



Bountiful High

Composite School Plan
2017-2018

Principal Gregory Wilkey, Ed.D.

SCHOOL'S PURPOSE

MISSION

Learning First!

VISION

Davis School District provides an environment where learning comes first. Students master essential learning skills, demonstrate civic responsibility, prepare for post-secondary education and careers, and engage in positive personal development. Parents are invested in their student's education. Employees recognize the value of their individual contributions and commit to excellence. The community supports the educational process.

SCHOOL PURPOSE

The purpose of Bountiful High is to promote the mission of "learning first" for all. To accomplish our purpose we support a quality learning environment by establishing expectations and providing programs that challenge our students through rigorous courses such as AP, IB, Concurrent Enrollment, Early College, and Honors level. We support and encourage our students to access a rigorous curriculum while also providing robust instruction and appropriate learning benchmarks for all levels and students. Our goal is to provide our students with the skills to successfully transition to any post-high school opportunity.



DESCRIPTION OF THE SCHOOL

COMMUNITY

School boundary changes made in the last 10 years have incorporated 90% of Bountiful City, nearly 90% of West Bountiful City and a fractional percentage from Woods Cross City and North Salt Lake City into the Bountiful High School attendance area. Based on statistics from the 2010 US Census, the combined population of the area that feeds Bountiful High now has a population of approximately 48,227 with an annual growth rate of approximately 1.2%. Its citizens have a median age of 28.92 years and a median household income of \$55,488 with 35.6% of its population who hold a college education and are primarily white collar workers (69.51%). At 82.03%, the percentage of households with children is larger than the national average. Our research suggests the residents of Davis County value and support education. This is evident in a recent survey conducted through Utah State University as well as in the Census data regarding education. It states 94.2% of Davis residents possess a high school diploma and 31.9% possess a four-year college degree. This compares with 90% and 28.2% at the state level. It is safe to surmise that students who attend Bountiful High School come from educated upper middle class families who have high expectations for educational excellence and are willing to support their children's schools.

STUDENT BODY

Bountiful High School's first student body left us this message in their 1951-1952 year book: "The final and never-completed step of creating the character and traditions of a school [has been] placed in the hands of the students. This first year we have done much to build high standards and get our school off to a good start. The challenge to improve this school and make it the best in the world we give to the students of tomorrow." We who follow that initial student body and staff accept their challenge and strive to create character and traditions of academic, athletic, and artistic excellence for all students. In order to do that, we recognize the vigilant recursive cycle required to set goals, to examine our reality, to create plans to close the gap between goals and reality, and to carry out those plans.

As of October 1, 2016 Bountiful High School has a total enrollment of 1,581. We include 10th (525), 11th (573) and 12th (483) grades. Our student body is made up of 85.4% Caucasian with 14.6% of our population reporting that their ethnicity is made up of Hispanic/Latino, Native American, Asian, Black/African Americans, and/or Pacific Islanders. BHS has a relatively low percentage of economically disadvantaged students at 19%. 9.3% of BHS students qualify for Special Education services and 1.7% of our students receive English as a Second Language (ESL) services.

STAFF

Bountiful has a distinguished licensed faculty made up of veteran and new teachers. Of the sixty-five full-or part-time faculty members, twenty-seven have an advanced degree (41% Masters and 5% Doctorates). Because quality instruction has been a major goal, professional development is an ongoing effort. In addition to the contracted days for professional development, our district has provided one hour of late-start collaboration time for teachers each Tuesday morning. School begins one hour later than is typical each Tuesday morning. This enables our faculty to meet regularly as a full faculty, in departments, and in Professional Learning Communities (PLC) for staff development and collaboration. Several of our teachers have become members of our own faculty professional development leadership team, honing and providing instructional strategies so all may improve.

Bountiful High School has 37 full-or part-time classified employees who are a critical piece in our positive school culture. All attend annual trainings and receive professional development that encourages and supports “learning first.” All stakeholders, both licensed and classified, participate in on-going self-reflection and self-study for the improvement of Bountiful High School.

SCHOOL CULTURE

Bountiful High School is a respected academic institution with a tradition of high standards and outstanding student achievement. Student learning is at the heart of what we do. The success of the school is largely due to the vision of district leaders, the leadership of school administrators, and the quality teaching of the faculty. Refining the direction established by former administrations, the current administration has taken the initiative build an International Baccalaureate (IB) High School. Several years of training and planning have resulted in our first students completing the full IB diploma with the Class of 2008. In addition to becoming an IB school the current administration, in collaboration with three other schools in the district, has successfully implemented the final two years of a Federal Smaller Learning Communities High School grant. Throughout this implementation process several teachers have been asked to aid in the structural and cultural changes required as a part of this reform effort. The result is a structure Bountiful High School Smaller Learning Communities that is unique and has strong faculty and staff ownership. The entire SLC high school has been teacher designed and teacher led. The process began with the implementation of an advisory component to the plan in the 2007-2008 school year while phasing in the smaller learning community “pathways” (as they have been titled) over the first four years. The plan has evolved over the years and has resulted in innovative structural changes such as our Advisory/SIR course which takes place each Tuesday. Recent innovations to the Advisory/SIR model included added incentives for students to be high achievers which has resulted in fewer students receiving failing grades in their academic courses than ever before. Data from our District shows that a smaller percentage of students failed a

course at BHS during the first term of the 2016 school year than any other high school in the District. The faculty has met the challenge of change head on and are working together to meet the goal of “learning first.” The grant monies we have received have enabled our faculty to attend workshops and to travel to visit other innovative high schools throughout the country. These trips have helped build great levels of rapport as well as providing great information for the formation of the BHS PLC structure.

Bountiful High School has been closely tracking student achievement data for the past five years. Scores from standardized and criterion referenced tests have indicated that most of our students are achieving at or above state and district levels. In the years previous to the past five years we have not, however, analyzed the data to seek areas for growth. We have worked extremely hard over the past five years to better identify who is learning and who is not learning.

Since 2005 the BHS faculty and staff have had some focus on conducting reading and writing activities across the curriculum. Each teacher has integrated reading and writing activities as a part of their regular curriculum. A school-wide writing rubric has been developed to assess these writing pieces. Every teacher is encouraged to complete a minimum of one writing assignment a term, regardless of the subject matter. The entire BHS faculty, along with members of the BHS community, has participated in conducting and assessing a Senior Project for each senior student. BHS has focused professional development activities towards the implementation of non-traditional teaching and assessment methods, and teacher leaders have led the charge. Peer assessments are being implemented across the curriculum. Portfolios, timed-writing, compare/contrast methods, data driven instruction, integration and increased access to technology, and new support services for at-risk students, all have contributed to an increased focus by the BHS faculty on individualized instruction and assessment.

UNIQUE FEATURES & CHALLENGES

We are a school that has been steeped in tradition for 65 years. Because of this, we have generations of families in our community that have been associated with Bountiful High School and take pride in its successes. Our community expects great things from Bountiful High School. However, over the past few years our demographics have been changing. On the one hand we have a large percentage of our parents who want to be involved with their students’ education. On another hand we have a growing demographic of at-risk students coming from lower income families, ESL families and single-parent situations. Our challenge then is to balance these situations and find ways to integrate parental involvement with student learning and accommodate the needs of our changing demographics. Students on fee waiver have increased from 12.5% of the overall student population in 2008 to 21% in 2016.

Bountiful High School is a stable school. This means that in the past four years the percentage of students arriving once the school year has begun and/or leave BHS after the school year begins is less than 13%. This number has increased slightly each year over the past 5 years, moving from an approximate 8% mobility rate to just over 12%

mobility. This could be due to the addition of neighborhoods in the BHS attendance area with more temporary housing (i.e. apartments). One other statistic that is related to mobility is the increase in single parent homes and an increase in the poverty rate. Bountiful High has seen an increase in both of these statistics in recent years.

Data from the last two years shows that Bountiful High School students have an average yearly attendance rate of over 96%. In 2004 the average attendance rate was 97%. This rate declined slightly for an average attendance rate of 94.2% in 2008 and has since steadily risen to 95.8% in 2013-2014 to 96.3% in 2015-2016 and to 96.4% in 2016-2017. Students are counted present if they attend all class periods on a given school day.

ADDITIONAL INFORMATION

The BHS Leadership Team has spent time inviting faculty, patrons, and students to participate in a continuous self-study process over the past several years. This has led to the development of our current, and comprehensive, school profile. Bountiful High was accredited by AdvanceEd in 2015 as a part of a comprehensive district-wide reaccreditation process. Data has been collected and information has been analyzed. Measureable goals that monitor student achievement have been developed in the form of the Bountiful High School Improvement Goals, mission statement rubrics, and a BHS School Improvement Action Plan.

Time and effort has been placed in the revision and development of the current Vision, Beliefs, Mission, and Goals. The Mission Statement has the consensus and support of all stakeholders. It is a school-wide Mission, Vision, Belief, and Goals document. It is at the core of everything we do at BHS. Collaboration on “best teaching practices” has evolved over the past several years to include collaborative, cross-curricular instruction and assessment. Strong efforts have been made to address the needs of diverse learners through the integration of higher-level learning in each individual classrooms. Multiple measures of student assessment are being implemented with outcome-based assessments now commonplace. Continuous efforts are being made to invite stakeholders to the table. More improvements are needed in relation to communication with parents, and we are working with individual teachers to better facilitate this enhanced communication to the parents.

We realize that school improvement is an on-going process. We believe we have made significant progress in addressing the needs of our students. We are now prepared to take our efforts to the “next level”. Our last full self-study in 2014-2015 has helped Bountiful High School chart a course that will benefit students and the community for the next five years. We commit ourselves to work even smarter and more diligently to take all that we have learned about ourselves during this latest round of “self-reflection” and make it common practice for the good of those we serve at the “Home of the Braves.”

This self-study process occurred systematically over the past three years and has helped BHS see our strengths as well as our weaknesses. Data paints a picture that

shows a school where students are achieving at acceptable levels. However, there are segments of the student population that are underachieving. We are searching for ways to better serve the needs of our underperforming students. The current administration, Leadership Team, Department Chairs, and faculty are committed to doing a better job of teaching all students so they can attain their full potential. This on-going self-study process has encouraged us to continue to collect data, and analyze who is learning and who is not learning. This is our continuous effort for school improvement.

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

Bountiful High School (BHS) has been recognized as a leader in the State of Utah in regards to Advanced Placement (AP) and International Baccalaureate (IB). Increasing numbers of Bountiful High students are accessing AP and concurrent enrollment courses. In May of 2016 more than 36% of BHS students were enrolled in at least one AP course/test, and 64% of BHS students were enrolled in at least one concurrent (early college) course. Bountiful High students achieved the third highest pass rate and the 10th highest participation rate in the State of Utah in May of 2015. Newsweek magazine recognized Bountiful High School as one of America's Best Schools for the third year in a row in July of 2014. The graduation rate for BHS students increased from 90% in 2012 to 93% in 2013 to 96% in 2016. The graduation rate held steady at 96% in 2016. This places Bountiful High's graduation rate as one of the highest in the Davis School District and in the top 3% of schools in the State of Utah. As has been noted earlier in this document, smaller numbers of students at BHS are receiving failing grades in all academic subjects. A smaller percentage of students at BHS received failing grades in the first term of the 2017 school year than at any other Davis District high school.

AREAS OF RECENT IMPROVEMENT

As has also been noted, smaller numbers of Bountiful High students are missing classes. The BHS attendance rate has steadily increased over the past six years. Also of note is the recent uptick in graduation rate. The BHS graduation rate increased from 90% in 2012 to 93% in 2013 to 96% in 2016. Recent end of level test scores (SAGE) show increases as well (SAGE scores show above state-average growth in Language Arts/literacy, Math, and Science in percentage of students scoring proficient). The BHS Utah Education PACE Report scored BHS students at 418 total points (state average was 401 points for high schools) with a growth score of 195 points (state average was 194 points for high schools). Progress in end-of-level overall proficiency scores were seen in two of the three tested academic areas (Language Arts, and Math) in 2016 compared with 2014. SAGE scores placed Bountiful High students in the top 10 high schools in the state for Language Arts and top 20 high schools in the state for Mathematics and Science.

Bountiful High School is an older facility that needs great care in order to provide an environment conducive to learning. Recent renovations have greatly enhanced the physical facility and the overall learning environment. The facility has also been remodeled to bring the school into compliance with the Americans with Disabilities Act (ADA). All students and staff, especially the custodians, are involved in maintaining a safe and orderly environment. We have made changes in the structure of our student

tutorial, including the incorporation of incentives and additional learning opportunities for students to get the help they need to improve their understanding of subject material and to boost their academic grades. We have been able to expand class offerings including Zoology, AP Art History, AP Environmental Science, Digital Photography, Concurrent Enrollment Nutrition, Sociology, IB Physics, Concurrent Enrollment Chemistry, Computer Programming, Exploring Computer Science, and have additional offerings in Concurrent Enrollment Math courses along with the Math Labs.

AREAS OF NEEDED IMPROVEMENT

Bountiful High School has identified three general areas in need of improvement. They are: college, career, and community readiness; student achievement with an emphasis on growth in science and math learning; and quality instruction. The three School Improvement Goals (SIG) have been combined with district goals and are outlined in the Action Plan section below. Specifically, we are constantly striving to meet the needs of an ever changing student body. We need to continue to be more diverse in language, cultural differences, understanding and acceptance. We are becoming more diversified. We have students who speak many languages and come from various cultural backgrounds. One of our challenges will be to find ways of interfacing with these students.

As always, there are financial limitations to what teachers are able to do in their classrooms. There is concern among faculty members regarding the impact that recent deep budget cuts may be having on student learning. We are grateful that there are financial commitments from the district to help reverse these trends. Perhaps most importantly, we are very concerned that deep budget cuts have led to fewer college graduates in the field of education. While increased revenue of the past two years has helped increase teacher salaries, we must continue to seek ways to be more productive and proactive with the ways that we recruit and retain quality teachers.

We seek to better utilize the DESK curriculum standards recently developed by the Davis School District Curriculum Department. These correlations are available and online. The DESK standards include the essential skills identified in the state core curriculum, online access to resources, and formative assessment options.

We are developing and implementing common assessments increasingly across all curricular areas. We are also developing curriculum-based measures for math, science, social studies, and written expression. The BHS leadership team has developed an action plan which includes reading, writing, and presentation goals for effective communication. We seek to continually collect and analyze student data to drive changes in the practices of teachers within our professional learning community.

We are working to develop a more effective pyramid of interventions for students who are performing below proficiency levels. We seek to better utilize our current tutorial and remediation programs to facilitate increased student learning. We are also

instituting measures that encourage teachers to update scores and attendance in “real time” in MyDSD to better facilitate the timely and accurate flow of information from teachers to students and parents.

The American College Testing (ACT) show lower scores in writing and pre-writing skills. Over the last few years there has been a school wide focus on improving students reading and writing skills. We seek to further efforts in the area of writing in the year ahead. In addition, the ACT measures reveal lower scores in algebra and geometry. Disaggregation of the SAGE data in all curricular areas tested showed the students with disabilities sub-group scoring lower than the school average. Looking at this data, stakeholders see the need for students to develop resourceful thinking skills in all disciplines, as well as a continued focus on fundamental skills and knowledge. The ability to problem solve and think resourcefully have been identified as key pieces for the Bountiful High School Mission, Vision, and Values Statements.

PRIOR YEAR STATUS REPORT

REPORT PROGRESS ON PRIOR YEAR (2015-2016) SCHOOL IMPROVEMENT PLAN

We identified the areas of numeracy and science as areas of weakness in 2015-2016 for our Bountiful High students. Additionally, we had established a goal to improve the overall ability of our students to understand mathematical concepts by 2% as measured on the SAGE assessment. Due to the recent institution of the SAGE test, it is somewhat challenging to use this measure for growth, however, we do see growth in SAGE scores for mathematics, numeracy, and science from 2014 to 2016. The BHS graduating class of 2015 had an average ACT composite Mathematics score of 21.6. The class of 2013 had an average composite Mathematics score of 21.0.

Beginning with the incoming ninth graders we have tracked students who were failing Math classes and worked to identify their risk factors. By working with these students early in their high school careers it has supported the successful and necessary academic growth to get students back on track with their academic credit. We assessed our students and developed classes and tutorials (Math lab and Student Study Skills) that address their needs and help prevent failure that will lead to the need for remediation. We have also taken time in our Advisory/SIR classes to teach students about test taking skills and strategies that can help them. By analyzing our past and current data, teachers are collaborating more effectively to identify which Standards our students struggle the most to attain proficiency. Our teachers are then intervening to tutor and help organize student learning to enhance student proficiency scores. Lab classes such as Read 180 and Math Labs have helped our "lower achieving" students improve their scores with the support of added instruction during the school day. Before and after school Math tutorials were also available.

Through the further development of the Mathematics curriculum, along with the integration of "double dose" Math Lab courses for Secondary Math II and Secondary Math III, we are better assessing and meeting the needs of our students. More work in these areas is needed. We have also honed our during the day tutorial program (SIR) and continued USTAR labs before and after school to support students who need tutoring, specifically in the areas of math and science. Through our SIR program, all students now have the ability to receive 40 minutes of additional tutoring and support from their assigned mathematics teacher, or any mathematics teacher, during the school day. Tracking support, where necessary, has been implemented to address students who may be falling behind.

Additionally, mathematics and remedial support was added through the Media Center, through a during the school day "study skills" course, and through our weekly SIR program. In conclusion, computer hardware (laptop labs) has been added for science, math, and language arts with software updates to the labs for increased instructional support in the areas of mathematics and science.

The total percentage of BHS students scoring proficient in Mathematics improved in 2016 compared with 2014. Growth scores for BHS students are above the mean (SAGE scores show a growth score of 55 for Secondary Math II, 56 for 11th grade Language Arts, and 58 for 10th grade Language Arts). Students were assessed using the SAGE beginning in 2014, and BHS student Secondary Math II scores on the SAGE were encouraging. The number of BHS students scoring proficient on the SAGE Mathematics test placed BHS students as a top-15 performing high school in the State of Utah in 2016.

Average ACT scores in Mathematics (for Junior students tested on "all grade 11 test day") improved from 20.7 in 2012 to 21.0 in 2016.

We identified the academic areas of Literacy, Mathematics, and Science as the main focus subjects to support the goal of improving college and career readiness for our students. Over the course of the 2015-2016 school year we carefully selected the teachers to teach our Honors, AP, IB, CE courses. We continued to develop a "feeder" system for the AP and IB courses through regular, Honors, and CE courses. We continued to encourage students to access more rigorous courses using teacher feedback, student data, counselor support, and advisory activities/lessons. Every Advisory teacher had a personal, face-to-face conversation with each student in their class regarding participation in a rigorous course prior to registration for the 2016-2017 school year. Counselors conducted personal visits with students during CCR meetings regarding benefits of rigorous classes. Email/letters/newsletters (various forms of communication) were sent home to parents stressing the importance of students being involved in rigorous courses. A school-wide goal for the BHS School Improvement Plan was established to support this plan. The BHS Community Council has also been involved in the development of this plan to further support/activities to achieve this goal. Additional "rigorous" courses were added as offerings (i.e. IB Chemistry, IB Physics, AP Art History, AP Environmental Science).

We have been sharing proven teaching strategies that are used in AP, Honors, and CE classes to our teachers and staff for integration across all academic settings. We have also focused on encouraging and educating our students and parents on the benefits of enrolling in AP, CE, and even Honors level classes. We hold several "Lunch with the Principal" sessions each year that are sponsored by the PTSA. The sessions allow representatives from BHS to share information about student learning and growth with parents. More than one of these sessions has focused on the benefits of enrolling students into the rigorous course offerings available at BHS. Other sessions focused on college and career readiness opportunities available to BHS students. As a faculty we have also held in-services on college and career readiness strategies and have provided resources to students and parents across the board at Bountiful High.

Results show our AP test pass rate increased to above 80%, placing BHS students among the top ten high schools in the State of Utah. AP participation rates are over 38%, placing Bountiful High students among the top five high schools in the State of Utah.

The total number of college credits earned through the Concurrent Enrollment program increased for BHS students from 1,448 credits passed in 2012 to 2,409 credits passed in 2016.

Average GPA for BHS students improved from 3.33 to 3.43 during the first term of 2016 compared with the first term of 2013. Average GPA for BHS students during the first term on 2015 was 3.46. The percentage of students failing a class during the first term of 2015 decreased from 2.7% in 2012 to 1.9% in 2016. Overall attendance rates have held steady at more than 96%.

We proposed to increase the number of students accessing rigorous courses at BHS. We proposed to achieve this goal by increasing student participation in AP, IB, and Honors level courses by 3%. We proposed to increase the number of AP and IB tests taken by students by 1%.

Advanced Placement participation rates at BHS increased from 32% in 2013 to 38% in 2016. The student Advanced Placement pass rate increased at BHS from 79.1% in 2011 to 80.2% in 2016. The total number of students at BHS taking an AP exam increased from 250 in 2011 to 353 students in 2016.

Goal #1:

Increase the percentage of students scoring at or above college readiness benchmarks on all four ACT subtests from 32% to 34%. (2% increase or approximately 10 students).

Related school goal: Improve the percentage of students scoring at or above college readiness benchmarks in Mathematical and Science concepts by 2%.

Met Goal (*comments optional*)

Did Not Meet Goal (*comments required*)

Comments:

The percentage of BHS students scoring at or above college readiness benchmarks in all four ACT subtests held steady at 32% for the class of 2016 (as compared to 32% for the class of 2015). The percentage of BHS students scoring at or above college readiness benchmarks in Science held steady at 45% for the class of 2016 (as compared to 45% for the class of 2015). The percentage of BHS students scoring at or above college readiness benchmarks in Reading increased by 2% (from 54% to 56% for the class of 2016 as compared to the class of 2015).

Goal #2:

Increase the graduation rate from 97% to 98% (increase of 1% or approximately 5 students).

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

Graduation rates have improved for the class of 2016 as compared with the class of 2013. The class of 2016 graduated at a rate of 96%, as did the class of 2015. This compared to a graduation rate of 93% for the class of 2013. We continue to provide multiple supports to help students meet the requirements for a high school diploma. We have high hopes moving forward, but our overall graduation rate for the class of 2016 remained steady at 96% (this is partially due to an increased number of students with disabilities who continued their education in the Davis School District STAR and STEPS programs in the Class of 2015).

Goal #3:

Support quality staffing through research-based professional development, through recruitment and retention measures that are proactive, through support of teacher collaboration, and through the support of the Evaluate Davis teacher observation tool.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

Trust Lands funds were dedicated to supporting teacher collaboration and planning throughout the year. Core areas used this time to map curriculum, develop assessments that were in common (both formative and summative), and to collaborate. New teachers were hired after exhaustive and extensive searches were completed. References and backgrounds were checked. Collaborative measures are in place to both support and further develop a successful learning culture.

CURRENT YEAR PROGRESS REPORT

REPORT PROGRESS ON CURRENT YEAR (2016-2017) SCHOOL IMPROVEMENT PLAN

Goal #1 (Student Achievement):

- Increase the school average 10th grade SAGE writing subscore from 522 to 524 (District average was 507)
- Increase the school average 11th grade SAGE writing subscore from 541 to 543 (District average was 496)

Progressing according to plan

Not progressing according to plan

Comments:

SAGE writing subscores from 2016 show BHS 10th graders scoring 15 points higher than the district average and show BHS 11th graders scoring 45 points higher than the district average.

Goal #2 (College, Career, and Community Readiness):

To improve the post-high school readiness (college and career readiness) of all Bountiful High School students (goal is to maintain the whole school graduation rate at Bountiful High School while increasing the graduation rate for students with disabilities by 1%).

The class of 2015 graduation rates are listed below.

Whole School: 96% Target: 96%

Econ. Disadv.: >90% Target: >90%

Special Education: 50-59% Target: 51-60%

Progressing according to plan

Not progressing according to plan

Comments:

BHS students with disabilities continued to graduate at a rate of 50-59% for the class of 2016. Economically disadvantaged BHS students graduated at 89% for the class of 2016, which is the highest economically disadvantaged rate amongst traditional high schools in Davis School District for the class of 2016.

Goal #3 (Quality Staffing):

To support quality staffing and teacher professional development through recruitment and retention measures that cultivate and are proactive, by further development of our collaborative school data teams (PLC & departmental), and through the support of the Evaluate Davis teacher observation tool (as measured by Evaluate Davis assessment measures).

- Progressing according to plan
- Not progressing according to plan

Comments:

A smaller percentage of teachers have received “somewhat evident” observation marks during the 2016-2017 school year when compared with Evaluate Davis observation marks during the 2015-2016 school year.

Goal #4:

We will continue to focus efforts to improve the percentage of students scoring at or above proficiency benchmarks for SAGE in Mathematics and Science by 2% (56% of BHS students scored proficient on the SAGE Mathematics assessments in 2015 and 49% of BHS students scored proficient on the SAGE Science assessments in 2015).

- Progressing according to plan
- Not progressing according to plan

Comments:

SAGE results for 2016 were mixed. While the percentage of BHS students scoring proficient on the SAGE slipped to 51% in Mathematics, the percentage of BHS students scoring proficient on the SAGE in Science rose to 53%.

LAND TRUST FUNDING PROJECTIONS

REPORT ON CURRENT YEAR (2016-2017) LAND TRUST SPENDING

Collaboration on “best teaching practices” has evolved over the past several years to include collaborative, cross-curricular instruction and assessment. Strong efforts have been recently made to address the needs of diverse learners through the integration of higher-level learning in each individual classroom. Multiple measures of student assessment are being implemented with outcome-based common assessments now commonplace. The BHS faculty and staff have focused on conducting reading and writing activities across the curriculum. Each teacher has integrated reading and writing activities as a part of their regular curriculum. A school-wide writing rubric has been developed to help assess these writing pieces in a uniform and consistent manner. Every teacher is encouraged to complete a minimum of one writing assignment a term, regardless of the subject matter. The entire BHS faculty, along with members of the BHS community, has participated in conducting and assessing a Senior Project for each senior student. BHS has focused professional development activities towards the implementation of non-traditional teaching and assessment methods, and teacher leaders have led the charge. Peer assessments are being implemented across the curriculum. Portfolios, timed-writing, compare/contrast methods, data driven instruction, integration and increased access to technology, and new support services for at-risk students, all have contributed to an increased focus by the BHS faculty on individualized instruction and assessment.

Beginning with the incoming ninth graders we are tracking the students who are failing Math classes and working to identify the standards where the students are lacking. By working with these students early in their high school career it supports the successful and necessary academic growth to get students on track with their academic credit. We assess our students and have developed classes and tutorials that address their needs and help prevent failure that will lead to the need for remediation. We also take time in our Advisory/SIR classes to teach students about test taking skills and strategies that can help them. By analyzing our past and current data teachers are working together to identify which Standards our students struggle the most to attain proficiency in, and our teachers then tutor and help organize student learning to enhance student proficiency scores. Lab classes such as Read 180 and Math Labs have helped our “lower achieving” students improve their scores with the support of added instruction during the school day and before/after school. After school Math tutorials are also available.

Through the further development of the Mathematics curriculum, along with the integration of “Math Labs”, and “Math Decision Making for Life” courses we are better assessing and meeting the needs of our students. We have also honed our during the day tutorial program (SIR) and continued USTAR labs before and after school. All students now have the ability to receive 50 minutes of additional tutoring and support from their assigned mathematics teacher, or any mathematics teacher, during Student Intervention and Remediation/tutorial (SIR) time. Tracking support, where necessary, has been implemented to address shortcomings with student attendance.

Weekly Local Case Management meetings are held to identify at-risk students; to discuss, track, and support the needs of each individual student. Credit remediation and academic support has been provided through both during-and after-school resources (Study Skills course and Brave Academy).

We have improved the academic and attendance tracking of students, adding incentives, and academic support through Advisory/SIR program.

We have carefully selected the teachers to teach Honors, AP, IB, CE courses. We have developed a “feeder” system that encourages students to sample rigorous courses using teacher feedback, student data, counselor support, and advisory activities/lessons. Every Advisory teacher has had a personal, face-to-face conversation with each student in their class regarding participation in a rigorous course prior to registration for the 2016-2017 school year. Counselors have conducted personal visits with students during CCR meetings regarding benefits of rigorous classes and post-high school readiness. E-mails, letters, and newsletters were sent home to parents stressing the importance of students being involved in post-high school preparation courses and planning. We have established a school-wide goal for the BHS School Improvement Plan. BHS Community Council has also been involved in the development of this plan to further support/activities to achieve the college, career, and community-readiness goal.

We have been sharing proven instructional strategies with our teachers during PLC meetings that are used in AP, Honors, regular, and CE classes. Our teachers and staff have integrated many of these strategies to the instructional benefit of students across all academic settings. We have also focused on encouraging and educating our students and parents on the benefits of enrolling in AP, CE, and even Honors level classes. As a faculty, we have had in-service on College and Career Ready strategies and have tapped into resources that we are integrating across the board at Bountiful High.

Through the implementation of the Evaluate Davis observation an evaluation tool, master teachers have been identified in all academic areas. These teachers have been encouraged to mentor their peers and have shared proven and effective instructional strategies to career, provisional, or struggling teachers.

The professional learning and mentoring has taken place during designated Professional Learning time (late start Tuesdays) and supports the great instruction that is already occurring at BHS.

CALCULATE LAND TRUST FUNDING PROJECTIONS

A - Total funding for 2016-2017	\$121,309.00
B - Estimated total spending during 2016-2017	\$114,015.00
C - Expected carryover from 2016-2017 to 2017-2018	\$7,294.00
D - Projected new funding for 2017-2018	\$145,767.00
E - Total projected funding for 2017-2018	\$153,061.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1

To support BHS students in their post-high school preparation. Our goal is to have our students “ready for success at the next level”. Goal will be measured by the percentage of BHS students earning college credit (through AP, CE, or IB courses).

- We propose to increase the number of BHS students earning college credit by 1% from 2017 to 2018 (using class of 2017 as a measurement). In the class of 2016, 283 BHS AP students earned college credit and 681 BHS students earned college credit through concurrent enrollment.

District Goal Area:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Literacy | <input checked="" type="checkbox"/> Ready for Success at the next level |
| <input type="checkbox"/> STEM | <input type="checkbox"/> Teaching for Learning |
| <input type="checkbox"/> School Identified Area: | |

Academic area(s) addressed by the goal:

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> Reading | <input checked="" type="checkbox"/> Technology | <input checked="" type="checkbox"/> Social Studies |
| <input checked="" type="checkbox"/> Mathematics | <input checked="" type="checkbox"/> Science | <input type="checkbox"/> Health |
| <input checked="" type="checkbox"/> Writing | <input checked="" type="checkbox"/> Fine Arts | <input checked="" type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal:

College credit earned by AP, CE, and IB students.

Action Plan:

Student tutoring and credit remediation during school (Teacher Assistant)
 Assessment support (ACT, ASPIRE, SAT/NMSQT)
 ACT Prep training and teacher professional development
 Credit remediation program during Summer (Summer School)
 Academic tracker for students who are “at risk” academically (Teacher Assistant – 1 hr per day)
 Productivity periods for teachers in areas of need
 Writing tutors for Honors-level and writing-intensive courses
 Support of IB & Honors classes (professional development & training)

Post-high school readiness support & after school credit recovery (Teacher Assistant)
 Extend mobile laptop lab for Medical Anatomy & Physiology class
 Training/professional development for Fine Arts (i.e. debate, visual arts, theatre)
 Add CE courses (CE Communications 2110, CE Chemistry 1110 & CE Interior Design II)

Hope Squad support (workshop, posters, student training)

Will LAND Trust funds be used to support the implementation of this goal?

Yes (*complete the budget sections below*)

No (*skip the budget section below*)

Does this action plan include behavioral/character education/leadership efforts?

Yes (*answer the next question*)

No (*skip the next question*)

Explain how these efforts directly affect student achievement.

Hope squad provides essential student suicide prevention support for safety and emotional well-being of students – both of which are critical to student learning.

Planned LAND Trust Expenses for Goal #1

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$47,250	-Additional class period for Study Skills/writing remediation support -Academic tracking, writing tutors, post-high school readiness support and credit remediation to support feedback to students on writing assignments
Travel	\$	\$5,000	-IB Conference/training

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
General Supplies	\$1,000	\$1,700	-Training, professional development for Fine Arts, “personalized” education, etc. -Hope Squad support -IB support materials
Equipment	\$	\$2,000	-Fine Arts (band, orchestra) instruments & equipment.
Total	\$1,000	\$55,950	

DISTRICT GOAL #2 (Student Achievement):

To increase the percent of Bountiful High students scoring at/above ACT college readiness benchmarks in Math by 1% (from 49% to 50%) and in Science by 1% (from 45% to 46%). We will compare Class of 2016 scores with Class of 2017 scores.

District Goal Area:

- | | |
|--|---|
| <input type="checkbox"/> Literacy | <input checked="" type="checkbox"/> Ready for Success at the next level |
| <input checked="" type="checkbox"/> STEM | <input type="checkbox"/> Teaching for Learning |
| <input type="checkbox"/> School Identified Area: | |

Academic area(s) addressed by the goal:

- | | | |
|---|---|--|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Technology | <input type="checkbox"/> Social Studies |
| <input checked="" type="checkbox"/> Mathematics | <input checked="" type="checkbox"/> Science | <input type="checkbox"/> Health |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Fine Arts | <input type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal:

ACT benchmark percentages from ACT Profile Report.

Action Plan:

- Salary for 2 half-time (or 1 full-time) Mathematics teachers
- Lab classes Secondary Math II & Secondary Math III (enabling math every day for students - productivity periods)
- After school tutoring in Math & Science
- Software/Math Improvement programs for use in Secondary Math and Language Arts (ALEKS, Adobe)
- Introduce new Math course (CE Math 1030) to augment current offerings (Math 1010 & Math 1050)
- Add “Mimeo” technology to each math classroom
- Salary to pay teachers to develop on-line (Canvas) curriculum
- Upgrade computers for math/science teachers
- Equipment for Auto program

Will LAND Trust funds be used to support the implementation of this goal? Yes *(complete the budget sections below)* No *(skip the budget section below)***Planned LAND Trust Expenses for Goal #2**

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$80,500	-One additional FTE for math & science -Productivity periods
General Supplies	\$	\$4,000	-Mimeo technology -Fine Arts materials
Software	\$	\$2,500	-ALEKS, Adobe Suite
Equipment	\$	\$2,600	-Auto equipment
Total	\$	\$89,600	

DISTRICT GOAL #3 (Quality Staffing):

To support quality staffing and teacher professional development through recruitment and retention measures that cultivate teacher growth, are proactive, and support the further “personalization” of each student’s education. (The percent of “evident” or higher ratings related to “Teach” on Evaluate Davis observations will increase by 2%).

Academic area(s) addressed by the goal:

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> Reading | <input checked="" type="checkbox"/> Technology | <input checked="" type="checkbox"/> Social Studies |
| <input checked="" type="checkbox"/> Mathematics | <input checked="" type="checkbox"/> Science | <input checked="" type="checkbox"/> Health |
| <input checked="" type="checkbox"/> Writing | <input checked="" type="checkbox"/> Fine Arts | <input checked="" type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal:

Evaluate Davis system data.

Action Plan:

- IB, AP, and other workshops to continually improve instructional practices
- Collaboration time and professional development for teachers & staff
- Stipend to attend Teacher 2 Teacher Conference in August 2017

Will LAND Trust funds be used to support the implementation of this goal?

- Yes (*complete the budget sections below*)
- No (*skip the budget section below*)

Planned LAND Trust Expenses for Goal #3

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$6,500	-Collaboration time for teachers to map curriculum, develop common assessments, etc. -Teacher 2 Teacher Conference stipends
Total	\$	\$6,500	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

- F - Projected new funding for 2017-2018..... \$145,767.00
- G - Total projected funding for 2017-2018..... \$153,061.00
- H - Total planned expenditures for 2017-2018 \$152,050.00
- I - Planned carryover after 2017-2018..... \$1,011.00
- J - Is planned carryover more than 10% of projected new funds?

Yes No

PLAN FOR CARRYOVER IN EXCESS OF 10% (*Skip if answer to prior question was "No"*)

PLAN FOR LARGER THAN PROJECTED DISTRIBUTION

We would speed up the replacement of aging technology in our core curriculum areas. We would also purchase an upright piano to support both Fine Arts and core curriculum areas (piano housed in auditorium and Fine Arts area).

PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

- | | |
|--|--|
| <input type="checkbox"/> Letters to policy makers | <input type="checkbox"/> Labels to identify LAND Trust purchases |
| <input type="checkbox"/> School assembly | <input checked="" type="checkbox"/> School newsletter |
| <input checked="" type="checkbox"/> School website | <input checked="" type="checkbox"/> School marquee |
| <input type="checkbox"/> Other (please explain) | |

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of council approval vote: April 19, 2017

Number who approved: 10

Number who did not approve: 0

Number who were absent or abstained: 0