

2023-24 SCHOOL IMPROVEMENT PLAN SNOW CANYON HIGH SCHOOL

(TSSA, TSI, TITLE 1, SLT)
ENSURING HIGH LEVELS OF LEARNING FOR EVERY STUDENT

83 Was your school's total points on the most recent report card.

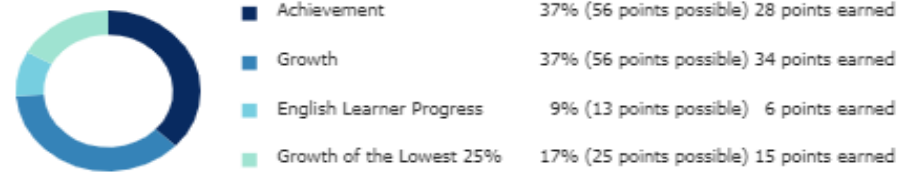
<https://utahschoolgrades.schools.utah.gov>

85 is the minimum score your school will need to demonstrate a 1% increase.
(This number is based on a maximum score of 150 points)

Based on your school report card's overall score, which area would make the most sense to prioritize in order to demonstrate a 1% increase?

Answer: Growth of the lowest 25%

POINTS WEIGHTED TO OVERALL SCORE



Step 1: Determine your current level of performance. Look at your most recent, relevant assessment data.

FOCUS AREA 1: STUDENT LEARNING

How are you currently assessing your progress in this area?

Content and grade level teams conduct frequent formative assessments to collect data that demonstrates student proficiency. Our teams meet weekly to collaborate regarding curriculum pacing, CFA Results, and targeted interventions students need. Teams utilize "Touch Gold Time" (TGT) -- two 40 minute periods per week -- to provide targeted interventions to students in need. Specific content areas also have their own formative and summative progress-monitoring measures, some examples include:

- Delta Math
- No Red Ink
- AP Central
- Canvas Quizzes
- PowerPrep 10!

Additionally, we utilize ASPIRE and ACT data to measure proficiency and median growth percentiles

Graduation Rate	SOAR/Graduation Data
123	ACT Data
ASPIRE- proficiency and growth	ASPIRE Proficiency and Growth
WIDA	ESL Can-Do Spreadsheet
Gates-MacGinitie Reading Assessment	Gate-MacGinitie Reading
CSIP	

Subgroup	Percentage	Based on your data, what will you do to increase student learning in these subgroups?
Students identified as economically disadvantaged	32%	1. Recruit students from minority and other subgroups to enroll in AP/CE course and CTE Pathways 2. Identify students non-proficient in testing areas and place them in classes with extra support 3.
Students with disabilities	11%	Last school year we implemented our intervention system, TGT. Our special education department and core departments have been more intentional about what students are getting requested and receiving extra support during TGT. We will be mindful of the accommodations needed for students with IEPs We will continue to use our Special Education Department to provide training during professional development time We will utilize our school psychologist who has been instrumental in helping us understand the needs of students with IEPs, and what strategies work best. Our SPED team will meet with departments to be a part of the planning and implementation of the curriculum We host four events each year with a focus on our students with special abilities. We will continue to expose our students with IEPs to grade-level content by providing in-class support and avoiding pull-out classes.
Students identified as English learners	6%	We hired an ESL aide for 20 hours a week to help the students in their classes and their ESL courses. We will continue to use our professional development time to provide training and strategies for working with ESL students. We have and will continue to build a relationship with the community of Spanish speakers to provide resources for our students. We have Latino Behavioral Health holding family, parenting, and teen classes for those in the Latino and Hispanic communities in our building. We will use the feedback from our ESL audit to reflect, assess, and make modifications as needed to increase efficiency and support for our ESL students.
Students in major racial and ethnic groups	25%	We will continue to hold a Spanish-speaking night for the Spanish speakers in our community. We will hold this night earlier in the school year to get important information to the Spanish-speaking community. We will continue to work with LBH to help get health information out to those in the community.

What tier 1 changes might help those subgroups and your school's level of performance?

SCHS has implemented Touch Gold Time for targeted interventions, providing an opportunity for all students to receive extra time and support in their courses. We will continue to fine-tune this intervention system.
We have created a professional development plan with a focus on providing meaningful and engaging learning opportunities for our students.
Each department will use the Essential Standards Guide to be clear regarding what will be taught, and when CFAs will be given.
Each department will use the data from the CFA to debrief and provide information regarding interventions/extensions that are needed, and discuss best teaching practices.
We will use the experience of the ESL audit to focus on the What, Why, and How of what we want students to learn.

What additional interventions might help those subgroups?

We will provide continuous opportunities to build relationships with our students and their parents through cultural celebration nights, and provide a cultural focus to better understand the needs of our students and their families.
We will continue to use the additional hours for an ESL para to work with students and to communicate with parents about progress, celebrations, as well as any concerns.
We will continue to provide professional development to our faculty with the best, and most effective, teaching practices to meet the needs of our students.

This section is only for TSI Designated Schools :

What subgroup(s) designate your school as TSI?

Students with Disabilities student group
English Language Learner/ Multilingual Learner student group

How will your plan address the area that qualifies you as a TSI School?

Our plan will address these areas by providing ongoing training to our faculty on clarity in Tier 1 instruction and various ways to make accommodations for our students. We will also continue providing interventions and extensions during TGT.

What Tier 1 practices do you need to target/focus on? What coaching support will teachers need to make those changes?

We will focus our efforts on the following:
Identifying essential standards in courses
Creating CFAs to get information about the learning of our students
Create proficiency criteria for the essential standards
Learn various ways to collect data to learn more about what our students have learned
Provide opportunities for our students to get help and support through the utilization of TGT.
Continue providing professional development for our teachers

FOCUS AREA 2: SAFE LEARNING ENVIRONMENT

How are you formatively assessing your progress in this area?

We have experienced a decrease in some attendance issues due to the goals we set last year. We will continue to utilize the "All hands on deck" strategy before school, and during the passing time. All adults are to be in the halls, greeting students and encouraging their prompt arrival to class. Administration and counselors will continue to track data from office referrals, School of Life, the Wellness Room, and PBIS information. At SCHS we value our students getting to experience opportunities to participate in activities that encourage students to be involved in a continuous cycle of improvement, and promote being involved in activities that help them with their overall wellbeing. We will continue to provide extra funding to our music programs to provide an outlet for our students to demonstrate their creativity and to be a part of a positive culture that also provides a service to our school

List and link your school's data sources here:

Description	Link
PowerSchool Data	
Discipline Referrals	
SEL Wellness Room	Wellness Room Data
PBIS- WOW	

FOCUS AREA 3: LEADERSHIP, CULTURE, COACHING, COLLABORATION & PROFESSIONAL LEARNING

How are you formatively assessing your progress in this area?

We have been fortunate to have the opportunity to receive additional professional development training from Aaron Hansen, Annette Brinkman, Bob Sonju, and our District leaders. This has been so valuable for our faculty. As we continue to learn, we will formatively assess our progress in the following ways:

The learning coach will continue to meet regularly with EYE teachers

The first Friday of each month will be devoted to professional development

Teams will collaborate and provide evidence of their collaboration

Lunch-N-Learn meetings will continue, so we can share best teaching practices

The collaborative teams will have essential standards, CFAs, proficiency and success examples, data protocols, and continue to provide opportunities for our students to receive interventions/extensions.

List and link your school's data sources here:

Description	Link
Learning Coach	
Full-Faculty Friday Collaboration	Full-Faculty Collaboration
Lunch-N--Learn	
Learning Coach Survey	
Stakeholder Survey	

Step 2: Outline your school's specific, measurable goals for the year.

Step 3: Define specific actions your school must make and how you will measure their success.

Step 4: Define the funding source and estimated expenditures.

ALIGNING GOALS

PEERS GOAL #1	SCHS will continue to work towards scoring 40% or higher in regard to student MGP. We will also continue to work on the improvement of student reading scores on the Gates-Macgintie showing a 5% growth from the beginning of the year to the end of the year. More than 50 % of our student will meet or exceed their predicted ACT reading score form the ASPIRE Plus.
FOCUS AREA	1. STUDENT LEARNING
FOCUS AREA	3. LEADERSHIP, CULTURE, COACHING, COLLABORATION & PROFESSIONAL DEVELOPMENT
ACADEMIC AREA <small>(required for goals supported by SLT funds)</small>	ENGLISH / LANGUAGE ARTS
ACADEMIC AREA <small>(required for goals supported by SLT funds)</small>	MATHEMATICS
ACADEMIC AREA <small>(required for goals supported by SLT funds)</small>	SCIENCE
ACADEMIC AREA <small>(required for goals supported by SLT funds)</small>	GRADUATION RATE INCREASE
ACADEMIC AREA <small>(required for goals supported by SLT funds)</small>	COLLEGE & CAREER READINESS

How will you measure whether this action step had a positive impact on student learning? *(This must be tied to your goal.)*

	Action Steps / Expenditure Description	Expenditure Category	Funding Source	
We will use the following data to assess the impact on student learning: Aspire ELA, Math, and Science Data Gates- Macginitie Reading WIDA Scores ACT Data	1 Staffing to meet our enrollment needs and to keep class sizes as low as possible.	Salaries & Benefits	SLT TSSA	
We will use the following data to assess the impact on student learning: ASPIRE Science Data and Science CFA data,	2 Science exploration of Zion- sub/transportation, supplies for science labs	Student Transportation / Field Trips Supplies	SLT TSSA	
Our math team will utilize Delta Math as a tool for math practice. Our team has a goal of our student MGP being over 40% or above	3 Delta Math Software	Software	SLT	
We will use the following data to assess the impact on student learning: Aspire ELA, Math, and Science Data Gates- Macginitie Reading WIDA Scores ACT Data	4 Technology needs as outlined by our school tech specialist	Technology Related Supplies	SLT	
We will provide preparation for ACT testing that will be available to all students	5 ACT software program, Stipends for teachers who teach after school ACT prep	Software Salaries & Benefits	TSSA TSSA	

Our TGT intervention schedule has been instrumental in providing help for all of our students. We will use TGT, attendance, and passing rate data.	6 Stipend for staff member to manage and be data coach for TGT	Salaries & Benefits	TSSA
We will use the following data to assess the impact on student learning: Aspire ELA, Math, and Science Data Gates- Macginitie Reading WIDA Scores ACT Data	7 Professional development	Travel for Professional Development	SLT TSSA
		Salaries & Benefits	TSSA
We will utilize our SCHS Leadership team to help guide our school through	8 Leadership team stipends	Salaries & Benefits	TSSA

Does this goal include a Digital Citizenship or Safety Principles component?

Yes No

Has SLT (Trust Lands) been designated as a funding source for this goal?

Yes No

PEERS GOAL #2	We will see an increase in CE/AP enrollment by 2%.	
FOCUS AREA	2. SAFE LEARNING ENVIRONMENT	
ACADEMIC AREA (required for goals supported by SLT funds)	FINE ARTS	
ACADEMIC AREA (required for goals supported by SLT funds)	COLLEGE & CAREER READINESS	

How will you measure whether this action step had a positive impact on student learning? (This must be tied to your goal.)

	Action Steps / Expenditure Description	Expenditure Category	Funding Source	
The 4th counselor funding will be measured by our registration process and readiness for the beginning of school.	1 We will fund a portion of salary for our 4th counselor, and the wellness room para	Salaries & Benefits	SLT	
Fine Arts enrollment numbers, and summer program participation	2 Fine Arts recruitment - stipends (), recruitment supplies (), stage piano (), alto saxophone ()	Supplies Salaries & Benefits	SLT SLT	
Visits to the wellness room, mentor for our at-risk students	3 Provide a wellness center and at-risk mentor	Salaries & Benefits	TSSA	
Academic growth for our ESL students	4 Provide para hours	Salaries & Benefits	TSSA	
We will continue to promote PBIS in our school, and we will use data from the Here & Now Attendance Program, WOW card program, attendance data and, graduation rate, and passing grade data.	5 PBIS- H&N Cards and Ink, promotional materials, rewards and incentives for WOW cards	Supplies	TSSA	
We hope to see reduced incidents regarding thefts, vandalism	6 Update cameras around the campus	Technology Related Supplies	TSSA	

Does this goal include a Digital Citizenship or Safety Principles component?

Yes No

Has SLT (Trust Lands) been designated as a funding source for this goal?

Yes No

If additional funds are available for TSSA, how will the school spend the funds to implement the goals in this plan?

Additional funds would be used to support existing goals as described in the plan through Salaries, Technology, Supplies, ect.

If additional funds are available for Trust Lands, how will the school spend the funds to implement the goals in this plan?

Additional funds would be used to support existing goals as described in the plan through Salaries, Technology, Supplies, ect.

Provide an explanation of how your school will publicize its plan.

School website