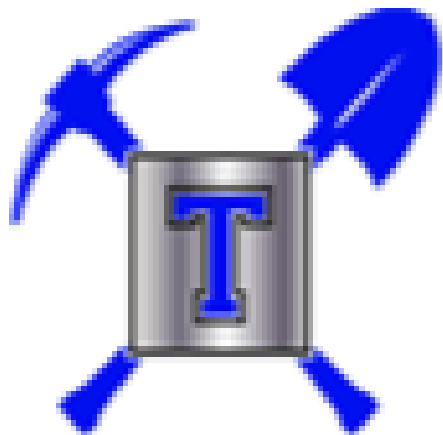


**Tintic High School**  
**Teacher and Student Success Plan**  
2022-2023



**“Be part of something”**

**Part A: General Information**

**School Name** Tintic High School

**LEA Name** Tintic School District

<b>Community Council Members</b>		<b>Signature</b>
<b>Name</b>		
<u>Karen Kramer</u>	Principal	_____
<u>Jennica Beckstrom</u>	Assistant Principal	_____
<u>Leslie Wilbanks</u>	Faculty member	_____
<u>Heather MacLee</u>	Parent representative/Trustlands Chair	_____
<u>Summer Despain</u>	Parent representative	_____
<u>Tori Garbett</u>	Parent representative	_____
<u>Afton Mannino</u>	Parent representative _____	_____

**Developing the School Improvement Plan: School plans are developed with the involvement of teachers, administration, & parents.**

**Superintendent** Gregory Thornock

**Signature** \_\_\_\_\_

**1. Comprehensive Needs Assessment**  
*53A-1a-108.5(1)(a)*

School Improvement Plan Teams have conducted a comprehensive needs assessment of the entire school, based on the information about the performance of children in relation to the state content and student performance standards (Utah State Core Curriculum). Quality needs assessments include multiple sources of data. Some to consider are:

Student achievement trends	RISE Proficiency Scores	LA	Math	Science
	State 2019	44	45	46.6
	THS 2019	39.3	30.4	38.2
Graduation rates (for high schools only)	2019 -2020 95%			
Demographic data	Enrollment 2019/20: 119 Average Daily Attendance for 2019/20: 89.9%			
	Minority: 9.2% ELL: 0% Graduation Rate: 95%			
	Special Ed: 10.9% Econ Disad: 28.6%			
School climate (including safe school data)	Weapons Offenses: 0			
	Alcohol, Tobacco, Drug Offenses: 0			
	Student Suspensions: 0			
Course-taking patterns (secondary only)	College Course Information: EDNET College Credit Courses: 12 Students			
Teacher qualifications	Teachers: 12			
	Endorsed: 75%			
	Master Degrees: 33%			
Participation in college entrance testing (high school only)	ACT 100% 2020-2021 20 junior students tested			

## 2. Schoolwide Reform Strategies

53A-1a-108.5(2)(a)

53A-1a-108.5(2)(b)

53A-1a-108.5(2)(c)

GOALS	<p>1. Professional Development for all Teachers and Paraprofessionals</p> <p>2. Improve student Social/Emotional Learning skills</p> <p>3. Increase literacy in all academic areas.</p> <p>4. Provide students and faculty with current technologies.</p>
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	<p>5. Provide students with training and exposure in performing arts</p> <p>6. Increase College &amp; Career Readiness among students.</p>
Action Plan Steps	<p>1. Professional Development</p> <ul style="list-style-type: none"><li>• Teachers &amp; Paraprofessionals attend Rural Schools Conference in July</li><li>• UCTM conference - Mrs. Rydalch</li><li>• Health/PE/Athletic Director conference - Ms. Swalberg</li><li>• CTE conferences - Mrs. Warnick, Mr. Everit</li><li>• UASSP conference - Mrs. Kramer, Mrs. Beckstrom</li><li>• NSTA conference - Mr. Mason</li><li>• UCTE conference - Mrs. Evans, Mrs. Nedreberg</li><li>• UACTT conference - Mrs. Nedreberg</li><li>• Utah Theatre Association conference - Mrs. Nedreberg</li><li>• UMEA conference - Mr. Fowler</li></ul> <p>2. Character Education</p> <ul style="list-style-type: none"><li>• Renew license for 7 Mindsets Character Education program</li></ul> <p>3. Increase literacy</p> <ul style="list-style-type: none"><li>• Purchase textbooks &amp; workbooks with online license renewal for Math</li><li>• Renew IXL licenses for Math and Spanish</li><li>• Renew license for NewsELA</li><li>• Purchase reading books for Language Arts</li><li>• Library books and Sora</li><li>• Teen Author Boot Camp</li><li>• Purchase consumables for Science classes</li><li>• Purchase materials for Social Studies classes</li><li>• Provide opportunity for 11th &amp; 12th grade students to attend the Shakespeare Festival</li></ul> <p>4. Technology</p> <ul style="list-style-type: none"><li>• Chromebook cases for new students</li><li>• Chromebooks for students</li><li>• Virtual Reality Program &amp; software for Science &amp; Anatomy course</li><li>• New computers for the computer lab</li><li>• Audio/teacher microphone system for classrooms</li><li>• Computers &amp; peripheral devices for staff members as needed</li></ul>

	<p>5. Performing Arts</p> <ul style="list-style-type: none"> <li>● Play royalties, scripts and Directors package for school play</li> <li>● Students attend Utah Theatre Association Conference</li> <li>● Musical instruments</li> <li>● Music literature</li> </ul> <p>6. Increase College &amp; Career Readiness among students</p> <ul style="list-style-type: none"> <li>● Provide classroom supplies and manipulatives for each teacher</li> <li>● Supplies and Equipment for all CTE courses</li> <li>● Supplies to maintain &amp; support 3D printers</li> <li>● Tutoring before &amp; after school</li> <li>● ACT Boot camp</li> </ul>
<p>Rationale</p>	<p><b>1- Providing Teachers and Paraprofessionals with Professional Development has a positive impact on student learning. Teachers gain new instructional strategies and are able to use them in the classroom.</b></p> <p>2-Through implementation of a character education program that is taught throughout the year, students will learn social and emotional skills that enable them to focus on academics.</p> <p>3- Providing funding for textbooks, library books, and online curriculum is vital to student success. Classroom materials and consumables provide students with hands-on learning opportunities which are engaging and motivating. Teen Author Boot Camp gives students interested in writing an opportunity to learn from authors and practice writing skills. Students attending the Shakespeare Festival come away with a deeper understanding of the genre and actively engage in ELA classroom discussions about it. Opportunities to visit college campuses result in higher numbers of students attending college after graduation.</p> <p>4-Due to the always evolving nature of technology, a large part of the THS Improvement Plan involves replacing and updating current technology needs.</p> <p>5. Tintic High prides itself of an outstanding performing arts program which requires financial support to continue to grow. Students that are involved in music and the arts perform better academically.</p> <p>6. Providing funding for Career &amp; Technical programs allows students to be college and career ready in vocational areas with access to the most current equipment and hands on experiences, enabling them to master the state standards. Preparation for the ACT has helped increase scores and in turn provides scholarship opportunities for graduates. General classroom supplies are always needed to support curriculum and instruction in all departments.</p>

Measurements	<p>1-Teachers will collect data to guide instruction and will measure effectiveness and student learning through assessments during the year. Administrative evaluations showing evidence of best practices used in classrooms. Professional self-evaluation with goals set to improve practice, including SLO created by teacher, and outcome data gathered.</p> <p>2-Student and parent surveys that attest to the school climate are telling in how the students regard relationships within the school community. They indicate a positive climate change when a positive behavior intervention system is in place. Recorded number of referrals and severe misbehavior incidents for students as compared to prior years.</p> <p>3-Data collection from course unit assessments, end of level testing, ACT test scores, and number of students enrolled in college courses.</p> <p>4-Student proficiency with computer systems, including the use of Google classroom as a platform for student accountability and success, and teacher interaction and feedback on assignments. Classroom instruction incorporating use of technology confirmed by school administration and observation.</p> <p>5-Assessments and grades from a music instructor. Scoring obtained through the Utah Music Educators Association. Participation in festivals and competitions, and school performances. Performance of musical or play with audience attendance and response.</p> <p>6- ACT test scores, data collection from course unit assessments, CTE State Skills test scores.</p>
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### 3. Instruction by Highly Qualified Teachers

Teacher/Staff	Grade Level or Assignment	Highly Qualified?	
		Yes	No
Mark Allen	Digital Literacy-8th, Computer Science - 9th		X
Jennica Beckstrom	Assistant Principal, Special Education - 7 - 12	X	
Paula Evans	Language Arts 7th, 10th, 12th, Geography, Psychology	X	
Deric Everitt	Engineering Principles, College & Career Awareness, Woodworking, Metals, Plastics & Polymers	X	X
Michael Fowler	Band	X	
Karen Kramer	Principal, Sewing, Foods, Child Development	X	

Rian Mason	Earth Systems, Biology, 7th and 8th Grade Science, Anatomy, Student Government, Robotics	X	
Elinda Nedreberg	Drama, Language Arts 8th, 9th, 11th	X	X
Sam Rydalch	Secondary Math I, II, III, Math Tutoring		X
Sarah Swalberg	Athletic Director, PE, Spanish, Fitness for Life, Health, 7th and 8th Grade PE	X	
Traci Warnick	US History, World Civilization, US Government, 8th & 8th grade History, Financial Literacy, Ag Science, Floriculture, College & Career Awareness	X	
Leslie Wilbanks	7th grade Math, 8th grade Math	X	

#### 4. Professional Development Plan

53A-3-701((1)(a) and (2)(a)(i))

Describe the professional development plan that aligns with the S.I.P and is compatible with the district Professional Development Plan.

Professional Development	<ul style="list-style-type: none"> <li>● Continuing training for SEL program</li> <li>● Content specific PD for different teachers &amp; administrators <ul style="list-style-type: none"> <li>○ NSTA conference for Mr. Mason</li> <li>○ Health/PE conference &amp; Athletic Director training for Ms. Swalberg</li> <li>○ Math conference for Mrs. Rydalch</li> <li>○ CTE conference &amp; classes for Mrs. Warnick &amp; Mr. Everitt</li> <li>○ Music Educators Association conference for Mr. Fowler</li> <li>○ UCTE conference for Mrs. Evans &amp; Mrs. Nedreberg</li> <li>○ UACTT conference for Mrs. Nedreberg</li> <li>○ Administrators conference for Mrs. Kramer &amp; Mrs. Beckstrom</li> <li>○ CUES Administrative Training for Mrs. Kramer, Mrs. Beckstrom, &amp; Mrs. Leuk</li> <li>○ CUES Secretary Training for Mrs. Laird</li> <li>○ Multiple Special Education webinars &amp; live training for Mrs. Beckstrom</li> <li>○ Counseling Conferences &amp; Webinars for Mrs. Leuk</li> </ul> </li> <li>● Rural Schools Conference for all staff and aides.</li> <li>● Continual Emergency Preparedness training</li> <li>● District wide training in Standards Based Grading</li> </ul>
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	<ul style="list-style-type: none"> <li>● District wide training for Illuminate Education online program to support Standards Based Grading</li> </ul>
Expected Impact in Core Academic Areas	<ul style="list-style-type: none"> <li>● Improved &amp; revitalized teaching in areas where Professional Development was taken</li> <li>● Some teachers will become highly qualified in areas where they do not have endorsements to teach</li> <li>● Improved efficiency in support staff as they put to use their new training and support teachers in educating THS students</li> </ul>
Budget and Funding Sources	<ul style="list-style-type: none"> <li>● District training funds</li> <li>● THS Trustlands training funds</li> <li>● Administrative funding</li> </ul>
Timeline	<ul style="list-style-type: none"> <li>● This is an ongoing process that will be looked at and evaluated continually.</li> </ul>
Responsible Parties	<ul style="list-style-type: none"> <li>● District Administration</li> <li>● THS Administration</li> </ul>
Evaluation Process (How Will Success Be Measured?)	<ul style="list-style-type: none"> <li>● Attendance at Professional Development</li> <li>● Oversight by administration of SEL implementation</li> <li>● Requirement of one lesson plan from Professional Development being adopted into class curriculum. This will be part of teacher evaluations.</li> <li>● Feedback from staff surveys and staff meetings.</li> </ul>

## 5. Recruitment and Retention of Highly Qualified Teachers

What strategies are implemented to attract, recruit, and retain highly qualified teachers in high need schools?

<p>Describe strategies policies, incentives to recruit and retain teachers.</p> <ul style="list-style-type: none"> <li>● This is where the district can help. Attracting highly qualified teachers has to begin with the pay and benefits package. We can offer all of the perks that exist in our community and that are associated with a small town but we need to be able to offer a highly qualified teacher the pay and benefits that reflect their qualifications.</li> <li>● Casting a wide net early in the season helps give Administration more options for qualified teachers.</li> <li>● Our four day schedule is an enticing component that we need to strive to continue for teacher retention.</li> <li>● Morale at THS is a huge priority. Every meeting and training has a morale component.</li> </ul>
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## 6. Parent Involvement

<ul style="list-style-type: none"><li>• The main mechanism for involving parents with the SIP is through the Trustlands Community Council</li></ul>
<ul style="list-style-type: none"><li>• The SIP is available at <a href="http://www.tintic.org">www.tintic.org</a></li></ul>

## 7. Decisions regarding the use of assessments

Describe how teachers are included in decisions regarding the use of assessments.

<p>What assessments will be used to measure student progress and inform instruction?</p>	<ul style="list-style-type: none"><li>• Formal assessments are conducted in the classroom.</li><li>• Informals assessments are conducted in the classroom.</li><li>• Testing software is employed in all core areas of instruction.</li><li>• Benchmarks programs are provided by the state and are used to help prepare students for end of year testing.</li></ul>
<p>Please describe how teachers were included in decisions regarding the use of assessments.</p>	<ul style="list-style-type: none"><li>• Teachers help to develop the testing window plan each academic year</li><li>• Teachers are part of the discussion concerning the purchase of assessment software</li><li>• Teachers are part of the discussion concerning the purchase of ACT preparation software, programs, books, and live training</li><li>• Teachers are trained on the pragmatic use of the Benchmarks system</li></ul>