



Valley High School

BUFFALOS

IMPROVEMENT PLAN 2021-2022

VALLEY HIGH SCHOOL

150 N Center
Orderville, UT 84758
Phone: 435-648-2278
Fax: 435-648-2366
<http://www.vhs.kane.k12.ut.us>

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Valley High School

Mission Statement

*Commitment to lifelong learning and
accountability for self and society*

Vision Statement

*Education Today...
Success Tomorrow*

Belief Statements

1. We believe all students can learn given sufficient time, evaluative assessment and consistent mentoring.
2. We believe in a collaborative effort between school, parents, and community in all phases of education.
3. We believe in creating learning environments that encourage critical thinking, self-evaluation, self-direction, process skills, and problem solving.
4. We believe that all students should leave high school with basic technological skills to enter the workplace.
5. We believe that students can be trained and encouraged to become citizens who actively participate in a changing, diverse society.

6. We believe in providing co-curricular and extra-curricular opportunities to assist them in developing their potential abilities and skills as well as self-confidence and self-esteem.

Desired Results for Student Learning

1. **Effective Communication Skills** – successfully uses printed, written, oral and visual forms of communication to express personal views; successfully uses listening and feedback when interacting with others.
2. **Effective Collaboration and Teaming Skills** – works with others to identify, generate and solve problems, takes a variety of roles in the process, and sets and achieves objectives and goals using a variety of strategies.
3. **Effective Complex Thinking Skills** – uses a variety of critical and thinking skills to locate resources, solve complex problems individually and collaboratively, to become flexible and adaptive in diverse situations, and to use self-evaluation as a tool for progress.
4. **Effective Technology Skills** – is literate in a variety of technology media, equipment and materials and is able to meet or exceed performance expectations in “real world” contexts by participating in hands-on experiences which lead to real-life employable skills.
5. **Responsible Citizen** – Participates actively and ethically (both individually and collaboratively) in activities to promote the “general good” on local and global levels, is accountable for self, and encourages tolerance in a diverse culture.
6. **Effective Life Skills and Continuous Learning** – identifies, sets, and completes personal goals; develops a balance between educational achievement and career goals; pushes personal limits to take the risk of something new or different; has learned self-management in a variety of situations; and participates in real-life and hands-on learning experiences which prepare individuals to be successful in the workplace as well as in academic settings.



Kane County School District

School Improvement Plan

School Name: Valley High

Date: November 2021

School Year	School Letter Grade																								
2017 - 18	Achievement – Exemplary ELA – 56.6%, Math – 59.7%, Science – 55.8% Growth – Exemplary ELA – 52.7%, Math – 61.7%, Science – 65.1%, Growth of Lowest 25% - 77.2% Post-Secondary Readiness – Exemplary ACT – 76.2%, Graduation Rate – 95%, Coursework – 94.7%																								
2018 - 19	Achievement – Commendable ELA – 60.2%, Math – 61.6%, Science – 44.3% Growth – Commendable ELA – 56.3%, Math – 61.1%, Science – 42.0%, Growth of Lowest 25% - 3.7% Post-Secondary Readiness – Exemplary ACT – 66.7%, Graduation Rate – 100%, Coursework – 91.7%																								
2020 – 21	Achievement – Commendable ELA – 57.3%, Math – 54.7%, Science – 46.3% Growth – N/A Post-Secondary Readiness – Exemplary ACT – 63.6%, Graduation Rate – 100%, Coursework – 100%																								
Identify four comparative schools in the Data Gateway and identify their school proficiencies.	<table><tr><td>School</td><td>Language Arts</td><td>Math</td><td>Science</td></tr><tr><td>Valley</td><td>56.3%</td><td>55.0%</td><td>46.6%</td></tr><tr><td>Panguitch</td><td>40.5%</td><td>30.6%</td><td>35.9%</td></tr><tr><td>Bryce Valley</td><td>27.9%</td><td>24.1%</td><td>30.6%</td></tr><tr><td>Rich</td><td>40.0%</td><td>30.0%</td><td>29.0%</td></tr><tr><td>Milford</td><td>37.2%</td><td>27.7%</td><td>36.8%</td></tr></table>	School	Language Arts	Math	Science	Valley	56.3%	55.0%	46.6%	Panguitch	40.5%	30.6%	35.9%	Bryce Valley	27.9%	24.1%	30.6%	Rich	40.0%	30.0%	29.0%	Milford	37.2%	27.7%	36.8%
School	Language Arts	Math	Science																						
Valley	56.3%	55.0%	46.6%																						
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Identify the school's strengths and weaknesses in the school letter grades and provide a narrative on how you plan to obtain your school goals	Narrative: The state has not yet provided school letter grades for the 2020-21 school year. As you will see in our improvement plan, we are continually working on ACT scores, graduation rate, proficiency and growth as well as increasing the number of students participating in concurrent enrollment.		
Number of students who scored a composite of 18 or higher on the ACT.	2014 80% 2015 59% 2016 58% 2017 63% 2018 80% 2019 76% 2020 73% (incomplete – COVID) 2021 86% (incomplete – COVID)	Goal: 2022 80% Narrative: ACT Prep programs and emphasis on ACT skills in each individual content area.	
Graduation Rates	2014 100% 2015 100% 2016 95% 2017 100% 2018 100% 2019 100% 2020 100% 2021 100%	Goal: 2022 100% Narrative: Everyone is on track to graduate.	
Concurrent Enrollment Program	Percent of 11 th and 12 th Grade Students enrolled in Concurrent Enrollment 2014 46% 2015 26% 2016 31% 2017 29% 2018 35% 2019 59% 2020 58% 2021 57%		

RISE (7th/8th) Percent Proficient	ELA	Math	Science
State	42.1%	39.8%	46.0%
District	46.5%	54.0%	45.3%
School	53.7%	62.5%	45.0%
School goal 2022	61%	65%	54%
Identify the school's strengths and weaknesses in the SAGE and provide a narrative on how you plan to obtain your school goals. Please include the use of School Land Trust Funds.	Narrative: Please see the attached documents. The funding from School Trust Lands is primarily earmarked for helping in the core content areas.	Narrative: Please see the attached documents. The funding from School Trust Lands is primarily earmarked for helping in the core content areas.	Narrative: Please see the attached documents. The funding from School Trust Lands is primarily earmarked for helping in the core content areas.
Aspire + (9th/10th) Percent Proficient	ELA / Reading	Math	Science
State	51.7% 48.3%	41.3%	35.6%
District	66.5% 49.3%	52.9%	32.5%
School	65.9% 71.4%	68.3%	39.7%
School goal 2022	68% 74%	70%	42%
Identify the school's strengths and weaknesses in the SAGE and provide a narrative on how you plan to obtain your school goals. Please include the use of School Land Trust Funds.	Narrative: Please see the attached documents. The funding from School Trust Lands is primarily earmarked for helping in the core content areas.	Narrative: Please see the attached documents. The funding from School Trust Lands is primarily earmarked for helping in the core content areas.	Narrative: Please see the attached documents. The funding from School Trust Lands is primarily earmarked for helping in the core content areas.

<p>How does your school goal align with the board's goals?</p>	<p>Rigor</p> <p>We have been working as a school to make sure that we are engaging and challenging every student on a one on one basis. We are trying to help them find the intrinsic motivation to do well. This can be demonstrated by 1st quarter honor roll with 30% of our students earning a 4.0 and 64% of our students are 3.5 and above. We have been encouraging students to take concurrent enrollment courses. This can be demonstrated in the increase of enrollment in these programs from 35% in 2018 to 57% in 2021. We have been pushing literacy in all of our courses as well as modeling best practices.</p>	<p>Relationships</p> <p>Relationships are a key part of everything that we do at VHS. We are blessed to know each of our students on an individual basis. This provides the opportunity to provide a positive, caring and safe environment. We are able to help them pursue their educational interests, as well as help them while they struggle through the challenges of being a youth. We have each student assigned a pillar (faculty/staff member) that helps to build a relationship so that each student has at least one adult at the school they are connected with. Communication with parents of student progress is a constant area of focus as well as schedule of activities.</p>	<p>Relevance</p> <p>Our curriculum is aligned with the current needs to help the students to be able to develop into productive citizens of their future communities. Each student has a one on one conference with our school counselor to develop their graduation plan as well as their plan for post-secondary education and future career. This allows our faculty and staff to help the students as they pursue those interests. This has also helped us in encouraging concurrent enrollment courses that will help them on their post-secondary track to save them time and money in their educational pursuit.</p>
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**Overall Rise (7th – 8th) Results for Valley High
School 2020-21**
% Proficient

	Language Arts	Mathematics	Science
School	53.7%	62.5%	45.0%
KSD	46.5%	54.0%	45.3%
State	42.1%	39.8%	46.0%

**Rise 2020-21
by Grade**

		VHS	State
7th Grade	Language Arts	46%	40.9%
	Mathematics	59%	42.3%
	Science	29%	43.8%
8th Grade	Language Arts	55%	43.2%
	Mathematics	58%	37.2%
	Science	50%	48.2%

**Overall Utah Aspire Plus (9th – 10th) Results for
Valley High School 2020-21**
% Proficient

	ELA / Reading	Mathematics	Science
School	65.9% / 71.7%	68.3%	39.7%
KSD	66.5% / 49.3%	52.9%	32.5%
State	51.7% / 48.3%	41.3%	35.6%

**ACT Aspire plus 2018-2019
by Grade**

		VHS	State
9th Grade	Language Arts	61.1%	50.2%
	Reading	72.2%	48.4%
	Mathematics	77.8%	45.0%
	Science	50%	37.3%
10th Grade	Language Arts	70.6%	53.1%
	Reading	70.6%	48.2%
	Mathematics	58.8%	37.5%
	Science	29.4%	33.9%

Pre-ACT 2019-20

	Class of 2022		Class of 2023		Class of 2024		Class of 2025	
Grade	9th	10th	9th	10th	9th	10th	9th	10th
Composite	17.78	20.54	19	20.59	17.59	18.05	18.65	
Math	18	21.38	18.75	20.32	18.82	18.84	18.65	
Science	17.3	20.08	18.75	20.91	17.53	17.36	19.05	
STEM	18	20.96	19	20.68	18.53	18.42	19.05	
English	15.47	18.08	17.08	17.41	14.41	14.26	15.9	
Reading	20.08	22.13	20.63	23.41	19.24	21.21	20.4	

11th Grade ACT Five Year Trends – Average ACT Scores												
	Students Tested		English		Math		Reading		Science		Composite	
Year	School	State	School	State	School	State	School	State	School	State	School	State
2016-17	23	41,420	17.6	19.0	18.8	19.6	17.9	20.2	18.6	20.2	18.3	19.9
2017-18	23	41,777	19.5	18.8	20.4	19.7	20.3	20.0	20.3	19.9	20.3	19.7
2018-19	24	42,467	18.1	18.7	19.5	19.3	20.5	20.5	19.2	19.9	19.4	19.7
2019-20	0	32,673		19.2		19.8		20.8		20.4		20.2
2020-21	23	41,475	18.4	18.4	19.8	19.3	21.8	20.1	20.4	19.9	20.2	19.6

ACT Benchmarks												
	Students Tested		English		Math		Reading		Science		Met all Four	
Year	School	State	School	State	School	State	School	State	School	State	School	State
2016-17	23	41,420	35%	55%	35%	34%	22%	38%	17%	30%	13%	21%
2017-18	23	41,777	65%	53%	39%	36%	43%	37%	30%	31%	26%	21%
2018-19	24	42,467	54%	54%	42%	31%	46%	41%	21%	32%	17%	20%
2019-20	0	32,673		57%		36%		43%		35%		24%
2020-21	23	41,475	57%	52%	43%	31%	52%	41%	43%	31%	30%	20%

Reading Inventory Testing					
Grade	Year	Advanced	Proficient	Basic	Below Basic
7 th Grade	2020-21	52%	10%	28%	10%
	2019-20	30%	26%	26%	18%
9 th Grade	2020-21	40%	24%	20%	16%
	2018-19	32%	26%	26%	16%
	2019-20	39%	22%	22%	17%
10 th Grade	2020-21	50%	10%	20%	20%
	2018-19	58%	26%	11%	5%
	2019-20	35%	40%	20%	5%
	2020-21	42%	26%	21%	11%
11 th Grade	2017-18	60%	25%	15%	0%
	2018-19	57%	30%	13%	0%
	2019-20	55%	40%	5%	0%
	2020-21	36%	59%	5%	0%
12 th Grade	2017-18	37%	31%	21%	11%
	2018-19	40%	30%	20%	10%
	2019-20	36%	50%	5%	9%
	2020-21	23%	55%	17%	5%

English Language Arts 2021-2022 Improvement Plan

Language Arts	Rise percentage of students at or above proficiency	Goal	Steps to meet goal
VHS ELA	Reading 2020-2021 RISE/ACT Aspire/ACT Percent Proficient: 61%	Increase proficiency scores from RISE/ACT Aspire/ACT 2021 by 4% when taking RISE/ACT Aspire in 2022 Reading Goal for 2021-22 RISE/ACT Aspire/ACT Percent Proficient: 65% Writing/English Goals for 2021-22 RISE/ACT Aspire/ACT Percent Proficient: See below for each class.	*Focus on Utah Common Core Essential Standards as determined by KCSD ELA team in June 2017 and reviewed/revised in June 2021. *Follow plans for each grade level with fidelity. *Administer benchmark assessments using Mastery Connect three times each year for each grade level. *Set goals for end-of-level tests and review performance with each student in each grade level in order to improve buy-in and show correlation between effort and results.
English 7	Score for 6th grade (VES) 2020-21 was 50% proficient 35% below and 15% approaching	Look at scores from the RISE See where the students were on RISE last year. Try to increase their scores by 5% Bring proficient up to 55%	*Read and write more informational/expository text, model how I use and understand text *When writing expository/informative texts use at least 3 facts to support *Learn to research for literary writing *Write argumentative essays using 7 C's and sample picture texts which show evidence *Learn to speak and listen in a variety of ways * give more attention to IEP students, help them individually * vary instruction to meet the needs of all students
English 8	Reading 2020-21 (7th grade) 50% Writing 2020-21 (7th grade) Not tested	Increase the proficiency scores from RISE of 2021 by 5% when taking the RISE in 2021 Reading Goal for 2021-22 8th grade class 55% Writing Goal for 2021-22 8th grade class 25%	*Use Utah Core essential standards as revised by KCSD ELA team in June 2019 *Administer KCSD benchmarks, as well as RISE benchmarks quarterly to monitor learning of essential standards *Focus on informational/expository/literary text, model how I use and understand text *Access curriculum in context by reading grade-appropriate texts *Improve reading fluency, comprehension, and enjoyment with weekly library trips and AR goals *When writing expository/informative texts use 3 facts to support *Teach strategies to cite textual evidence to support inferences drawn from informational and literary texts *Write argumentative essays with a focus on organization, evidence, elaboration, and using domain-specific vocabulary *Improve focus on to speaking and listening skills in a variety of ways, including group work and presentations *Use technology to increase exposure to vocabulary, grammar concepts, literary and informational texts. *Vary instructional methods and differentiate to meet needs of all students

English 9	<p>Reading 2020-21 (8th grade) 55%</p> <p>English 2020-21 (8th grade) Not tested</p>	<p>Increase the proficiency scores from RISE of 2021 by 5% when taking the ACT Aspire</p> <p>Reading Goal for 2021-22 9th grade class 60%</p> <p>English Goal for 2021-22 9th grade class 50%</p>	<ul style="list-style-type: none"> *Use Utah Core essential standards as determined by KCSD ELA team in June 2017 *Administer KCSD benchmarks, as well as ACT Aspire benchmarks quarterly to monitor learning of essential standards *Focus on informational/expository/literary text, model how I use and understand text *Access curriculum in context by reading grade-appropriate texts *Improve reading fluency, comprehension, and enjoyment with weekly library trips and AR goals *When writing expository/informative texts use 3 effective/relevant facts to support *Review strategies to cite textual evidence to support inferences drawn from informational and literary texts, cite relevant evidence *Write argumentative essays with a focus on organization, evidence, elaboration, and using domain-specific vocabulary *Learn to speak and listen in a variety of ways, including group work and presentations *Use technology to increase exposure to vocabulary, grammar concepts, literary and informational texts *Vary instructional methods and differentiate to meet needs of all students
English 10	<p>Reading 2020-21 (9th grade) 60%</p> <p>English 2020-21 (9th grade) 47.6%</p>	<p>Increase the proficiency scores from ACT Aspire of 2021 by 5% when taking the same test in 2022</p> <p>Reading Goal for 2021-22 10th grade class 65%</p> <p>English Goal for 2021-22 10th grade class 53%</p>	<ul style="list-style-type: none"> *Use Utah Core essential standards as determined by KCSD ELA team in June 2017 *Administer ACT Aspire benchmarks quarterly to monitor learning of essential standards *Focus on literary and informational text, model how I use and understand text *Access curriculum in context by reading grade-appropriate texts *Improve reading fluency, comprehension, and enjoyment with weekly library trips and AR goals *When writing expository/informative texts use 3 facts to support *Teach strategies to cite textual evidence to support inferences drawn from informational and literary texts *Write argumentative essays with a focus on organization, evidence, elaboration, and using domain-specific vocabulary *Learn to speak and listen in a variety of ways, including group work and presentations *Use technology to increase exposure to vocabulary, grammar concepts, literary and informational texts. *Vary instructional methods and differentiate to meet needs of all students
English 11	<p>Reading 2021-22 (10th grade) 83%</p> <p>English 2021-22 (10th grade) 48%</p>	<p>Increase the proficiency scores from ACT Aspire of 2021 by 2% when taking the ACT in 2022.</p> <p>Reading Goal for 2017-18 11th grade class 85%</p> <p>English Goal for 2021-22 11th grade class 53%</p>	<p>Use Utah Core essential standards as determined by KCSD ELA team in June 2017</p> <ul style="list-style-type: none"> *Administer ACT practice tests quarterly to monitor learning of essential standards *Focus on literary and informational text, model how I use and understand text *Access curriculum in context by reading grade-appropriate texts *Improve reading fluency, comprehension, and enjoyment with weekly library trips and AR goals *When writing expository/informative texts use 3 facts to support *Teach strategies to cite textual evidence to support inferences drawn from informational and literary texts *Write argumentative essays with a focus on organization, evidence, elaboration, and using domain-specific vocabulary *Learn to speak and listen in a variety of ways, including group work and presentations *Use technology to increase exposure to vocabulary, grammar concepts, literary and informational texts. *Vary instructional methods and differentiate to meet needs of all students

Reading 7/8	N/A	Raise Lexile level of each student 50 Points	*Provide instruction and ample opportunities for students to read in a variety of genres *Read 50 minutes each day * Give Comprehension instruction each class period * Individual goals set- growth level, testing comprehension *raise the students lexile reading level 50 points should increase grade level by ½ -1 grade
Read 180	N/A nor RISE scores	Raise lexile level up 50 points	<ul style="list-style-type: none"> • Provide individual instruction and computer time on Read 180 software • Weekly teacher talks with students to see their accomplishments • Teach them how to annotate informative texts so they understand the information
Secondary Reading	N/A	Increase students' lexile 50 points.	*Provide individual instruction and computer time on Lexia *Daily teacher progress checks for accountability *Reteach trouble spots
Creative Writing	N/A	Increase students' ability to write fluently to convey ideas in a variety of genres.	*Read a variety of example texts in several genres *Provide thought-provoking writing opportunities each day *Write in several genres: narrative, memoir, vignette, poetry, one-act play, etc. *Emphasize effective organization, grammar, and conventions in all writing assignments *Foster a writing community by sharing, revising, and editing each other's work.
Debate	N/A	*Teach ways to present ideas without confrontation *Teach students to think and express themselves * teach students to speak on their feet	*Class members will learn how to use the different methods of debate: SPAR Lincoln Douglas Extemporaneous Speaking Oratory Student Congress Impromptu

	2020-2021 Proficient	Goal for 21-2022	Steps to Meet Goal
Math 7 Maxwell 20-21 Previous students: goal was 45%, achieved 63%	60% 16% below proficient 24% approaching State average 42.58%	62% 15% below proficient 23% approaching	<ul style="list-style-type: none"> • Apply and extend understanding of operations with fractions & multiplication. • Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. • Analyze proportional relationships and use them to solve real world and mathematical problems. • Use properties of operations to generate equivalent expressions • Regular review of multiplication tables and fractions.
Math 8 Lamore 20-21 Previous students: goal was 50%, achieved 58%,	63% 17% below proficient, 21% approaching State average 37.48%	66% 15% below proficient, 19% approaching	<ul style="list-style-type: none"> • Know that there are numbers that are not rational and estimate them by rational numbers • Understand the connections between proportional relationships, lines, and linear equations. • Define, evaluate, and compare fractions. • <u>Understand and apply the Pythagorean Theorem.</u> • <u>Solve real world and mathematical problems involving volume of cylinders, cones, and spheres.</u> • Work with students one-on-one daily.

Math I Lamore 20-21 Previous students: goal was 50% achieved 53%	58% 16% below proficient, 26% approaching State average 36.50%	62% 14% below proficient 24% approaching	<ul style="list-style-type: none"> • Solve and analyze systems of 2 linear equations (algebraically and graphically) including real world situations. • Understand the concept of a function and use function notation. • Construct and compare linear and exponential models and solve problems. • Make geometric constructions using a straight line and a compass, string, paper folding, software, etc. • Use coordinates to prove simple geometric theorems algebraically. • More hands on to make Algebra less abstract for the students.
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Math II Larmore 20-21 Previous students: goal was 50% achieved 57%	53% 19% below proficient 33% approaching State average 29.67%	59% 11% below proficient 30% approaching	<ul style="list-style-type: none"> • Create equations that describe numbers or relationships • Understand solving equations as a process of reasoning and explain the reasoning. • Extend the number system to include rational exponents and complex numbers. • Perform arithmetic operations on polynomials. • Interpret functions that arise in applications in terms of the context. • Expand on congruence rules to prove triangle similarity and trigonometric ratios. • Understand and apply theorems about circles, arc length, and areas of sectors. • Visual aids for polynomials. More hands on for geometry in particular.
Math III Larmore 20-21 Previous students: goal was 50% achieved 91% at 22 or higher math ACT	57% 0% below proficient 43% approaching	71% 0% below proficient 29% approaching	<ul style="list-style-type: none"> • Reason quantitatively and use units to solve problems. • Analyze functions using different representations; including square root, cube root, piecewise, step, logarithmic and trigonometric functions. • Interpret expressions for functions in terms of the situation they model. • Derive the formula for the area of a triangle using sine. • Prove and apply trigonometric identities. • Treat Unit 1-3 as if they had never seen the material. A strong showing in the basics is required before moving on into deeper content. • More student driven assignments.

<i>Science Class</i>	<i>2020-21 Proficient</i>	<i>Goal for 2021-22</i>	<i>Steps To Meet Goal</i>
<i>7th Grade Science</i>	29%	50%	<ul style="list-style-type: none"> - Get through the entire curriculum. - Implement SEEd standards with learning activities that require students to engage, explore, and explain phenomena. - Implement more support for vocabulary
<i>8th Grade Science</i>	50%	55%	<ul style="list-style-type: none"> - Get through the entire curriculum. - Implement SEEd standards with learning activities that require students to engage, explore, and explain phenomena. - Implement more support for vocabulary
<i>9th Grade Biology</i>	43%	50%	<ul style="list-style-type: none"> - Get through the entire curriculum. - Implement SEEd standards with learning activities that require students to engage, explore, and explain phenomena. - Implement more support for vocabulary
<i>Earth Science</i>	N/A	45%	<ul style="list-style-type: none"> - Lessons and investigations based on 3-dimensional learning approach (Cross-cutting concepts, Disciplinary Core, Science and Engineering Practices) - Follow Utah SEEd standards - Hands-on investigations: Big Bang Theory, plate tectonics, weather

Chemistry	N/A	45%	<ul style="list-style-type: none"> - Lessons and investigations based on 3-dimensional learning approach (Cross-cutting concepts, Disciplinary Core, Science and Engineering Practices) - Follow Utah SEEd standards
Chemistry 1010/1015	N/A	75% of students will pass semester tests with 80% or better	<ul style="list-style-type: none"> - Daily practice - Unit labs
Medical Anatomy & Physiology	N/A	25% students pass exam with 80% or better	<ul style="list-style-type: none"> - Weekly reviews of previous lessons - Use of graphic organizers for students notes - Diagrams to label - Bell work and exit tickets to gauge understanding - Quizlet for vocabulary review and learning - Hands-on investigations: chicken wing dissection, clay models of cells, tissues, and body organs - Slideshows and reading passages
Medical Terminology	N/A	35% students pass exam with 80% or better	<ul style="list-style-type: none"> - Daily review of word parts - Activities to help with memorization - Quizlet for review - Medical records practice - Professional Development choice board
Introduction to Health Science	16% students passed exam with 80% or better	25% students pass exam with 80% or better	<ul style="list-style-type: none"> - Utilize classroom study time for daily review of information. - Review vocab and main concepts throughout the year. - Use hands on labs to reinforce concepts. - Daily review of key concepts - Labeling diagrams

<i>Wildlife Biology</i>	<i>N/A</i>	<i>75%</i>	<i>Begin to incorporate new SEEd standards</i> <i>Realistic activities: microcosm, bio cubes, carrying capacities of ecosystem</i>
<i>Physics</i>	<i>N/A</i>	<i>45%</i>	<ul style="list-style-type: none"> - <i>Lessons and investigations based on 3-dimensional learning approach</i> - <i>Follow Utah SEEd standards</i>

Social Studies	CRT – Percentage of students at or above Proficiency	Goal	Steps to Meet Goal
Utah Studies 7	N/A	Develop an understanding of the unique characteristics and appreciation of Utah. Help students gain an appreciation of history by using latest technology. Learn about different cultures and people that helped shape the state of Utah. Use VR and AR System.	Develop steps from the Utah Core Curriculum to help with planning process. Collaborate with colleagues to use cross curriculum. Create hands on activities. Utilize the many technologies that are available for student learning. Teach about different cultures and the importance of understanding each culture.
US History 8	N/A	Help Students understand the importance of history of our country. Help student understand the importance of our flag and our country by teaching the history of each. Help students understand the importance of why we study history and how it can help us in our day. Use VR and AR System.	Develop steps from the Utah Core Curriculum to help with planning process. Collaborate with colleagues to use cross curriculum. Use latest technology and internet for student learning. Teach students how to use technologies that they can use in high school and college. Teach Students about events that have helped shape who they are.
11th US History		<ul style="list-style-type: none"> - Help students make connections between events and ideas of the past and their lives today. - Develop skills to help students become more prepared to participate in America's democratic republic as an active citizen. - Develop reading, thinking, and writing skills of historians. 	<ul style="list-style-type: none"> - Practice acting civilly with others, build a civic identity, nurture global awareness, and collaborate to address problems. - Collaborate with colleagues to use cross curriculum. - Help students prepare for life after high school by integrating technology that will be used in everyday life with history. - Help students gain a personal love for history and America.
World History	N/A	Help students understand events from major civilizations and how those how those events shaped that civilization. Help students understand what made civilizations prosper and fail and how that relates to us today. Teach of major world religions and how religion has shaped different regions of the world. Use VR and AR System.	Develop steps from the Utah Core Curriculum to help with planning process. Collaborate with colleagues to use cross curriculum. Use technology. Teach about what caused civilizations to rise, to prosper and fall.
Geography	N/A	Help students understand what makes the world's people different. Show major geographical features in the world. Help students learn most of the countries in the world. Teach students about different climates and how people have adapted to climates around the world. Use VR and AR System.	Develop steps from the Utah Core Curriculum to help with planning process. Collaborate with colleagues to use cross curriculum. Use hands on activities to ensure students will remember what they were learning. Help students understand the 5 themes of geography.

<p>American Gov't & Citizenship</p>	<p>N/A</p>	<p>Help Students prepare to participate in government by learning about the history and goals of the Constitution and Government. Teach students about the process a candidate goes through to be elected to an office. Teach about the articles of The Constitution. Use VR and AR System.</p>	<p>Develop steps from the Utah Core Curriculum to help with planning process. Collaborate with colleagues to use cross curriculum. Use internet sources to find out who represents us and what the philosophies of government are. Develop understandings of how government works by attending local government meetings. Help students understand government and the importance of being involved.</p>
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Career Technology Education	Skills Testing – Percentage of students at or above 80%	Goal	Steps to meet goal 2021-22
Carpentry	15% Substantial 30% Sufficient	30% Substantial 40% Sufficient	This is the first in a sequence of courses that prepares individuals to layout, fabricate, erect, install, and repair wooden structures and fixtures using hand and power tools. Includes instruction in common systems of framing, construction materials, blueprint reading, concrete placing, siding, and mechanical systems. Use field and lab exercises to emphasize material presented.
Ag Systems Technology I	35% Substantial 50% Sufficient	75% Substantial 25 % Sufficient	Learn Basic skills related to the mechanical activities involved with agricultural production by participating in field and lab activities Develop skills in: hot and cold metal, tool reconditioning, plumbing, painting, small gas engines, basic welding, Emphasis on safety. Implement an SAE and utilize the new online record system. Create leadership and skill building opportunities.
Ag Mechanics	N/A	NA	Learn Basic skills related to the mechanical activities involved with agricultural production by participating in field and lab activities Develop skills in: hot and cold metal, tool reconditioning, painting, small gas engines, basic welding, Emphasis on safety. Create leadership and skill building opportunities.
Construction Management	N/A	30% Substantial 50% Sufficient	Prepare individuals to apply technical knowledge and skills to understand the basic elements and terminology of construction. Assemble projects; saw and sand projects; stresses the safe use of a variety of hand and power tools and machinery.
Woodworking	N/A	50% Substantial 30% Sufficient	Prepare individuals to apply technical knowledge and skills to layout and shape stock; assemble projects; saw and sand projects; stresses the safe use of a variety of hand and power tools and machinery.
Ag Systems II	30% Substantial 50% Sufficient	60% Substantial 30% Sufficient	Learn advanced skills related to the mechanical activities involved with agricultural production by participating in field and lab activities Develop skills in: hot and cold metal, tool reconditioning, plumbing, painting, small gas engines, basic welding, Emphasis on safety. Implement an SAE and utilize the new online record system. Create leadership and skill building opportunities.

Career Technology Education	Skills Testing – Percentage of students at or above 80%	Goal	Steps to meet goal
Clothing I	20% Substantial 38% Sufficient	40% Substantial 50% Sufficient	Use correct sewing terminology and sewing machine components Integrate demonstrations of each basic technique into lessons Students will have a positive experience with fabric
Clothing II	20% Substantial 0% Sufficient	40% Substantial 50% Sufficient	Build sewing terms vocabulary Students will complete sewing projects using proper techniques Students will build upon Clothing I Knowledge
Foods I	46% Substantial 7% Sufficient	60% Substantial 10% Sufficient	Develop personal nutrition plan and set personal goals Demonstrate proper use of equipment and cooking techniques Utilize management planning Practice food sanitation techniques Learn about specific nutrients and nutrient rich foods
Foods II	26% Substantial 50% Sufficient	50% Substantial 20% Sufficient	Demonstrate proper food preparation techniques Emphasize family meal development and preparation skills Become knowledgeable about food safety/sanitation Gain an appreciation of ethnic diversity in the world of food
Adult Roles/ Financial Literacy	85% Substantial 46% Sufficient	86% Substantial 20% Sufficient	Gain an appreciation of self-worth, communications, development of personal values, and fundamentals of strong relationships Develop a personal financial plan Gain a knowledge of banking, investing, spending, and saving

CTE Course	Skills Testing Previous Year Goal (%)	Skills Testing Previous Year Results (%)	Previous Goal Met	Current Year Goal	Steps To Meet Goal
8 th Digital Literacy	NA	NA	Y	Students will show proficiency in the Internet of Things, understand digital safety, and use application software to create artifacts	-Continuously review all applicable vocabulary -Focus on application software -Use Canvas assignments to make sure key concepts are being understood
7 th College and Career Awareness	NA	NA	Y	Introduce students to a variety of career opportunities in IT, Business, and Health Sciences	-Use more videos and real-life scenarios -Guest speaker for each area -Bring college preparation and information into class activities more often
Accounting 1	Proficient- 50 Highly Proficient- 25 Combined At or Above Proficient- 75	Proficient-45 Highly Proficient- 36 Combined At or Above Proficient- 81	P- N HP- Y At or Above-Y	Proficient- 50 Highly Proficient- 30 Combined At or Above Proficient- 80	-Continually test on the elements and concepts behind double-entry accounting systems, including the standardized test practice test located at the end of each chapter -Make sure to teach cash control systems -Utilize Canvas self-checks and unit quizzes to reinforce concepts taught throughout class -Assess on debit/credit theory throughout semester -Review frequently the steps in accounting cycle
Digital Business Applications	Proficient- 50 Highly Proficient- 30 Combined At or Above Proficient- 80	Proficient- 66 Highly Proficient-34 Combined At or Above Proficient- 100	P- Y HP- Y At or Above-Y	Proficient- 50 Highly Proficient- 30 Combined At or Above Proficient- 80	-Regular weekly vocabulary reviews -Test students on vocabulary and practical applications -Emphasis on typography vocab and image applications
Digital Graphic Arts Intro	Proficient- 50 Highly Proficient- 30 Combined At or Above Proficient-80	Proficient- 0 Highly Proficient- 100 Combined At or Above Proficient- 100	P- NA HP- Y At or Above-Y	Proficient- 50 Highly Proficient- 30 Combined At or Above Proficient-80	-Focus on applications of basic design principles by creating many publications including the yearbook -Emphasize typography vocab and applications -Acknowledge the basic principles of graphic design in each activity
Web Development	Not taught last year (skills results are from previous years)	Proficient- NA Highly Proficient- NA Combined At or Above Proficient- NA	NA	Proficient- 30 Highly Proficient- 50 Combined At or Above Proficient-80	-Use CompuScholar curriculum to teach HTML and CSS basics -Conduct reviews for each unit -Cumulative review at end of year

Digital Marketing	Proficient- 30 Highly Proficient- 50 Combined At or Above Proficient-80	Proficient- 0 Highly Proficient- 100 Combined At or Above Proficient- 100	P- NA HP- Y At or Above-Y	Proficient- 30 Highly Proficient- 50 Combined At or Above Proficient-80	-Cover all strands and standards -Vocab reviews every unit
Business Office Specialist	Proficient- 30 Highly Proficient- 50 Combined At or Above Proficient- 80	Proficient- 48 Highly Proficient- 22 Combined At or Above Proficient- 70	P- Y HP- N At or Above-N	Proficient- 40 Highly Proficient- 40 Combined At or Above Proficient- 80	-Cover all strands and standards -Unit reviews/final exams -Artifact based assignments
Exploring Business and Marketing	Proficient- 30 Highly Proficient-60 Combined At or Above Proficient-90	Proficient- 29 Highly Proficient- 57 Combined At or Above Proficient- 86	P- N HP- N At or Above-N	Proficient- 30 Highly Proficient-60 Combined At or Above Proficient-90	-Make sure and follow strands and standards -Allow time for reviews
Entrepreneurship	Not taught last year (skills results are from previous years)	Proficient- 33 Highly Proficient- 67 Combined At or Above Proficient- 100	P- N HP- Y At or Above-Y	Proficient- 40 Highly Proficient- 50 Combined At or Above Proficient-90	-Give students chances to apply what they learn in real-life situations -Focus on application of standards -Regular vocab review -Cumulative reviews
Business Math and Personal Finance	Not taught last year (skills results are from previous years)	Proficient- 50 Highly Proficient- 13 Combined At or Above Proficient- 63	P- N HP- N At or Above-N	Proficient- 50 Highly Proficient- 25 Combined At or Above Proficient-75	-emphasis on strand 2, mathematical calculations -regular vocabulary reviews in each chapter -emphasis on understanding government regulations, abbreviations, and agencies
Leadership Principles	Proficient- 50 Highly Proficient- 25 Combined At or Above Proficient-75	Proficient- 8 Highly Proficient- 92 Combined At or Above Proficient- 100	P- NA HP- Y At or Above-Y	Proficient- 50 Highly Proficient- 25 Combined At or Above Proficient-75	-emphasis on strand 1 -Cover all strands and standards -Unit reviews/final exams -Artifact based assignments
Computer Programming 1	Proficient- 50 Highly Proficient- 25 Combined At or Above Proficient-75	Proficient- 30 Highly Proficient- 23 Combined At or Above Proficient- 53	P- N HP- N At or Above-N	Proficient- 35 Highly Proficient- 35 Combined At or Above Proficient-70	-Use TechSmart curriculum daily for content coverage -Cover all strands and standards that are on the standardized test -Unit reviews/final exams -Artifact based assignments

Class Title	Last Year	This Year	Means
Guitar I	<ul style="list-style-type: none"> • Basic understanding of the elements of music (pitch, rhythm, timbre, etc.) • Ability to execute basic strumming and picking patterns • Ability to read from chord, tablature, and staff notation • Ability to perform music by singing and playing • Ability to learn a song by ear • Expose students to a variety of music styles • Expose students to important folk songs • Give some experience in playing other instruments, including banjo, mandolin, bass, ukulele, and fiddle. • For 2nd year students, add more advanced techniques and abilities (e.g. bass runs, slash chords, power chords) • Continue with last year's plan • Improve assessment tools • Improve "music sense", understanding of structures and patterns 	<ul style="list-style-type: none"> • Continue with last year's plan • Include some Digital Audio/Recording material • Encourage more autonomy in learning and practice. 	<ul style="list-style-type: none"> • Systematic discussion and practice of the elements of music • Daily note reading practice both through singing and playing • Daily practice on guitar. • Daily listening to a variety of music • Daily song learning and practice • Ability-specific instructional groups • Group learning activities (peer mentoring, ensemble practice) • Use of technology to improve instruction, learning, and assessment (Canvas, Soundtrap)

Orchestra I	<ul style="list-style-type: none"> • Improvement of techniques • Acquisition of advanced techniques • Knowledge and performance of major scales from F-A • Ability to sight-read rhythms involving whole- to sixteenth-notes and rests • Ability to perform independently and with others • Practice learning and playing folk tunes by ear • Focus on the elements of music • Assess individual students' technique more explicitly • Improve sight reading skills • Expose students to other aspects of music enjoyment (e.g. composition, analysis, arranging, recording, etc.) • Improve understanding of harmony by teaching fundamentals of fretted-instruments playing and common chord structures • Reinforce pitch and rhythm reading skills • Improve ensemble playing skills by working on more ensemble pieces • Expect more of students by requiring individual mastery of skills and songs 	<ul style="list-style-type: none"> • Continue with last year's plan. • Provide better remedial instruction for students coming into the ensemble with no previous experience. • Assess individual student performance more accurately 	<ul style="list-style-type: none"> • Daily technique teaching, practice and monitoring • Daily review, teaching, and practice of scales, along with playing tests • Rehearsal and performances of both solo and ensemble works • Use of Soundtrap assessment tool to diagnose student progress and problems • Break down reading skills to fundamental level to re-teach and clarify for all students, especially struggling students • "Fretted Fridays" for fretted instrument instruction and practice and as reward for students who are caught up
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Orchestra II	<ul style="list-style-type: none"> • Demonstration of correct techniques • Acquisition of advanced techniques • Knowledge and performance of 2-octave major scales from F-A • Knowledge and performance of 2-octave minor scales/modes from D-E • Ability to sight-read rhythms involving whole- to sixteenth-notes and rests, including triplets and compound meters • Ability to perform independently and with others • Assess individual students' technique more explicitly • Build a repertoire of well-known string ensemble music • Improve ability to make independent musical decisions • Improve intonation • Improve aural learning skills • Improve musical execution by working simpler songs at a higher level of execution • Expect more of students by requiring individual mastery of skills and songs 	<ul style="list-style-type: none"> • Continue with last year's plan • Introduce 3-octave scales to advancing students 	<ul style="list-style-type: none"> • Daily technique practice and monitoring • Daily review, teaching, and practice of scales, along with playing tests • Rehearsal and performances of both solo and ensemble works • Regular opportunities for small-ensemble playing and sectional work
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Chorus	<ul style="list-style-type: none"> • Teach proper vocal technique • Instill an appreciation for a variety of vocal styles through performance in those styles • Teach fundamentals of music reading and performance • Expose students to the best musical works in a variety of genres (art song, opera, choral, Broadway, popular, etc.) • Focus on ear training using solfege-based sight singing • Increase instruction in harmony singing • Improve performance presence by building confidence using familiar songs 	<ul style="list-style-type: none"> • Continue with last year's plan • Develop better abilities in <i>a capella</i> singing • Teach from the Great American Songbook as a sort of curriculum. 	<ul style="list-style-type: none"> • Daily modeling and practice of correct vocal technique • Daily listening either in class or at home • Practice with note reading • Practice with solfege sight reading techniques. • Choose music with appropriate difficulty of harmony • Regular unaccompanied practice
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Healthy Life Styles	CRT – Percentage of students at or above Proficiency	Goal	Steps to meet goal
Health 7	N/A	<p>Help young students learn about healthy lifestyles including exercise and good nutrition.</p> <p>Help students understand the importance of bathing regularly and washing your clothes.</p> <p>Help students learn to get help with mental and psychological problems that they might be going through.</p>	<p>Develop steps from the Utah Core Curriculum to help with planning process.</p> <p>Collaborate with colleagues to use cross curriculum.</p> <p>Teach students about healthy foods and exercise techniques which will help them stay fit and active.</p> <p>Help students gain self-esteem.</p> <p>Try to get students to develop a routine to maintain a healthy lifestyle in their lives.</p>
Health	N/A	<p>Help students realize the importance of choices that they will soon be making.</p> <p>Help them understand what could happen if they make unwise choices and the consequences of those mistakes.</p> <p>Help them understand healthy eating and nutritious foods.</p> <p>Help students learn to get help with mental and psychological problems that they might be going through.</p>	<p>Develop steps from the Utah Core Curriculum to help with planning process.</p> <p>Collaborate with colleagues to use cross curriculum.</p> <p>Teach students about risks involved with making tough choices.</p> <p>Use technology and internet to teach students skills that will help them make these choices in their upcoming lives.</p> <p>Try to get students into a routine to be able to have a healthy lifestyle in their life.</p>
Physical Education	CRT – Percentage of students at or above Proficiency	Goal	Steps to meet goal
7 th Grade Physical Education	N/A	<p>Help students realized the importance of exercise.</p> <p>Help students learn the rules and procedures of different sports and exercises.</p>	<p>Use technology to learn rules of each particular sport taught.</p> <p>Use technology to visualize how the sport is played.</p> <p>Participate playing each sport.</p>
8 th Grade Physical Education	N/A	<p>Help students realized the importance of exercise.</p> <p>Help students learn the rules</p>	<p>Use technology to learn rules of each particular sport taught.</p>

		and procedures of different sports and exercises.	Use technology to visualize how the sport is played. Participate playing each sport.
9 th Grade Fitness for life	N/A	Help students realize the importance of exercise. Help students learn sports and exercise techniques that can help them to stay healthy throughout their lives.	Use technology to learn rules of particular lifetime sports. Teach exercises that can be used throughout a student's life. Teach about healthy ways to eat to maintain a healthy lifestyle.
10 th – 12 th Weights	N/A	To increase student understanding of appropriate techniques for strength and conditioning and proper nutrition that aid in developing a healthy lifestyle throughout the lifespan.	<ul style="list-style-type: none"> - Students will develop short and long term goals for personal activity and physical fitness. - Students will develop and implement a personal fitness plan. - Students will develop and maintain activity journals to track fitness and activity levels. - Students will demonstrate understanding of fitness and nutrition concepts, principles, and strategies as they apply to the learning and performance of fitness activities. - Students will participate in activities that develop muscular strength, endurance, flexibility and cardiovascular fitness. - Students will monitor their personal fitness using a variety of technological resources. - Students will develop a personalized weight training program to build muscular strength and endurance. - Students will understand the relationship between proper nutrition and personal health and fitness.

Other	CRT – Percentage of students at or above Proficiency	Goal	Steps to meet goal
Driver Ed	N/A	To have all students become safe, responsible, competent and law abiding drivers.	Students will learn the laws of driving in the state of Utah. Students will study and identify the effects of impaired and distracted driving. Students will study the theory of safe driving. Students will participate in open class discussions on personal responsibility and possible problems that may be encountered while driving.
Study Skills	N/A	To provide students with a structured environment where they can prepare for their other classes, make up tests, and review basic skills	Students are provided with basic reviews of skills in ELA, science, math, and social studies each class period. The completion of the task is graded. In addition they receive points for being on time, citizenship, being prepared when they arrive in class.
ACT Prep	N/A	<ul style="list-style-type: none"> Give students thorough understanding of test structure Give students skills for taking this type of test Give students multiple opportunities to practice testing Work with students on weak skills 	<ul style="list-style-type: none"> Significant use of existing online and paper practice tests published by ACT and other organizations Multiple experiences of timed test taking using small chunks of practice exams At least one full test run-through each term (one section per class period over 4 periods) Using existing and gathered data, identify areas where the class as a whole and individual students are weak, then focus instruction and practice in those areas Work with content-area teachers to identify and remediate weak areas for individual students
Spanish I	<ul style="list-style-type: none"> Correct pronunciation of Spanish words and phrases Ability to perform basic tasks in Spanish Ability to converse politely in Spanish Knowledge of basic Hispanic cultural traditions Knowledge and appreciation of Spanish-speaking countries Focus on connections to Latin and English 	<ul style="list-style-type: none"> Continue with last year's plan. 	<ul style="list-style-type: none"> Constant modeling and practice of new and known words Units focused on essential skills and context understanding Special emphasis given to courtesy in conversation (verbal and nonverbal) Daily "culture capsules" focusing on traditions in Hispanic daily life Frequent conversation practice every day (work with a partner) Practical application of conversation elements in day-to-day scenarios Regular use of Duolingo used for independent learning and practice, with classroom lessons focused on reinforcement of skills.

	<ul style="list-style-type: none"> • Implement extended use of Duolingo software for improving written and aural understanding • Teach pattern recognition to improve independent learning • Work more on verbal skills 		
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Improvement Plan-Special Education 2021-2022

1. Communication

- a. communicate with parents about IEP goals and progress towards each goal
- b. collaborate with teachers about best placement for each student with an IEP so all students, IEP student or not, have the best learning experience
- c. communicate with teachers about progress on IEP goals and what adjustments need to be made
- d. Communicate with students about their goals and a plan to achieve them

2. Data Collection

- a. IEP goals will be measured every two weeks
- b. use ALEKS, Canvas, Fluency and the SRI to collect data for the use of progress monitoring
- c. use classroom behavior observations
- d. send home Progress Monitor of IEP Goals home at the end of each quarter

3. Transition

- a. every student 8th and higher will participate in a transition interview
- b. collaborate with every student to complete their transition plan and goals
- c. invite outside agency, if applicable
- d. find opportunities to use local agencies