

Delta High School Improvement Plan

2018–2019 School Year

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Delta High School Goal

After reviewing the SAGE data from 2015–16, it was decided the DHS goal would be for all subject areas to continue to increase the number of students that are proficient and aim to meet the state percentages. Following is the data of where we are and where we need to go with that goal.

English:

9 th Grade	2014	28 %	Proficient	State	2014	40%	Proficient
	2015	38%	Proficient		2015	45%	Proficient
	2016	35%	Proficient		2016	41%	Proficient
	2017	28%	Proficient		2017	39%	Proficient
10 th Grade	2014	43%	Proficient		2014	40%	Proficient
	2015	40%	Proficient		2015	47%	Proficient
	2016	46%	Proficient		2016	45%	Proficient
	2017	33%	Proficient		2017	41%	Proficient
11 th Grade	2014	35%	Proficient		2014	39%	Proficient
	2015	45%	Proficient		2015	41%	Proficient
	2016	41%	Proficient		2016	37%	Proficient
	2017	37%	Proficient		2017	30%	Proficient

Math

Math I	2014	25%	Proficient		2014	31%	Proficient
	2015	45%	Proficient		2015	41%	Proficient
	2016	35%	Proficient		2016	41%	Proficient
	2017	26%	Proficient		2017	39%	Proficient
Math I I	2014	39%	Proficient		2014	28%	Proficient
	2015	34%	Proficient		2015	37%	Proficient
	2016	46%	Proficient		2016	44%	Proficient
	2017	35%	Proficient		2017	41%	Proficient
Math III	2014	23%	Proficient		2014	38%	Proficient
	2015	53%	Proficient		2015	40%	Proficient
	2016	41%	Proficient		2016	37%	Proficient
	2017	40%	Proficient		2017	30%	Proficient

Science

Earth Science	2014	22%	Proficient	State	2014	43%	Proficient
	2015	35%	Proficient		2015	45%	Proficient
	2016	28%	Proficient		2016	46%	Proficient
	2017	23%	Proficient		2017	41%	Proficient
Biology	2014	27%	Proficient		2014	38%	Proficient
	2015	35%	Proficient		2015	44%	Proficient
	2016	28%	Proficient		2016	45%	Proficient
	2017	21%	Proficient		2017	42%	Proficient

Chemistry	2014	77%	Proficient	2014	46%	Proficient
	2015	68%	Proficient	2015	51%	Proficient
	2016	68%	Proficient	2016	52%	Proficient
	2017	76%	Proficient	2017	49%	Proficient
Physics	2014	65%	Proficient	2014	%	Proficient
	2015	74%	Proficient	2015	%	Proficient
	2016	71%	Proficient	2016	%	Proficient
	2017	87%	Proficient	2017	43%	Proficient

DHS Overall

Language	2017	33%	Proficient	State	2017	39%	Proficient
Math	2017	34%	Proficient		2017	39%	Proficient
Science	2017	44%	Proficient		2017	44%	Proficient

Because the ACT is an important test for all students attending college and an important part of the school grade DHS receives, we will begin to focus on our sophomores and juniors on the ACT prep. We will aim to be at or above the state averages. Although we are not at the state average, we are continuing to see an increase in our test scores.

ACT

	Total Tested		English Math		Reading		Science		Composite			
	DHS	State	DHS	State	DHS	State	DHS	State	DHS	State	DHS	State
2014	120	35,074	18.2	20.0	19.1	20.3	20.0	21.3	19.4	20.9	19.2	20.8
2015	146	40,629	17.7	19.4	19.3	19.8	19.0	20.9	19.3	20.4	19.0	20.2
2016	116	41,446	18.8	19.5	19.5	19.7	19.5	20.9	19.2	20.3	19.4	20.2
2017	120	42,580	18.6	19.5	19.7	19.9	19.7	20.8	19.3	20.6	19.4	20.3

Percent of ACT-Tested Students Ready for College-Level Coursework

	DHS	State
College English Composition	51%	58%
College Algebra	33%	35%
College Social Science	38%	43%
College Biology	19%	34%
Meeting all 4	14%	23%

College Readiness for DHS Action Plan:

- 1. Create a Common Focus.** Establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college readiness. Use ACT’s College Readiness Benchmarks as a common language to define readiness.
- 2. Establish High Expectations for All.** Create a school culture that identifies and communicates the need for all students to meet or exceed College Readiness Benchmark Scores.
- 3. Require a Rigorous Curriculum.** Review and evaluate the rigor and alignment of courses offered and required in our school in English, mathematics, and science to ensure that the foundational skills leading to readiness for college-level work are taught, reaffirmed, and articulated across courses.
- 4. Provide Student Counseling.** Engage all students in early college and career awareness, help them to set high aspirations, and ensure that they plan a rigorous high school coursework program. Counselors will meet with all 9th grade students and parents and again at the 12th grade year to discuss future plans.

Delta High’s current grade is a C; last year we were a C. We will continue to work on SAGE and ACT scores as well as our graduation rate.

Current Grade = C

447/900 50%

Proficiency: Total 126/300

Percentage of proficient students:

	DHS	State
Language Arts	31%	45%
Mathematics	31%	47%
Science	39%	49%

Growth: Total 175/300

All students

Language Arts	29/50
Mathematics	30/50
Science	31/50

Below Proficient

Language Arts 27/50

Mathematics 29/50

Science 29/50

College & Career Readiness: Total 171/300

Percentage of students with ACT composite of 18 or higher:

	DHS	State
2013	74%	73%
2014	66%	72%
2015	60%	69%
2016	62%	38%

Seniors will be meet with our counselors at the beginning of the year and the administration will work with students that are behind in credit through our MEO/Crossroads program. At the end of 3rd term, if a student is not online to graduate, is failing classes and/or not attending school, they will be referred to the Adult Education Program with our Adult Ed Coordinator. Our goal will be to get seniors graduated with an Adult Ed Diploma by the time their class graduates with a DHS diploma.

Graduation Rate:

	DHS	State
2013	87%	81%
2014	82%	83%
2015	85%	84%
2016	90%	85%

Delta High School will work closely with Snow College and The Delta Technical Center to encourage students to take CTE courses as well as Concurrent and Advanced Placement classes. A concerted effort will take place in the spring to educate all sophomores and juniors about the

college classes that they will have access to in the fall. We will work to get students registered and signed up for Concurrent classes.

Percent of students enrolled in a minimum of 1.0 credit for grades 11 or 12:

Concurrent Enrollment 64%

Advanced Placement 47%

CTE Courses 92%

DHS Goals & Expectations 2018-19

1. Continue to review our data from SAGE and ACT information to improve all areas of testing.
 - a. All math, science and Language Arts at or above state average.
 - b. Use Shmoop in the 10th and 11th grade classes; encourage sophomores to take the ACT.
 - c. Offer an ACT prep course before school during 1st and 3rd quarters. Each department will do one-week test prep on their subject.

2. Continue to prepare students for College and Career by incorporating the following:
 - a. A minimum of two college visits per year for students grades 9-12. Students must have passing grades to attend.
 - b. Incorporate ACT test prep in ALL classes. Teachers will have in-service on testing prep programs MSD currently has.
 - c. Teachers will encourage deadlines, responsibility and accountability in everything we do.
 - d. Encourage all students to “Belong to Something” in an effort to teach life skills.

3. Improve our Cross Roads referrals process and mentoring program by doing the following:
 - a. Work with Delta Middle School to target the students that have struggled during their 8th grade year. At the end of first quarter, review 9th grade student grades and refer to Cross Roads if a student is failing two or more classes. Students could be taken out of non-required classes.
 - b. Continue to do Advisory Group tutoring two times per quarter.
 - c. Consider having our Sterling Scholars and other leaders at DHS mentor struggling students. Assign students to a sterling scholar, student body officer, or other leadership groups to help improve grades, self-esteem, and encourage participation at DHS.

4. Use professional development money to send teachers to trainings to improve teaching strategies. On a rotating basis, have each department have funds available to attend local, state, and national conferences.

5. Incorporate Leadership skills and encourage students to attend the following:
 - a. Send one junior boy and one junior girl to CampU Leadership in March. School selects students based on athletics, academics, and service within their school and community.
 - b. Select two juniors to attend the Dare2Lead leadership conference sponsored by the Utah High School Athletic Association in June...Studentbody Officers
 - c. Encourage all students at DHS to attend the Leadership Day at Delta High the Friday before school starts.
 - d. Have monthly leadership activities for the leaders of our school sponsored and put on by the Student Body Officers.

Delta High School Discipline Plan

Discipline Responsibilities:

Student's Responsibilities: All students are expected to follow the rules and regulations of the Board of Education, the school administration, and the teacher. Students are required to be courteous, polite and contribute to our positive school climate.

Parent's Responsibilities: Discipline is the primary obligation of the parents. It is the parents' obligation, by teaching and example, to help their students develop appropriate behavior habits as well as proper attitudes toward the school. It is recommended that parents download the Powers School App and track their student's grades and attendance.

School's Responsibilities: It is the school's responsibility to provide learning experiences free from distractions and misbehavior. Administrators, teachers and others connected with Delta High School shall provide positive models that serve as good examples for students to follow.

Student Conduct:

Students at Delta High School are expected to respect themselves and others. The following rules have been established by a committee comprised of students, parents, and school personnel. Students and parents should acquaint themselves with the guidelines established in order to help facilitate the smooth flow of the school.

D.H.S students will show respect and concern for self and others by:

1. Using appropriate verbal or nonverbal language. No intimidating, abusive or obscene language, gestures, notes or inappropriate clothing will be tolerated at Delta High School.
2. Speaking respectfully. Students should address all staff members by the proper names and titles.
3. Being attentive in class, listening while others speak, staying in seat etc.
4. Honoring appropriate requests from staff and other adults.
5. Displaying non-disruptive behavior. Students will not be allowed to exhibit behavior that infringes on the rights of other students to learn.
6. Refraining from any form of bullying (physical or emotional bullying, cyberbullying, hazing and retaliation)
7. Allowing each person "personal space." No fighting, intimidating or bullying of students will be allowed anywhere associated with the school.
8. Refraining from the possession or use of tobacco, alcohol or drugs. In addition, lighters and matches are not permitted at school.
9. Refraining from bringing any weapon from outside of school.
10. Adhering to the guidelines of the Millard school District dress code policy.
11. Treating school property with respect. We have a beautiful school and will not tolerate any vandalism to the school, the grounds, or the school property.

Consequences for breaking rules may include the following:

1. Reprimand by the teacher
2. Notification to parents/parent conferences
3. Referral to counseling.
4. Conference with principal or designee
5. In-school or out-of-school suspension
6. Expulsion from school
7. Notification of police and removal from school

ALL insubordination will come directly to the office. Fighting and other activities that put others in danger will be dealt with according to the Safe Schools Policy.

Note: See Student Conduct Policy/Safe School Policy- Millard School District Handbook.

Delta High School

SAFE TECHNOLOGY and DIGITAL CITIZENSHIP

HB 213, sponsored by Representative Stratton passed in the 2015 Legislative Session gave school community councils a new assignment to partner with school administration in creating a safe and constructive internet environment for students. As with other responsibilities of school community councils, it is intended that administrators, staff, and parents engage together to bring about the best possible result for students.

At Delta High School the following safeguards are in place to provide a safe internet environment:

Internet Filters – All internet access is filtered through district network servers, which are in turn filtered through SEDC. The Southwest Educational Development Center filters provide a significant line of defense against access to inappropriate material.

Layered Network & Internet Access – Students, guests, staff and teachers, have layered access to online resources based upon a user profile setup at the district level. This profile significantly restricts unidentified guest and student access to online resources such as YouTube, Google, Images, etc.

Management Software – The school district uses management software to further control and supervise student online activities. Software such as MDM, Google Chrome Management, and LanSchool, allow teachers and district personnel to monitor and track student online activities in real time and historic time.

Acceptable Use Policy – The Millard School District requires every student and guardian to sign a copy of the Acceptable Use Policy every year. This policy outlines the terms and conditions of the privilege of using school network and internet connections. It also outlines expectations and consequences for violations of the policy.

NetSmartz Utah – The Attorney General's Office provides schools with semi-annual training for students and staff in internet safety. Usually students and staff will attend such training every other year in the form of assemblies.

Ongoing Threats – The ever changing array of proxy sites that are designed to get around internet filters is a growing concern to schools; Smart phones with internet messaging apps are also a huge problem.

Delta High School

Professional Development and Instructional Practices

According to Accreditation surveys completed by faculty at Delta High, parents and students the area we need to improve is Standard 3 *“The school’s curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.”* Therefore, we will be focusing our professional development on the following:

1. Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose.
2. Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.
3. All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.
4. All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.
5. School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.