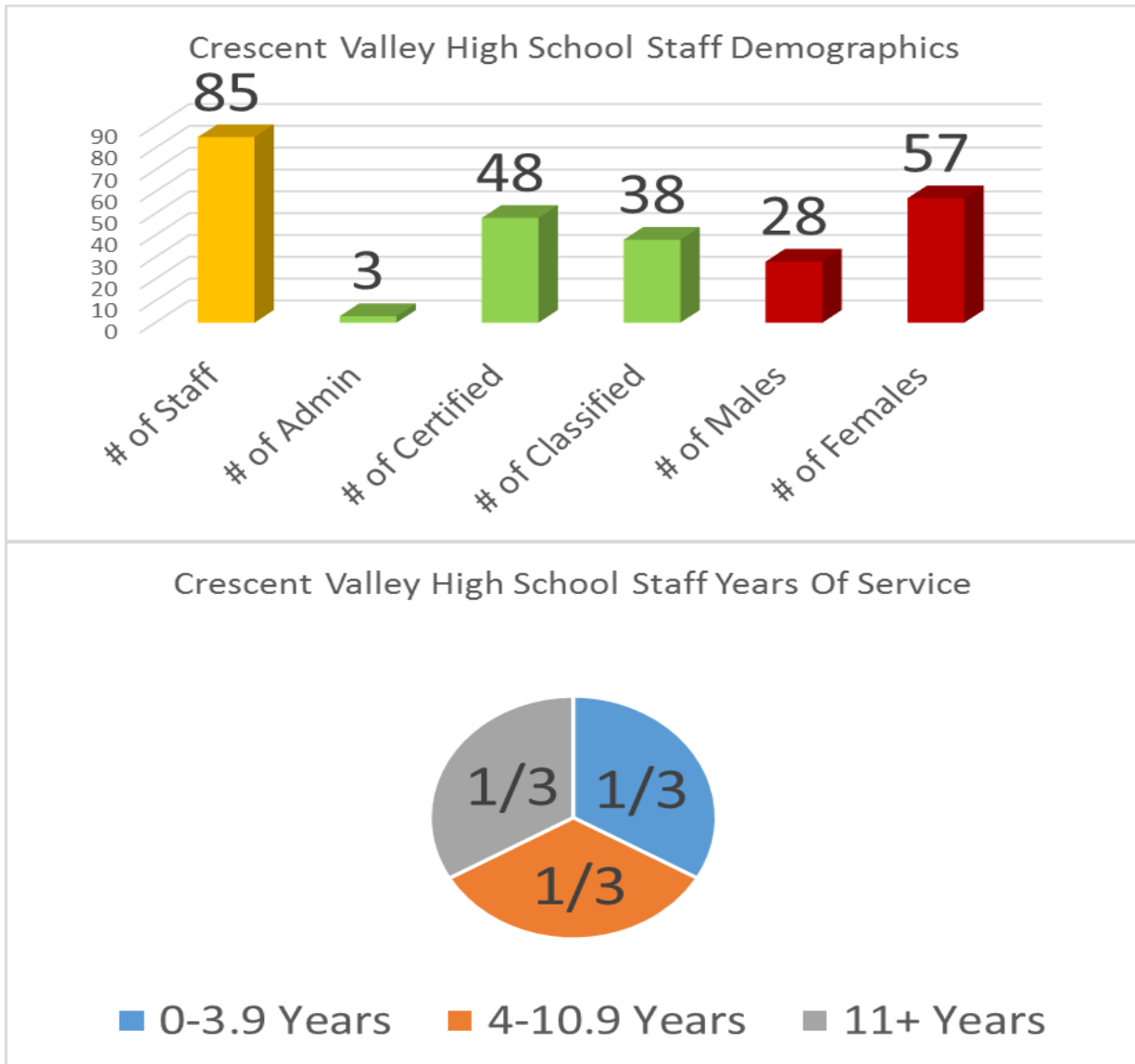
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Results from 2014-15 School Improvement Plan

SMART GOAL: For the 2014-15 school year, 100 percent of this year's current 9th graders will begin his/her 10th grade year with a minimum of 6.0 credits, including one full credit of math at the Algebra 1 level or higher.

- 85% of last year's freshmen (13-14 cohort) met the On Track to Graduate Target, based on the above criteria.

Results from 14-15 cohort: 86.1% of all ninth grade students met this goal. The subgrade data is as follows:

Econ/Disadv.- 71.2%

Hispanic -78.6%

Sped- 71%

At a closer look:

13 students were not yet ready for Algebra 1; 15 students failed Algebra 1

Many special education students have a diagnosed learning disability in math

8 students met the Algebra criteria, but not the credit criteria

3 students had significant medical issues resulting in hospitalization for a portion of the school year

1 student was expelled

1 student struggled with the sudden loss of a family member

2 students had excessive absences throughout the year

SMART Goal: By June 2015 all 9th grade students will improve their composite writing score using the following tiers:

- Tier 1: growth of 1 points or better on the composite score on a writing work sample
- Tier 2: growth of 2 points or better on the composite score on a writing work sample
- Tier 3: growth of 4 points or better on the composite score on a writing work sample

The tiered composite score results of the baseline assessment are:

- Tier 1 (green) 30 students scored 36 points or above
- Tier 2 (yellow) 136 students scored 30-35 points
- Tier 3 (red) 69 students scored 29 points or below
-

Results: 96.6 % of all students met the tiered writing goal outlined above!

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For the last two years, district administrators have been working with Pacific Education Group, to learn more about race equity. Leading with Equity for Administrators, Districts and Schools (LEADS) is the overarching title for these professional trainings, beginning with an in-depth two-day seminar titled Beyond Diversity. This year, each district school has created an Equity Team, consisting of five to eight school staff members. The goal of each school team is to review data, policies and barriers in providing equity for all learners. This plan uses the tenets learned in the LEADS training as a focus for our work.

Component 1

Academics

Our Commitment:

Crescent Valley High School is committed to supporting students to reach his/her academic potential, based on individual interests and abilities, while earning high school diploma requirements in order to graduate with their four-year cohort.

Academic Issue(s):

The transition to high school can be challenging. Social, academic and emotional pressures can become difficult obstacles to overcome in the freshman year. As students learn new school systems, adapt to increasing freedoms found in portfolio-based classes and acclimate to a more rigorous credit-based academic system, many are unprepared and overwhelmed by this daunting task. As a result, many earn failing grades as they fall behind in classes and are not experienced in effective time management, proficient in self-advocacy skills and disciplined in study habits. Being on track to graduate by the end of the freshman year is a necessary requirement for success in meeting high school graduation requirements.

Key Actions:

1. Cycle of Inquiry to monitor On Track to Graduate criteria of earning the following by the beginning of the tenth grade year:
 - Six credits
 - Completion of Algebra I
 - At least 92% attendance
2. Continue to promote AVID engagement strategies to include Writing, Inquiry, Collaboration, Organization and Reading in classrooms schoolwide.
3. Professional development that supports engagement strategies, AVID and writing across the content areas.

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Component 2

Equity

Our Commitment:

Our commitment is to foster equitable practices based on the tenets of the LEADS program.

Academic Issue(s):

Equity is a focus of our district's three main goals of every student a graduate, close the opportunity gap and every student makes growth. Our school data illustrates opportunity and achievement gaps for subgroups, based on learning needs, socio-economic status and race (Hispanic). These groups are often underrepresented in participation at parent conferences and outreach activities, as well as inclusion in school activities. These families may feel marginalized within the community, and are therefore unable or unwilling to share their perspective within the school community. Our school will become richer in the sharing of diverse beliefs and perspectives, and our students better prepared for a role in the global economy when all voices have currency in our system.

Key Actions:

- Admin will continue with the LEADS training
- Admin will review and practice the tenets of the LEADS program routinely in our work
- Admin will build the common vocabulary and protocol of the LEADS program in our work
- Recruit an equity team of staff members from Crescent Valley High School
- Equity team participation in LEADS training
- Equity team review and practice the tenets of the LEADS program routinely in work
- Equity team and admin introduce the tenets of the LEADS program to the Crescent Valley staff

Component 3

School Environment & Culture

Our Commitment:

Our commitment at Crescent Valley is to engage students and staff in nurturing an environment where students and staff feel accepted and a part of an inclusive school community.

Academic Issue(s):

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We want students and staff to feel connected to the school community regardless of race, gender identification, socio-economic status, ability/disability, etc. Currently there are some students who do not have a meaningful connection to our school community.

Key Actions:

- Purposeful lessons in Advisor around culture and team building
- New-student lunch group facilitated by counseling intern
- Use of LEADS training to engage in conversations with students, staff, and parents regarding issues that might prevent a feeling of inclusion
- Investigate opportunities for meaningful student leadership training; this will help to empower our student leaders to reach out and make those connections with their peers

Component 4

Parents & Community

Our Commitment:

Crescent Valley High School is committed to understand the diverse backgrounds, cultures and experiences of our community members in order to promote a sense of belonging for all and equitable practices that support access for all its members and an opportunity for every member to share his/her voice and experience.

Academic Issue(s):

Our school data illustrates opportunity and achievement gaps for subgroups, based on learning needs, socio-economic status and race (Hispanic). These groups are often underrepresented in participation at parent conferences and outreach activities, as well as inclusion in school activities. These families may feel marginalized within the community, and are therefore unable or unwilling to share their perspective within the school community. Our school will become richer in the sharing of diverse beliefs and perspectives, and our students better prepared for a role in the global economy when all voices have currency in our system.

Key Actions:

1. Actively seek subgroup input from students, parents and community members through parent and student focus groups.
2. Create a school equity team that works within district guidelines to promote equitable practices.

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3. Train school staff on the tenets of Courageous Conversations.
4. Put into everyday practice the LEADS tenets of Mindful Inquiry, Six Conditions and Four Agreements.