

ATTACHMENT G: SCHOOL IMPROVEMENT GOALS

By some measures, we have seen tremendous growth and high levels of literacy achievement by the students in our dual-language classrooms. In 2008-2009, kindergarten and 1st grade students read 85% and 88% respectively at grade level or above in English and 66% and 50% respectively at grade level or above in Spanish. These performance data are far above our proficiency levels as indicated by the CSAP for 3rd-7th grade students.

Historically, Valdez students have not performed well on the Colorado State Assessment Program (CSAP). Currently we are rated in the “Accredited on Watch” category within DPS’s School Performance Framework (SPF). The SPF rates schools based on student achievement status and growth – mostly based on CSAP data. The SPF also includes data around student and parent engagement and school demand.

Our goals include steady growth in academic achievement and growth in all content areas. Specific goals are as follows:

- Valdez will increase CSAP growth and status so as to achieve an overall “meeting” or “exceeding” rating as measured by the District School Performance Framework (SPF) by fall 2013. The SPF rating will increase each year prior to 2013 so as to steadily show growth.
- At least 80% of English-speaking students in grades K-2nd will score at or above grade level in reading comprehension as measured by the DRA2 in the spring of each year.
- At least 80% of Spanish-speaking students in grades K-2nd will score at or above grade level in reading comprehension as measured by the EDL2 in the spring of each year.
- At least 80% of English and Spanish-speaking students in grade 3 will score at or above proficiency in reading as measured by the CSAP in February of 2011.
- At least 50% of all students in grade 3 will score at or above grade level in reading comprehension in their second language as measured by the EDL2 or DRA2 in the spring of 2011.
- We will also establish oral language goals as measured by the IPT and CELA tests.
- We will monitor student progress in all grades in writing as measured by writing rubric.

We have seen and expect to continue to see this growth in our dual-language students (currently ECE-2nd). We have made many efforts to implement the Response to Intervention strategies for all students and expect that these will yield positive results with our students in grades 3-7.

