



Bountiful High

Composite School Plan
2018-2019

Principal Aaron Hogge

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 postsecondary 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 this year have incorporated about 70% of Bountiful City and a portion of Woods Cross City and North Salt Lake City west of Redwood Road and South of 500 South. 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, 2017 Bountiful High School has a total enrollment of 1,633. We include 10th (579), 11th (513) and 12th (541) grades. Our student body is made up of 85.1% Caucasian with 14.9% 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 13.2%. 9.5% of BHS students qualify for Special Education services and 1.8% 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 seventy-four full-or part-time faculty members, twenty-eight have an advanced degree

(35% Masters and 3% 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 Davis Collaborative Teams (DCT) for staff development and collaboration. 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. Advisory/SIR course which takes place four days a week. 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. 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 DCT 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. 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 66 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 13.2% in 2017. 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 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 96.3% in 2015-2016 to 96.4% in 2016-2017 and 96.11% in 2017-2018. Students are counted present if they attend all class periods on a given school day.

ADDITIONAL INFORMATION

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

Bountiful High School (BHS) has been recognized as a leader in the State of Utah in regard to Advanced Placement (AP) and International Baccalaureate (IB) and Concurrent Enrollment (CE). Increasing numbers of Bountiful High students are accessing AP and concurrent enrollment courses. In April of 2017 more than 35% of BHS students were enrolled in at least one AP course/test, and 60% of BHS students were enrolled in at least one concurrent enrollment 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 95% in 2017. Bountiful High School'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.

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 95% in 2017.

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 can 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 Bountiful High School 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 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 subgroup 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 (2016-2017) SCHOOL IMPROVEMENT PLAN

Goal #1:

- Increase the school average 10th grade SAGE writing subscore from 524 to 525 (District average was 494)
- Increase the school average 11th grade SAGE writing subscore from 546 to 547 (District average was 502)

Met Goal (*comments optional*)

Did Not Meet Goal (*comments required*)

Comments:

11th grade did not take the SAGE writing test.

Goal #2:

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%

Met Goal (*comments optional*)

Did Not Meet Goal (*comments required*)

Comments:

Goal #3:

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).

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

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).

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

Goal #5:

There was no goal #5. (No report required.)

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

CURRENT YEAR PROGRESS REPORT

REPORT PROGRESS ON CURRENT YEAR (2017-2018) SCHOOL IMPROVEMENT PLAN

Goal #1 (Student Achievement):

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.

Progressing according to plan

Not progressing according to plan

Comments:

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

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.

Progressing according to plan

Not progressing according to plan

Comments:

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%).

Progressing according to plan

Not progressing according to plan

Comments:

Goal #4:

There was no goal #4. (No report required.)

Progressing according to plan

Not progressing according to plan

Comments:

Goal #5:

There was no goal #5. (No report required.)

Progressing according to plan

Not progressing according to plan

Comments:

Goal #6:

There was no goal #6. (No report required.)

Progressing according to plan

Not progressing according to plan

Comments:

LAND TRUST FUNDING PROJECTIONS

CALCULATE LAND TRUST FUNDING PROJECTIONS

| | |
|--|---------------------|
| A - Total funding for 2017-2018 | \$144,118.00 |
| B - Estimated total spending during 2017-2018 | \$90,000 |
| C - Expected carryover from 2017-2018 to 2018-2019 | \$54,118.00 |
| D - Projected new funding for 2018-2019 | \$139,501.00 |
| E - Total projected funding for 2018-2019 | \$193,619.00 |

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) and/or enrollment in trade schools.

- We propose to increase the number of BHS students earning college credit by 1% from 2018 to 2019. In the class of 2017, 492 BHS AP students earned college credit and 519 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 checked="" type="checkbox"/> STEM | <input checked="" 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 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:

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

Action Plan:

Academic tracker for students who are “at risk” academically (Teacher Assistant – 1 hr per day)
 AP Reader – review and assess AP and Honors English compositions
 Productivity (6 sections @ \$5000)
 IB Training (3 staff members @ \$2500)
 ACT Prep courses available to students and parents
 Hope Squad support (workshop, posters, student training)
 AP Stats Textbooks
 French online curriculum
 CE French e-textbooks
 Poster Printer
 GradeCam – provide support to assessment and grading

Additional teaching equipment for Fine Arts and Performing Arts

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 | \$ | \$50100 | Academic Tracker AP/Honors English reader Productivity IB Training |
| Prof. Services | \$ | \$ | |
| Repairs & Maint. | \$ | \$ | |
| Printing | \$ | \$ | |
| Transportation/Travel | \$ | | |
| General Supplies | \$1000 | \$ | Hope Squad supplies |
| Textbooks | \$ | \$10829.49 | AP Stats Textbooks CE French online curriculum |
| Online Curriculum | \$ | \$12596 | CE French E-textbooks |
| Library Books | \$ | \$ | |

| Budget Category | Expenditures <i>Behavior, Character Education, Leadership</i> | Expenditures <i>Academic</i> | Description |
|------------------------|---|--|---|
| Software | \$ | \$ | |
| Technology Equipment | \$ | \$3500 | Poster lab: computer and printer |
| Equipment | \$ | \$7000 | Fine Arts and Performing Arts equipment (trombone and kiln) |
| Total | \$1000 | \$85025.49 | |

GOAL #2:

To increase the percent of Bountiful High students scoring at/above ACT college readiness benchmarks in Math by 1% and in Science by 1%. Also, to maintain a graduation rate of 95%.

District Goal Area:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Literacy | <input checked="" type="checkbox"/> Ready for Success at the Next Level |
| <input checked="" type="checkbox"/> STEM | <input checked="" 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 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:

ACT benchmark percentages from ACT Profile Report

BHS graduation rate

Action Plan:

IVC Lab
9 Cloud Book laptop Carts
51 Additional Cloud Books

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.

Planned LAND Trust Expenses for Goal #2

| Budget Category | Expenditures <i>Behavior, Character Education, Leadership</i> | Expenditures <i>Academic</i> | Description |
|------------------------|---|--|---|
| Salaries & Benefits | \$ | \$ | |
| Prof. Services | \$ | \$ | |
| Repairs & Maint. | \$ | \$ | |
| Printing | \$ | \$ | |
| Transportation/Travel | \$ | \$ | |
| General Supplies | \$ | \$ | |
| Textbooks | \$ | \$ | |
| Online Curriculum | \$ | \$ | |
| Library Books | \$ | \$ | |
| Software | \$ | \$ | |
| Technology Equipment | \$ | \$52706.32 | IVC Lab Laptop Carts Additional Cloud Books |
| Equipment | \$ | \$ | |
| Total | \$ | \$52706.32 | |

GOAL #3:

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%).

District Goal Area:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Literacy | <input checked="" type="checkbox"/> Ready for Success at the Next Level |
| <input checked="" type="checkbox"/> STEM | <input checked="" 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 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:

Math curriculum alignment meeting (Secondary II to Secondary III)
 Stipend to attend Teacher 2 Teacher Conference in August 2018
 2 Productivity periods
 Canvas training for all teachers
 GradCam
 Audiovisual and lighting equipment for the auditorium

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.

Planned LAND Trust Expenses for Goal #3

| Budget Category | Expenditures <i>Behavior, Character Education, Leadership</i> | Expenditures <i>Academic</i> | Description |
|------------------------|---|--|---|
| Salaries & Benefits | \$ | \$29600 | Math curriculum alignment Teacher2Teacher Conference Productivity Canvas training |
| Prof. Services | \$ | \$ | |
| Repairs & Maint. | \$ | \$ | |
| Printing | \$ | \$ | |
| Transportation/Travel | \$ | \$ | |
| General Supplies | \$ | \$ | |
| Textbooks | \$ | \$ | |
| Online Curriculum | \$ | \$ | |
| Library Books | \$ | \$ | |
| Software | \$ | \$3750 | GradeCam school site license |
| Technology Equipment | \$ | \$ | |
| Equipment | \$ | \$10000 | Auditorium lighting and sound improvements |
| Total | \$ | \$43550 | |

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

F - Projected new funding for 2018-2019 \$139,501.00

G - Total projected funding for 2018-2019.....\$193619.00

H - Total planned expenditures for 2018-2019\$181281.81

I - Planned carryover into 2019-2020\$12337.19

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

PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

Letters to policy makers

School newsletter

Labels to identify LAND Trust purchases

School website

School assembly

School marquee

Other (please explain):

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of council approval vote: April 11, 2018

Number who approved:

Number who did not approve:

Number who were absent or abstained: