

## **DHS Goals & Expectations 2019–20**

1. Continue to review our data from Aspire and ACT information to improve all areas of testing.
  - a. All math, science and Language Arts at or above state average.
  - b. Incorporate a reading program and focus on students who are testing low with their reading. We will begin a reading program in the spring of 2019 to see the best fit for our school. ALL teachers will become teachers of reading.
  - c. Use Shmoop in the 10<sup>th</sup> and 11<sup>th</sup> grade classes; encourage sophomores to take the ACT.
  - d. Offer an ACT prep course before school and after school. This will be held in October, December and February. 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. All teachers will incorporate some kind of College and Career activity within the courses they teach. Teachers will be encouraged to make college visits and places of employment relating to the careers students are interested in.
  - 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 8<sup>th</sup> grade year. At the end of first quarter, review 9<sup>th</sup> 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. Students who are passing all classes with a B or above are allowed to go home during that time.
  - 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. Will work with our AmeriCorp person to get this started.
  - d. Incorporate an after-school program from 3:00–6:00 p.m. Tuesday and Thursday. This program will be used as a homework help, MEO credit recovery and any other

needs we may have. The AmeriCorp person will be in charge of this after-school program.

4. Use professional development money to send teachers to trainings to improve teaching strategies. Teachers are encouraged to attend conferences relating to their field of study.
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...Student body Officers
  - c. Encourage all students at DHS to attend the Leadership Day at Delta High the Friday before school starts.
  - d. Encourage juniors to attend Boys State and Girls State. Work with those who are willing to pay for those activities and do our best to get students to sign up.
  - e. Have leadership activities for the leaders of our school sponsored and put on by the Student Body Officers. We will do these activities during our Advisory Group Tutoring.

# **Delta High School Improvement Plan**

**2019–2020 School Year**

**Prepared by:**

**Delta High School Community Council**

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February 2019

## Delta High School Goal

Delta High continues to see progress in all areas of the ACT, the achievement score, the growth score and the English Learner score. Our focus on College and Career Readiness is evident with the exemplary rating on Post-Secondary Readiness, and our graduation rate is .2 percent above the state. As we review the data, it is evident that our lowest scoring population is our Hispanic students. The English Learner Progress section of the report was the only section where we received a “Developing” rating. Achievement and Growth were both Typical.

Our goal at Delta High will be to move the needle forward on all areas of the overall performance of our students. We will focus our efforts on reading with all students and work with our Hispanic population to improve their progress. Following is a brief overview of our performance for the 2017-18 school year.

### Overall Performance (School Grade)

Participation Rate 98.8%

Achievement (Typical)	DHS (2017-18)	State
English Language Arts	43.3%	42%
	31.1% (2016-17)	
Hispanic	20%	
Caucasian	49%	
Multi-Racial	33 % total of 13 Multi Racial students in 2017-18 who identified with two or more race categories	
Mathematics	38.0%	38%
	30.7% (2016-17)	
Hispanic	12%	
Caucasian	43%	
Multi-Racial	67%	
Science	42.0%	43%

42% (2016-17)

Hispanic	20%
Caucasian	46%
Mult-Racial	75%

Growth (Typical)	DHS	State
	66%	59%

**Growth of lowest 25% = 66.4%. 13% increase from 2017 Score**

English Language Arts	45.2% High	38%
Hispanic	44%	
Caucasian	47%	
Mult-Racial	25%	

	DHS	State
Mathematics	38.0% Typical	39%
Hispanic	22%	
Caucasian	31%	
Mult-Racial	50%	

	DHS	State
Science	36% Typical	40%
Hispanic	38%	
Caucasian	55%	
Mult-Racial	40%	

### English Learner progress (Developing)

	DHS	State
	58%	44%
English Learners' Adequate Progress	57.7%	
English learners Reaching Proficiency	0.0%	

WIDA test results: Currently we have 3 students at Level 4; 10 students at Level 3; and 3 students at Level 2. Once a student completes Level 4, they are proficient. We will work with the data on the students who are currently not moving up a level and see if we can help improve their scores. We met with students this year before the test and talked with them about the importance of doing their best on the WIDA test.

### Postsecondary Readiness (Exemplary)

ACT 18+	61.7% (2016-17)
	61.2% (2017-18)

#### Distribution of ACT Scores---11<sup>th</sup> Grade Performance

18-20	= 22%
21-24	= 19%
25+	= 19%
Hispanic	24%
Caucasian	68%
Mult-Racial	75%

	DHS	State
4-year Graduation rate	86.2%	86%
	(2015-16)	89.9%
Hispanic	73%	
Caucasian	97%	

Mult-Racial 100%

**DHS**

**State**

Readiness Coursework 96.5%

61%

AP 48%

Concurrent Enrollment 69%

CTE 74%

Seniors will be meeting 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 2<sup>nd</sup> 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.

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, and their parents, about the college classes that will be available in the fall. We will work to get students registered and signed up for Concurrent classes and IVC courses. Junior and Sophomore parents will receive letters with valuable information.

**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%

**Other measures unscored**

Consistent Attendance

**DHS**

**State**

86.7%

88%

87.6% (2016-17)

Hispanic	81%
Caucasian	88%
Mult-Racial	79%

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 ACT prep and improving reading in all classes. 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		DHS	Reading		DHS	Science		DHS	Composite	
	DHS	State	DHS	State		State	State		State	State		State	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	
2018	121	43,791	19.6	19.7	20.1	19.9	19.8	20.9	20.0	20.5	20.0	20.4	

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

				DHS 2017	DHS 2018	State 2017	State 2018
College English Composition		51%	55%		58%	58%	
College Algebra			33%	40%		35%	36%
College Social Science			38%	36%		43%	43%
College Biology			19%	31%		34%	34%
Meeting all 4			14%	25%		23%	24%

### College Readiness for DHS Action Plan:

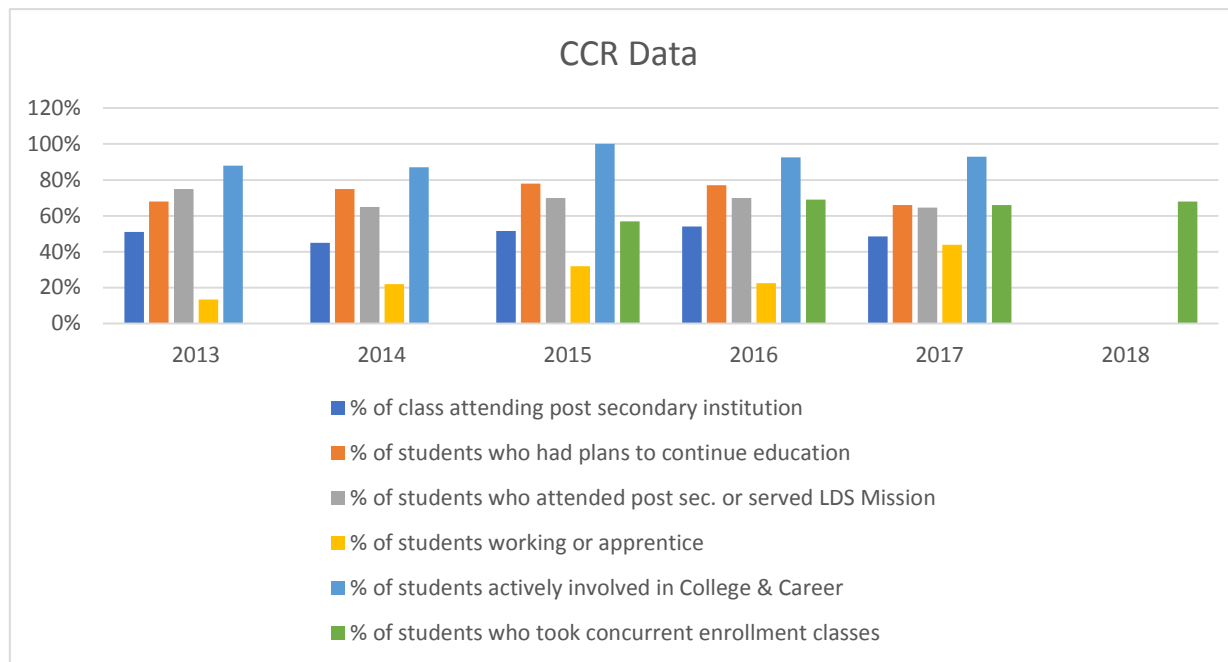
- 1. Create a Common Focus.** Establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college readiness. Use ACT's College Readiness Benchmarks as a common language to define readiness.
- 2. Establish High Expectations for All.** Create a school culture that identifies and communicates the need for all students to meet or exceed College Readiness Benchmark Scores.

- ## ACT @ Delta High School 2018-19

Seniors taking the ACT 5+ times	8.4%
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## College and Career Readiness Focus for Delta High School

	2013	2014	2015	2016	2017	2018
% of class attending post secondary institution	51%	45%	51.50%	54%	48.60%	
% of students who had plans to continue education	68%	75%	78%	77%	66%	
% of students who attended post sec. or served LDS Mission	75%	65%	70%	70%	64.60%	
% of students working or apprentice	13.40%	22%	32%	22.50%	44%	
% of students actively involved in College & Career	88%	87%	100%	92.50%	93%	
% of students who took concurrent enrollment classes			57%	69%	66%	68%



## **DHS College & Career Readiness Activities**

### **2018–19 School Year**

#### **College Prep**

- \*\* Various Canvas Assignments
- \*\* ACT Prep in Classes
- \*\* Various Career Planning in classes
  - \*“10 Things to Ask Yourself When Picking a Career”
  - \*UtahFutures & Career Cluster Inventory
  - \*“Careers and Extra Jobs.” Dave Ramsey
- \*\*Senior College Application Day
- \*\*Junior College Day....visit with various colleges

#### **Classroom Guest Speakers**

- \*Natural Resources presentation
- \*University of Utah medical Students
- \*Utah Shakespearean Festival
- \*Austin Buhler, former DHS Student
- \*Governor Herbert & DHS alumni Jess Anderson
- \*Mariel a Latina attorney
- \*Kyle Rowley, Snow College Math Department, talks about engineering careers

#### **Tests/Certifications**

- \*MOS (Microsoft office specialist)
- \*Various Skills Certifications from CTE courses
- \*Math Contest @ SUU
- \*BYU FLATS (Spanish Test @ Snow College)
- \*CTSO contests and competitions

#### **Tours/College Visits/Leadership**

- \*Crane manufacturer

- \*U of U engineering Department
- \*Diesel Brothers
- \*Snow College musical production *Phantom of the Opera*
- \*SUU College of performing & Visual Arts Workshop with Dr. Xun Sun  
(orchestra)
- \*Snow College workshop with Dr. Brent Smith, Director of Orchestra
- \*LIA State Conference @ BYU
- \*UVU Roots of Knowledge @ Fulton library
- \*Snow College visit to the Art Department
- \*Visit with former DHS Art Sterling Scholar about portfolio prep
- \*Met with professional artist, Michael Coleman
- \*Camp U Leadership Conference
- \*Dare 2 Lead Leadership Conference sponsored by UHSAA
- \*Signed up seven girls for Girls State

## **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.

# **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 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.