

**West Desert High School
School Improvement Plan
2019/2020**



Part A: General Information

School Name West Desert High School LEA Name Tintic School District

| Community Council Members | |
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| Name | Signature |
| <u>Karen Kramer</u> | Principal |
| <u>Mark Carling</u> | Faculty member |
| <u>Alicia Bronson</u> | Parent representative/Trustlands Chair |
| <u>April Lewis</u> | Parent representative |
| <u>Molly Reil</u> | Parent representative |
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Developing the School Improvement Plan: School plans are developed with the involvement of teachers, administration, & parents.

Superintendent Kodey Hughes 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:

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| Student achievement trends | SAGE test scores are not available due to the small number of students enrolled. |
| Graduation rates (for high schools only) | 2017 -2018 100% |
| Demographic data | Enrollment 2018/19: 12 Average Daily Attendance for 2017/18: Minority: 5.9% ELL: 0% Graduation Rate: 100% Special Ed: 0% Econ Disad: 35.3% |
| 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: 1 Student |
| Teacher qualifications | Teachers: 2 Endorsed Master Degrees 0 |
| Participation in college entrance testing (high school only) | ACT not applicable this year |

2. Schoolwide Reform Strategies

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

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

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

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| GOALS | <ol style="list-style-type: none">1. Teachers and Paraprofessionals will participate in professional development for the purpose of increasing student achievement.2. Improve student Social/Emotional Learning skills3. Increase literacy in all academic areas4. Increase student achievement in Performing Arts |
| Action Plan Steps | <ol style="list-style-type: none">1. Professional Development<ul style="list-style-type: none">• Teachers & Paraprofessionals attend Rural Schools Conference in July• Utah Science Teacher Association Conference• National Science Teacher Association Conference• Math teacher conference• Social Studies Composite Endorsement - Mr. Kimball• Geology workshop, 5 days, 3 credit course2. Character Education<ul style="list-style-type: none">• Purchase 7 Mindsets Character Education program• Professional Development continued training and follow up evaluation for program3. Literacy<ul style="list-style-type: none">• Purchase math text and workbooks for all grades• Provide each teacher with funding for classroom supplies and manipulatives• Pay registration fees for math competition4. Performing Arts<ul style="list-style-type: none">• Purchase Play, scripts & Directors materials, and pay royalties for Drama class• Purchase sheet music and instruments for Guitar class |
| Rationale | <ol style="list-style-type: none">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.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.3. Providing teachers with materials, including textbooks and workbooks, gives students the ability to have hands on experiences in academic learning and promotes growth and understanding of curriculum.4. West Desert High has a new and emerging performing arts program that provides opportunities for students to learn how to read music and how to play musical instruments. Drama students are participating in competition as well as school performances which increases their self-confidence and communication skills. Financial support is |

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| | necessary for the program to continue to grow. Students that are involved in music and the arts perform better academically. |
| 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. Assessments and grades from 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> |

3. Instruction by Highly Qualified Teachers

| Teacher/Staff | Grade Level or Assignment | Highly Qualified? | |
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| | | Yes | No |
| Mark Carling | Science | X | |
| | Anatomy | X | |
| | Health | | X |
| | Art | | X |
| | English, Writing | | X |
| | College & Career Readiness | | X |
| Mary Carling | Mathematics | X | |
| Daniel Kimball | History | X | |

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| | Portuguese | X | |
| | Guitar | | X |
| | English | | X |
| | Physical Education | | X |
| | Geography | X | |
| | Political Science | 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.

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| Professional Development | <ul style="list-style-type: none"> • New SEL program comes with turn-key PD that will be facilitated district wide and reinforced amongst the schools • Content specific PD for different teachers & administrators <ul style="list-style-type: none"> ◦ National Science Teacher Association Conference - Mr. Carling ◦ Utah Science Teacher Association Conference - Mr. Carling ◦ Geology course - Mr. Carling ◦ Social Studies Composite Endorsement courses - Mr. Kimball ◦ Utah Council of Teachers of Mathematics conference - Mrs. Carling ◦ CUES Administrative Secretary training - Mrs. Murphy • Rural Schools Conference for all staff and aides. • District SB103 training • Continual Emergency Preparedness training |
| Expected Impact in Core Academic Areas | <ul style="list-style-type: none"> • Improved & revitalized teaching in areas where Professional Development was taken • Some teachers will become highly qualified in areas where they do not have endorsements to teach • Improved efficiency in support staff as they put to use their new training and support teachers in educating West Desert students |
| Budget and Funding Sources | <ul style="list-style-type: none"> • District training funds • WDHS Trustlands training funds • Administrative funding |
| Timeline | <ul style="list-style-type: none"> • This is an ongoing process that will be looked at and evaluated continually. |

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| Responsible Parties | <ul style="list-style-type: none"> • District Administration • WDHS Administration |
| Evaluation Process (How Will Success Be Measured?) | <ul style="list-style-type: none"> • Attendance at Professional Development • Oversight by administration of SEL implementation • Requirement of one lesson plan from Professional Development being adopted into class curriculum. This will be part of teacher evaluations. • Feedback from staff surveys and staff meetings. |

5. Recruitment and Retention of Highly Qualified Teachers

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

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| Describe strategies policies, incentives to recruit and retain teachers. |
| <ul style="list-style-type: none"> • This is where the district can help. Attracting highly qualified teachers has to begin with the the pay and benefits package. • Due to the nature of the West Desert Campus location, the on-site housing is an important component of the benefits package for our teachers. • Logistical challenges must be offset by a supportive administration and district staff who addresses issues quickly and with efficiency. • Staff morale is an administrative priority. |

6. Parent Involvement

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

7. Decisions regarding the use of assessments

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

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