

**School Improvement Plan**  
2017/18

**Part A: General Information**

**School Name**      **SOUTH SEVIER HIGH SCHOOL**                      **LEA Name**                      Sevier School District

<b>Name</b>	<b>School Improvement Plan Team</b>	<b>Signature</b>
<u>Randy Madsen</u>	Principal	
<u>Brett Beagley</u>	Faculty member	
<u>Jennifer Keele</u>	Faculty member	
<u>Dustin Shakespear</u>	Faculty member	
<u>Kamie Sorensen</u>	Faculty member	
<u>Melanie Jones</u>	Parent representative	
<u>Joelle Eyre</u>	Parent representative	
<u>Carma Gifford</u>	Parent representative	
<u>Becky Bastian</u>	Community/business representative	

**Developing the School Improvement Plan: School plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plans.**

**Superintendent Cade Douglas**

**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	ACT Proficiency Scores State 2016 SSHS 2016	LA 55 54	Math 34 26	Reading 38 29	Science 30 24	All 21 15
Graduation rates (for high schools only)	2016 -2017	94%				
Demographic data	Enrollment 2017/18:	443	Average Daily Attendance for 2016/17: 95%			
	Minority: 16%	ELL: 2.4%	Graduation Rate: 94%			
	Special Ed: 10.8%	Econ Disad: 44.1%				
School climate (including safe school data)	Weapons Offenses:	0	Alcohol, Tobacco, Drug Offenses: 3			
	Student Suspensions:	8				
Course-taking patterns (secondary only)	College Course Information:	EDNET College Credit Courses: 50 Students				
	CE Eng 1010:	33 Students	CE Biology: 15 Students			
	CE Math 1050 & 1040:	42 Students				
	Ap American History:	27 Students	CE Medical Term: 17 Students			
Teacher qualifications	Teachers:	22	% Endorsed 91			
	% Master Degrees	44				
Participation in college entrance testing (high school only)	ACT 100%	2016-2017 94 junior students tested				

Other data as determined by the school	2016 1st sem Students on Snow Campus 53, IVC 28, CTE Center 33, Workbase 14. 2017 1st sem Students on Snow Campus 66, IVC 35, CTE Center 44, Workbase 24.
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## 2. Schoolwide Reform Strategies

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

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

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

Describe the strategies and the accompanying action steps that will be used to improve student achievement. Use the following form to guide the planning. Please duplicate the form on the following page as needed for each goal.

**RAM Academy is our Freshman Transition Program:**The program is designed to assist incoming freshman students learn study habits, organizational skills, test taking skills and expectations of a high school student.

**Reading Intervention (Daily):** We have two reading classes as intervention for freshmen that are struggling with reading skills. One is taught by Mrs. Brown and one is taught by Mrs. Balch

**Study Hall/Advisory (Daily):** Students get assistance with time management skills as well as guided instruction and extra time to work on classroom assignments all under the guidance of a qualified teacher.

**RAM Time (Daily):** A 20 minute block of time for students to complete assignments in the classroom with the teacher present or the time can be used by teachers for enrichment activities with students.

**ACT Workshop:**The English department offers ACT practice during their regular classes and the Science and Math departments offer help during Ram time and other night sessions.

**ACE The ACT Bootcamp:** We paid \$120 per student to provide ACT Training for all juniors over 2 days 4 hours apiece. Other students can also sign up to take it at different times that it is offered throughout the year.

**Shmoop/ACT Practice:**

**ODYSSEYWARE Credit Recovery:** Students can recapture lost credit and remain in our building. There is no need to attend Cedar Ridge High School.

**Snow College/CTE Center:** Students have the opportunity to Start, and or complete CTE, Certificate based pathways through taking classes at Snow College or the CTE Center. These courses are CE and or upper level and are College and Career plan driven.

**EDNET:** Students can take college level courses without leaving the campus using the EDNET computer lab. Students also become proficient in the use of computer skills.

**Reform Goals and Strategies Form  
(Complete one page for each goal)**

<p><b>School Goals:Goals must be directly related to the results of the comprehensive needs assessment and directly tied to the Utah State Core Curriculum. Goals must be specific, measurable, attainable, realistic and time-based (SMART).</b></p>

<p>Goals</p>	<p>1-We want to focus on improving student achievement on the ACT test. By improving test scores we will better prepare students for college and career. Collaboration through PLC meetings to ensure that concepts on the ACT test are being taught.We also need to look at ways of improving scores for our minority students, ELL students and Special Ed students.</p> <p>2.Improve awareness of pathways and opportunities currently available for students to receive alternative certificates and degrees.</p> <p>3.We partner with parents and the community to ensure a safe, successful and caring learning environment.</p> <p>4. We want to decrease the number of failing grades earned by students.</p>
<p>Strategies</p>	<p>1-RAM Academy (Freshman transition program), RAM time (daily 20 minute intervention with teacher), ACT workshops and Bootcamp, Study Hall/Advisory, Schmoop/ACT Practice test, Oddesyware Credit Recovery, EDNET, ACT score interpretation.</p> <p>1-Work with vocabulary with our Minority students to improve their comprehension in reading and language arts.</p> <p>2. In registration meetings (held in the evenings) for all students and parents, we will explain to the parents all pathway options and the different alliances that improve pathway opportunities.</p> <p>3. Camera's installed throughout the school, Internet filters and policies, Administration and teachers in the hall between classes, community council meetings, and purchased radios for all adults in the building. Hosting community events at the high school such as the Fall Carnival etc. will help foster community involvement as we include the younger students in events at the high school. All teachers have radios in their classrooms in order to communicate in the event of an emergency. All teachers have the Safe Ut app on their cell phones to also aid in an emergency.</p> <p>4.RAM time (daily 20 minute intervention with teacher), Study Hall/Advisory</p>
<p>Expected Impact in Core Academic Areas</p> <p>(How will success be measured on an annual basis?)</p>	<p>1- The concepts being taught on the ACT test are concepts to get students ready for college. We will be using these concepts to teach students and make them aware of what they need to know to get to the next level.</p> <p>2-Pathway success is measured from involvement in courses at Snow and the CTE centers as well as completers in the CTE system.</p> <p>3-We will use the cameras to deter deviant behavior issues as they arise and to monitor students/community while they are at our school. Internet filters are monitored daily at the district office and information is forwarded to us when there is a breach or if a student tries to circumvent the filter. Radios and teachers in the hall will increase a teacher's ability to intervene much faster than before. We</p>

	<p>will test teachers on usage of the radion with evacuation drills announce only on the radio (no intercom). The success of the fall carnival will be determined by how well it is attended and the amount of revenue generated from the fundraising event. As we implement our emergency evacuation drills, we can assess the impact of each teacher and their use of the radio that is in their possession.</p> <p>4-The impact of F grades on students is that it limits their options to take more classes. They end up retaking the same classes which hurts their opportunities to explore more core and academic options</p>
<p>Professional Development to Support Strategies</p>	<p>1-Teachers can use test scores from SAGE and ACT tests to collaborate on strategies to use for improvement during PLC time. New intervention training to accompany RAM time to be discussed during faculty meeting so that all teachers can have input into the process.</p> <p>2-Professional development for the entire staff to educate all teachers of the benefits and opportunities of the CTE center and pathways program at Snow College. Departments will build websites for their pathways.</p> <p>3-We have event safety training (emergency at the homecoming dance, etc.) in our faculty meeting to include all teachers to have the phone number of dispatch at the sheriff's office and protocol for disruptive behavior and will also discuss this same training at community council meeting.</p> <p>4-NA</p>
<p>Timeline</p>	<p>1-ACT Spring of 2017. Daily grade check by teachers with required intervention time for a "zero" grade. SAGE tests from Spring semester in the 2016-17 school year.</p> <p>2-Ongoing</p> <p>3-Ongoing</p> <p>4-Ongoing</p>
<p>Responsible Parties</p>	<p>1-Administration, Counselor and Teachers</p> <p>2-District CTE and Pathway coordinator as well as local Administration, Counselor and Teachers.</p> <p>3-Administration, Counselor and teachers as well as all stakeholders in our community to include law enforcement.</p> <p>4-Administration, Counselor, Teachers, Parents and Students.</p>

<p>Evaluation Process</p> <p>(How will the school monitor the implementation of the strategies and action steps associated with this goal?)</p>	<p>1-Teachers will disaggregate test score data from SAGE and ACT tests with the principal during PLC time. Department meetings will focus on student scores and patterns.</p> <p>2-We monitor the number of students registering for CTE and Snow classes. We also track the number of pathway completion students that we have at graduation in the spring.</p> <p>3-Stakeholder surveys can provide feedback as well as listening to the community council as community members voice their concerns.</p> <p>4- We will track the number of failing grades that are given each month.</p>
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### 3. Instruction by Highly Qualified Teachers

The district and schools lose funding for courses not taught by highly qualified staff. Either list the staff on this form OR download a copy of the CACTUS Highly Qualified Teacher Report.

Teacher/Staff	Grade Level or Assignment	Highly Qualified?	
		Yes	No
Shelly Adams	Special Education 9-12	x	
Dustyn Allen	Art 9-12	x	
Chelsee Alvey	Language Arts 11-12	x	
Barbara Balch	Special Education 9-12	x	
Brett Beagley	Wood Shop, Assistant Principal 9-12		
Scott Brady	Biological Science 9-12	x	
Kimberly Brown	Geography, Girls Physical Education 9th	x	
Wendi Byars	Business/Computer Technology	x	
James Cavan	Music 9-12	x	
Dorianne Christensen	Math 9-12	x	
Brent Hafen	Health, Psychology, Boys physical education 9-12	x	
Kip Hansen	FFA, AG Science, Animal Science, AG Systems	x	
Melissa Hartle	Math 11-12	x	
Stuart Hepworth	English 10-11	x	
Jennifer Keele	FACS 9-12	x	
Debbie Morgan	Earth Science, Physics, Chemistry	x	
Boyd Price	U.S. History/Government	x	
Amy Robinson	Health, Sports Medicine, Study Hall	x	
Kamie Sorensen	Math, Sociology 9-12	x	
Devin Woolsey	Spanish, Language Arts	x	
Weston Zabriskie	Weightlifting, Career Ed, World Civ 9-12	x	
Officer Jared Campbell	Law Enforcement 10-12		



#### 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>1- Canvas training and implementation to allow our teachers to communicate better with parents.</li> <li>2- Guaranteed Curriculum training</li> <li>3- District SB103 training</li> <li>4- Pathway training</li> <li>5- Event security training</li> <li>6- Emergency Preparedness Training</li> </ul>
Scientifically-Based Research Support	
Expected Impact in Core Academic Areas	<ul style="list-style-type: none"> <li>1-Parents will experience improved communication through Canvas about student grades and assignments not turned in.</li> <li>2- Teachers, parents and students will have a complete understanding of the learning intentions and what success looks like.</li> <li>4- Teachers, parents and students will have a better understanding of all of the pathway options and career opportunities that are available.</li> <li>5/6- Teachers will understand how to handle emergency situations at school and while supervising events on the campus or chaperoning students at events away from our building.</li> </ul>
Budget and Funding Sources	1/2/3/4 Trustlands funds and district training funds.
Timeline	This is an ongoing process that will be looked at and evaluated continually.
Responsible Parties	The leadership team along with the school administration.
Evaluation Process (How Will Success Be Measured?)	<ul style="list-style-type: none"> <li>1-By the number of teachers using Canvas by the end of the year.</li> <li>2-By administration noting the use of guaranteed curriculum guides and success fo that.</li> <li>4-Number of students taking and completing the different pathway options</li> <li>5/6 - Emergency drills and the evaluation process that comes after.</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?

Describe strategies policies, incentives to recruit and retain teachers.

This is where the district needs to help principals. Attracting highly qualified teachers has to begin with the 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.

At our school we can provide mentoring to assist in the retention of qualified teachers.

## 6. Parent Involvement

Please answer the following and attach documentation as needed.

Describe the processes used to involve parents in the development of the S.I.P. process. Attach copies of communications that were mailed or sent home, agenda with roll signatures, meeting notices, meeting minutes, etc.

The community council discusses recruiting of parents to the SIP process as does the booster club meetings, faculty meetings and PLC's.

Describe how S.I.P. plans will be made available to parents and the public in an understandable and uniform format.

When the School Improvement Plan is completed it will be posted on the school website. This posting will also be on the agenda of faculty and PLC meetings to be discussed by the faculty.

Identify the parent involvement strategies that the school will use to involve parents.

We have the ability to email and send text messages to parents that have signed up for canvas and can contact them that way. We can also place parent involvement information on school and district meeting agendas including the district board meetings. We will update activities and things with the marquee, school messenger, and school website.

## 7. Transition between school programs (elementary to middle; middle to high school)

How are students and parents prepared for transitions between schools?

Description of Communication	<p>A Electronic College and Career Readiness plan is shared with each individual student in middle school and is followed up on throughout high school.</p> <p>Two weeks prior to the start of school we mail registration and school start up information to all students. We have a Freshman orientation meeting in the auditorium before school starts to familiarize students and parents with the school policies and procedures including a question and answer segment. SBO's are available after the orientation to give tours of the school</p> <p>Teachers are encouraged to send home with students a disclosure statement to explain procedures of the class including expectations and grading criteria.</p>
Description of Collaboration Efforts	
Description of Transition Activities	<p>RAM academy is designed to provide assistance to new freshman with designing time management schedules that will allow them to transition from middle school to high school.</p>

## 8. 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>	<p>Formal and informal assessment are conducted in the classroom. including as teachers present information that will be assessed during the ACT, SAGE and other state mandated end of level assessments.</p>
<p>Please describe how teachers were included in decisions regarding the use of assessments.</p>	<p>After test results are analyzed and we have the data, PLC meetings are where teachers can be included in the decision making process of what information should be included in the curriculum in order to give our students the best possible chance of being successful. Sevier School District selects the assessments that will be used by the school.</p>

## 9. Students who experience difficulty mastering academic achievement standards

Describe the procedures in place to ensure that students who experience difficulty mastering any of the proficient or advanced levels of academic standards are provided timely and additional assistance.

<p>How will the school identify which students experience difficulty in mastering academic standards?</p>	<p>Students will be identified by teachers daily as they are required to attend the afternoon intervention. Scores are reviewed constantly on a daily basis as scores are recorded.</p>
<p>What interventions will the school provide for students experiencing difficulty in mastering academic standards?</p>	<p>They can attend the daily intervention (Ram time) and learn with the regular classroom teacher as they get additional instruction leading to mastery of the concept of the day.</p>
<p>How will the school evaluate the effectiveness of the chosen interventions and make adjustments as needed?</p>	<p>We will evaluate the number of students that will require the credit recovery program as compared to the previous quarter. We will also monitor the number of students that fail other classes due to non-mastery of the academic standard to see how that number compared to previous years.</p>