



Teacher Student Success Plan LAND Trust Goals only

Mountain High - SY 2024

Principal Greg Wuthrich

PURPOSE

District Vision

Davis School District provides an environment where growth and learning flourish.

District Mission

Educators, parents, and community members work together to create a successful educational experience for each student.

School Purpose

The purpose of Mountain High School is to graduate and prepare all students for enrollment into higher education, gainful employment, or military enlistment. We do this by preparing, inspiring, and empowering each student in a safe and motivating environment.

Description of the School

Community

Mountain High School is an alternative high school in the Davis School District. Mountain High is an alternative school of choice and serves 11th and 12th grade students. Mountain High School is centralized within the Davis School District, located in Kaysville, Utah. High school students living within the Davis School District are referred to Mountain High from traditional high schools throughout the Davis District and approved by the Davis School District Alternative Ed Placement Committee prior to enrollment.

Student Body

Mountain High students are generally credit deficient and in need of greater access to more resources to help them be successful in their educational experience. MHS demographic totals fluctuate throughout the school year as new students enroll into Mountain High. Numbers average between the percentages as listed: Caucasian 67-71%, Minority 29-33%, Hispanic/Lat. 19-25%, Nat. American

Staff

Mountain High School has 31 Certified Staff: three administrators, 23 teachers, one CTE Coordinator, one media specialist, one counselor, and two social workers. MHS currently employs 15 classified staff and has one SRO (Student Resource Officer).

School Culture

The culture of Mountain High school is one of inclusion, where students of all secondary ages and walks of life are encouraged to continue their education in a safe and nurturing environment. The culture of our programs, practices, and policies encourages learning, positive student achievement, and academic progress with deliberate focus on college, career, and community readiness. We do this by providing a structured setting with high expectations, coupled with prescriptive support and greater access to programs and needed resources.

Unique Features & Challenges

In general, students who attend Mountain High have struggled to be successful in their traditional high schools. The reasons are varied. Approximately 80% of Mountain High students struggle with mental health issues such as ADD/ADHD, anxiety, depression, and suicide ideation. Many MHS students have also experienced traumatic circumstances, loss, family strife, health issues, and/ or a self-image of failure. Students referred to Mountain High School typically have chronic attendance issues, along with credit and skill deficiencies. Students choose to come to Mountain High because of the reputation and resources we have to help them be successful. Historically, the number of economically disadvantaged students hovered at 50%. Over the last few years, the economically disadvantaged percentage has varied between 34-42%. Research shows that on the average, traditional high schools serve approximately 80% of their students, while an additional 10-15% percent require school specific interventions to be successful. The remaining 10-15% represents those who are unsuccessful and opt to come to Mountain High, Adult Ed or dropout. Students are referred by their boundary school, parent, themselves, or from the district if coming from without of the district. Students are accepted throughout the school year and must complete a student orientation called Quick Start before beginning academic classes. Students begin new classes every four to five weeks in what is called a mini term. Graduation plan/College Career Readiness meetings take place throughout the year. These meetings are held with individual students and their parent(s)/guardian(s), the school counselor and other members of the school team as needed. The MHS counselor changes schedules each mini term for every student every mini term, while continually monitoring credits and adjusting graduation/post-high school plans. Schedule changes happen frequently for identified students receiving interventions resulting from attendance, health, or behavior issues. The counselor's role is a critical, time-consuming, and an exhaustive responsibility that requires extra days and extended hours to complete.

Additional Information

ADDITIONAL INFORMATION The state has eliminated the requirements for a traditional community council. This was a welcomed change due to the challenges in engaging parent councils with a highly mobile population including incarcerated youth from various counties in Utah and other states. According to the Utah Department of Administrative Services in Rule R277-491 School Community Councils: The Davis School District Board of Education has granted an exemption to Mountain High School as described in R277-491-3 (5) (b).

Needs Analysis

Notable Achievements

Mountain High School is serving more students and more students are being successful than in years past. Mountain High has increased the number of students served by an average of 27% in comparison with the number of students served each year in 2017, 2018 and 2019. Mountain High started the SY22 with over 200 students, a larger fall enrollment number than in the previous 6 years. The beginning enrollment for SY23 was 197. Mountain High graduated more students over the last two years than in the previous two years of 2018, 2019 that had higher graduation rates. Between the school years of 2016-2021, 73.2% of the female parenting students have graduated, a significant accomplishment for these young parenting student mothers, who represent the highest "at-risk" group for not graduating. Mountain High School has qualified fifteen students for the Utah Aerospace Industry Pathways Program during school years SY19-SY23. Proportionately this is more than any other high school, traditional or alternative, in the entire state of Utah. Currently three MHS students are completing externships with aerospace industries. Over the last four years more than 10% of MHS students have enrolled in a Davis Technical program and twenty-five students have certified as CNA's in MHS' nursing program. Mountain High has set the standard and the example in many ways for other alternative programs and schools throughout the state and nation. Mountain High School is recognized as a Model Pilot School by the National Alternative Education Association and has since consistently presented best practices and effective programs on both a state and national level.

Areas of Recent Improvement

Over the last four years Mountain High School has continued to refine the MHS enrollment criteria. The intent of MHS is to serve the maximum number of students possible, while perserving the effectiveness and integrity of programs and providing students a realistic opportunity to graduate. In the school year 2020 (SY20) Mountain High School put into place our own scholarship coordinator. This person's role is to promote scholarship opportunities and provide students and their families financial aid information and assist them in the application and admissions processes. In SY20 Mountain High School formed five leadership committees, now called Rope Teams, to build capacity among staff, provide leadership opportunities, and access more effectively educator expertise to promote student learning and meaningful staff development. These teams are responsible for College/Career Readiness (Three E's Team - higher ed enrollment, gainful employment, or military enlistment), Personalized Learning (Engagement Team), Tech Team, and the Social Emotional Learning (Professional Skills Team). In SY22 Mountain High changed the credit earning policy. Previous policy and practice required students to complete 100% of the work at a proficiency of 80% or better. New policy and practice is that a student must earn a cumulative score of 70% or better to earn credit. The new policy allows teachers to be more responsive to student's challenges faced by students while still ensuring students learn and become proficient in gaining skills. Mountain High School continues to fine tune and adjust programs as part of our commitment for continual improvement and in doing what is good for kids. In 2022, Mountain High School piloted, "MHS Night School." This program was a magnet program in which high school students would remain attached to their sending schools and attend MHS in the evening once a week. The intent was to provide students and schools one more option to help kids turn around before sending them to the Adult Education program. In 2022 Mountain High also initiated a school-wide no cell phone policy. Cell phones were to be out of sight during class time. Students could choose to place the phones in the teacher's phone holder pockets or the student's pocket. School year 2023 hired a new counselor and a new scholarship coordinator. This was critical to student success. Friday classes were changed to two hours, providing teachers and students time in their classes. Advisory was placed in 4th period Mon.-Thurs. the last seven minutes. Deliberate effort was also made by the administration to protect teacher time after two pm on Fridays to allow for increased collaboration and planning time. Faculty/Local Case Management meetings were cancelled the last Friday of each mini term to provide more time for teachers to complete grades.

Areas of Needed Improvement

Attendance continues to present a significant challenge. Students attending Mountain High have traditionally had chronic attendance issues. Since the Covid-19 Pandemic, Mountain High School has experienced increased absenteeism, similar to the pattern seen district and nation-wide. Attendance has a direct correlation with work completion and credits earned. Analysis of school data reveals attendance continues to be a priority for improvement. Current efforts to encourage work completion include daily/weekly follow up by teachers and advisors, weekly student academic posting of gold, silver, and bronze recognition, monthly student achievement recognition assemblies, assigning students to work lab, providing weekly teacher consultation time for students, communications to parents/guardians, and professional development training in engaging and supporting students. Many senior students continue to express anxiety about leaving high school. Post-High School Plan Readiness (Ready for Success at the Next Level) Data from the Davis School District Encore Student System indicated the great majority of students enrolling into Mountain High did not have a current post-high school plan. A focus for the SY20 was to ensure each student had a post-high school plan in addition to their graduation completion plan. The focus for SY21 was for each senior to have a post high school plan of either higher ed, gainful employment or enlistment, known at Mountain High as the three E's. Seniors would also be supported with a Senior Seminar class, targeting specific post-high school readiness content and skills. In SY22 and SY23 this continues to be a work in progress. Mental and emotional health data gathered in MHS parent meetings and student wellness assessments indicate that roughly 80% of MHS students have mental health challenges. Professional support of licensed clinical social workers who then provide instruction and trainings to staff and students continue to be critical to the success of many students at MHS. According to a school-wide survey conducted with Mountain High School, the most immediate and highest need affecting teaching for learning, as reported by faculty and staff, was professional development. This was followed by resources at 22%, feedback 15%, policy 15%, and four percent other. Ongoing professional development and professional collaboration are critical to the work of preparing and empowering every student to accomplish academic, social, and career goals.

Prior Year Status Report

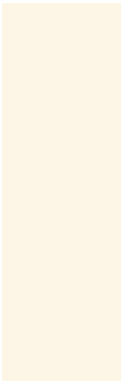
Report progress on PRIOR YEAR 2022 Composite School Plan

Goal description	Progress toward goal	Comments (required if 'Did not meet goal')																																																														
Eighty percent of students will earn their planned academic course credit each mini-term.	Did not meet goal	The percentages below reflect the number of students who earned and did not earn their planned credit as scheduled. Students that were counted as not earning their planned credit included many students who fell short each mini term even if it was by only .125 of a credit.																																																														
		Mini Term 1 49.76% did, 50.24% did not																																																														
		Mini Term 2 54.2% did, 45.8% did not																																																														
		Mini Term 3 56.2% did, 43.8% did not																																																														
		Mini Term 4 45.7% did, 54.3% did not																																																														
		Mini Term 5 56% did, 44% did not																																																														
		Mini Term 6 32.09% did, 67.91% did not																																																														
		Mini Term 7 Data Not Available																																																														
Mini Term 8 Data Not Available																																																																
Ninety percent of our student body will earn a minimum of 1 credit each mini-term or credit as assigned.	Did not meet goal	<table><tr><td></td><td>MT 1 earned</td><td>MT 2 earned</td><td>MT 3 earned</td><td>MT 4 earned</td><td>MT 5 Earned</td><td>MT 6 Earned**</td><td>MT 7</td><td>MT 8</td></tr><tr><td>Average Credit Earned</td><td>1.233</td><td>0.969</td><td>1.067</td><td>0.754</td><td>1.075</td><td>1.033</td><td>1.069</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Number earned >=1</td><td>135</td><td>110</td><td>122</td><td>102</td><td>130</td><td>119</td><td>116</td><td></td></tr><tr><td>Total Students Enrolled</td><td>183</td><td>200</td><td>212</td><td>218</td><td>224</td><td>216</td><td>206</td><td></td></tr><tr><td>Percent earned >=1</td><td>73.8%</td><td>55.0%</td><td>57.5%</td><td>46.8%</td><td>58.0%</td><td>55.1%</td><td>56.3%</td><td></td></tr></table>										MT 1 earned	MT 2 earned	MT 3 earned	MT 4 earned	MT 5 Earned	MT 6 Earned**	MT 7	MT 8	Average Credit Earned	1.233	0.969	1.067	0.754	1.075	1.033	1.069											Number earned >=1	135	110	122	102	130	119	116		Total Students Enrolled	183	200	212	218	224	216	206		Percent earned >=1	73.8%	55.0%	57.5%	46.8%	58.0%	55.1%	56.3%	
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		Student attendance continues to be a significant challenge. Absences equal missing work, resulting in not earning credit. MHS staff continue to identify and implement measures to encourage attendance, work completion, and the gaining of skills and credits.
Readiness at the next level: Each student should graduate from Mountain High with a plan to be either: enrolled in post-secondary education, gainfully employed, or enlisted into a branch of the military. The three E's: Education, Employment, and Enlistment will facilitate Mountain High's post high school plan by providing students with the skills and resources necessary to be successful after graduation.	Did not meet goal	Sixty-four percent of graduating seniors identified a post-high school plan. The goal was that every graduating student would have a post-high school plan in place. All students were encouraged by staff, supported by resources, and presented with opportunity to explore options in developing a plan.
Mountain High will create a culture that embraces Social Emotional Learning (SEL) by introducing SEL strategies to 100% of students through direct instruction and providing ongoing professional development for faculty and staff to encourage responsive services that employ best practices.	Met goal	All students received direct SEL instruction during their required Quick Starts.
<p>MHS will increase student achievement in reading, writing, math, science, and technology.</p> <p>90% of students enrolled for 90 days or more and who score below 900 on the Reading Inventory pre-test will demonstrate an increase in reading comprehension as measured by the Reading Inventory post-test.</p> <p>90% of all students enrolled for at least two mini terms will show improvement in writing skills based on the MHS standards based writing rubric.</p> <p>90% of all students enrolled for two mini terms in a math course will demonstrate an increase in math skills, as measured by the MHS pre/post math test.</p> <p>90% of all students enrolled in a science course for two mini terms will demonstrate measurable progress in carrying out scientific</p>	Did not meet goal	<p>Reading - Goal was met. 100% of the reported students who completed a pre-test and post-test demonstrated an increase in in reading comprehension.</p> <p>Writing - Goal was not met. Data not available. The rubric was not created or implemented. The MHS LA department experienced significant changes in personnel during SY22.</p> <p>Math - Goal was not met. Sixty-two percent of students enrolled in math did not show an improvement as indicated by the MHS Pre/Post Mathematics test.</p> <p>Science - Goal not met. The goal was 90% of students enrolled for 90 days or more will demonstrate measurable progress in carrying out scientific investigations. Eighty-eight percent of students met the goal.</p>

investigations.

90% of all students enrolled in a technology course for two mini terms will demonstrate mastery at 80% or better through successful completion of a teacher designed project, based on a Desk standard including two or more Desk objectives.



Current Year Progress Report

Report progress on CURRENT YEAR 2023 Composite School Plan

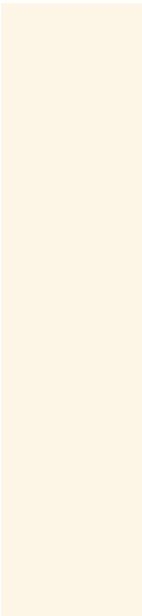
Goal description	Progress toward goal	Comments
Goal Statement: Graduate at least 75% of the Mountain High senior students in SY23 with a post high school plan and demonstrated improvement in the use of the five professional Social Emotional Learning (SEL) competency skills.	Progressing according to plan	Mountain High School has served 148 students who are or would be SY23 seniors. Of those 148, 109 are still enrolled in Mountain High, 22 have chosen to go and/or were referred to go to Adult Ed., seven have transferred to other schools, 10 have been ten-day dropped or did not return to Mountain High in the fall. This spring all senior students who were not on track to graduate have been identified and notified, as have their parents/guardians. At the school level, motivational initiatives have been implemented and school staff are working with these students and their parent/guardians in a focused manner to provide support, resources, and accountability to help them graduate. If all senior students still enrolled in MHS graduate, the SY23 graduation rate will be 77%. Twenty-four students of the 109 are currently not on track. If these 24 students do not graduate by fall of 2023, the MHS graduation rate will be 60%.
Goal Statement: 100% of MHS senior students will have a post-high school plan for higher education enrollment, gainful employment, or military enlistment.	Progressing according to plan	Currently, 83 out of 109 seniors have a set post-high school plan. Forty-five have applied to higher ed, post-high school education, two have enlisted, and thirty-six have employment plans. MHS Scholarship Coordinator will continue to reach out and follow up with the remaining 23 students who have not yet identified their post-high school plan.
Goal Statement: MHS will increase student achievement in reading, writing, math, science, and technology. Ninety percent of students enrolled for three or more mini terms (about three months) and who scored below 900 on the Reading Inventory pre-test will demonstrate an increase in reading comprehension as measured by the Reading Inventory post-test. Ninety percent of all students enrolled for two or more mini terms will show improvement in writing skills, based on Davis School	Not progressing according to plan	The Reading Inventory Test is no longer available. Pre-test scores have been gathered. Post test scores will be available in May.

District standards.

Ninety percent of all students enrolled for two or more mini terms in a math course will demonstrate an increase in math skills, as measured by the MHS pre/post math test.

Ninety percent of all students enrolled in a science course for two or more mini terms will demonstrate measurable progress in carrying out scientific investigations.

Ninety percent of all students enrolled in a technology course for two or more mini terms will demonstrate proficiency at 70% or better through successful completion of a teacher designed project, based on a Desk standard including two or more Desk objectives.



LAND Trust Funding Projections

A - Carryover funds from Prior Year SY21-22	\$ 14,472.90
B - Allocated new funds for Current Year SY22-23	\$ 30,260.24
C - Total Budget for Current Year SY22-23	\$ 44,733.14
D - Projected spending during Current Year SY22-23	\$ 44,732.00
E - Expected carryover from Current Year SY22-23	\$ 1.14
F - Projected new funding for Next Year SY23-24	\$ 27,661.39
G - Total projected funding for Next Year SY23-24	\$ 27,662.53

Goals and Planned Actions / Resources

Goal Short Title	Academic Achievement
Goal Statement	<p>Graduate at least 75% of the Mountain High senior students in SY23 measured by:</p> <ul style="list-style-type: none">Encore graduation report May 2024/Oct.2024MHS Weekly Progress (Admin)

	<p>MHS mini-term report – Seniors who earned their assigned credit (Admin/School Counselor)</p> <ul style="list-style-type: none"> • Credit Earned each mini term MHS report (Admin/Teachers)
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	<ul style="list-style-type: none"> • Encore graduation report May 2024/Oct.2024 • MHS Weekly Progress (Admin) • MHS mini-term report – Seniors who earned their assigned credit (Admin/School Counselor) • Credit Earned each mini term MHS report (Admin/Teachers)
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. Every student will have an individualized credit earning plan towards graduation developed by student, parent/guardian, and school counselor. (Counselor) 2. TSSA funds will be used for after-hours scheduling of students, graduation, college and career post-secondary transition, guidance, and planning. (Admin/Counselor) 3. A parent or guardian of each student will attend a Parent MHS Orientation meeting. Four additional Parent Teacher conferences are available and other school team meetings as needed. (Admin) 4. All students will complete an MHS Quick Start before enrollment into day school to lay the foundation for academic success, understanding of school culture, and to become connected as an MHS student. (Admin/Counselor/Quick Start Coordinators) 5. Teachers, counselor, administrators, and advisors will monitor progress weekly and monthly and tailor courses as needed. (All) 6. Teachers will be provided weekly Professional Learning Collaboration time to review student progress, identify student needs, and determine and then implement interventions. (Admin/All) 7. Survey students for ideas about ways classroom teachers can help when students are feeling stressed and overwhelmed. (Engagement Ropes Team) 8. Implement strategies and teach teachers based on information from students. (All) 9. Create a template for students to help determine their own list of supports when overwhelmed and how to communicate it. (Engagement Ropes Team) 10. Create check list for students of ideas/resources to use when missing school or stressed. (Engagement Ropes Team) 11. Student progress and identified barriers toward graduation will be reviewed weekly followed by 1-1 student supports. (LCM, Engagement Ropes Team, Admin, Support Staff) 12. MHS staff will continue to develop Educational Program Options within Mountain High School to allow students who struggle with attendance and/or work completion to find success in earning credit. (All) 13. TSSA Funds will be used to pay Rope Team members of the Professional Skills – SEL Team, College/Career Readiness Team, Technology Team, and the Engagement Team for the purpose of improving student achievement and staff development. (Admin/Staff) 14. Staff will receive training and support using Canvas, Edgenuity, Nearpod, and other delivery methods to facilitate completion of student work. (STS/Tech Team) 15. District funds will be used to purchase classroom supplies for student learning and Professional Skills/SEL development. (Admin/Staff) 16. Student achievement will be recognized weekly with Administrative Gold, Silver, and Bronze, monthly with student recognition, and an annual Student Recognition Reception. (Admin/Attendance Secretary) 17. Land Trust funds and TSSA funds will be used to pay for additional productivities and provide summer school credit earning opportunities supplemented by mental health support for under-served students. (Admin/Teachers/LCSW's) (LAND TRUST FUNDS) 18. MHS will administer the following surveys/assessments: Student Wellness Assessment given during Quick Start (MHS social workers), and an MHS Culture-Climate Survey administered online. (Admin) 19. TSSA funds will be used to help fund a Teen Center asst for June 2023 and SY24 (Admin/Teen Center Asst) 20. TSSA funds will be used to continue funding MHS's teacher assistant/in house substitute. (Admin) 21. TSSA funds will be used to pay for social worker summer hours. (Admin/LCSW)
<i>This goal can be categorized as... (choose all that apply)</i>	#PD #DiversityEngagementInclusion #Tech #PCBL #TeacherLeaders
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Empowered Employees Fiscal Responsibility Parent & Community Connections Culture Safety & Security
<i>If you selected 'School Identified Area', please describe</i>	
<i>Academic area(s) addressed by the goal</i>	

	Reading Writing Mathematics Fine Arts Health Science Social Studies Technology								
Does this action plan include behavioral / character education / leadership efforts?									
Will LANDTrust funds be used to support the implementation of this goal?	Yes								
	Goal LAND Trust Expense Total - \$27,661.00								
	<table><tr><th><u>Funding Source</u></th><th><u>Expense Category</u></th><th><u>Description</u></th><th><u>Item Cost</u></th></tr><tr><td>LAND Trust Academic</td><td>Salaries & Benefits</td><td>#17 Six productivities during the 2024 school year.</td><td>\$ 27,661.00</td></tr></table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	Salaries & Benefits	#17 Six productivities during the 2024 school year.	\$ 27,661.00
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>						
LAND Trust Academic	Salaries & Benefits	#17 Six productivities during the 2024 school year.	\$ 27,661.00						
If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.									

Goal Short Title	College Career Readiness
Goal Statement	<p>One hundred percent of MHS (Mountain High School) graduating students will have a post-high school plan in one of the three E's: higher education Enrollment, gainful Employment, or military Enlistment measured by:</p> <ul style="list-style-type: none">Quick Start rolls (Quick Start Leaders/CTE Coordinator)MHS post-high school form completion (MHS Scholarship Coordinator)CCR completion mini-term report (School Counselor)Quarterly check in with Students (Advisors)Completion percentage of MHS Exit Survey (CTE Coordinator/Secretary)
TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?	
Measures	<ul style="list-style-type: none">Quick Start rolls (Quick Start Leaders/CTE Coordinator)MHS post-high school form completion (MHS Scholarship Coordinator)CCR completion mini-term report (School Counselor)Quarterly check in with Students (Advisors)Completion percentage of MHS Exit Survey (CTE Coordinator/Secretary)
Action Plan (please number steps)	<ol style="list-style-type: none">One hundred percent of enrolled students will be introduced in Quick Start to the Davis Technical Education program offerings. (CTE Coordinator)One hundred percent of enrolled students will be provided a form in Quick Start to identify their post-high school plans. (CTE Coordinator)One hundred percent of enrolled students will complete a College/Career Readiness conference with the school counselor. (School Counselor)At least 80% of seniors will be enrolled in the MHS Senior Seminar class. (School Counselor/SS Teachers)All MHS graduating seniors will complete the MHS Exit Survey to identify post-high school plans. (CTE Coor/Sec)Senior Seminar students will complete the “You Science” Career Exploration Survey. (Senior Seminar Teachers)MHS will host a post-high school opportunity fair. (Three E’s Ropes Team, MHS Staff)MHS will host a college tour visit at least twice/year. (Three E’s Ropes Team)Funds will be used to pay for after-hours editing of MHS Three E’s video. (Admin)TSSA funds will be used for after-hours graduation, college and career post-secondary transition, guidance, and planning. (Admin)

	11. Funds will be used to bring in a motivational speaker to speak with students at least twice a year. (Quick Start one Leaders for speaker #1, Three E's Ropes Team Speaker #2)
This goal can be categorized as... (choose all that apply)	#DiversityEngagementInclusion #TeacherLeaders #GraduationRates #CollegeCareerReady
District Strategic Plan Area(s)	Student Growth & Achievement Empowered Employees Parent & Community Connections Culture
If you selected 'School Identified Area', please describe	
Academic area(s) addressed by the goal	Reading Writing Technology
Does this action plan include behavioral / character education / leadership efforts?	
Will LANDTrust funds be used to support the implementation of this goal?	Goal LAND Trust Expense Total - \$0.00
If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.	

Goal Short Title	Teaching for Learning
Goal Statement	MHS will increase student achievement in reading, writing, math, science, and technology.
TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?	
Measures	<ul style="list-style-type: none"> • Pre/post reading test - Growth Measurement Assessment – (English Dept.) • Pre/post writing assessments (English Dept.) • Pre/post math placement test (math Dept.) • Proficiency at 70% or better in carrying out scientific investigations. (Science Dept.) • Proficiency at 70% or better of technological project(s) (CTE Tech Teachers) • PD surveys measuring relevance, implementation, and impact on classroom instruction for conferences and PD attended. (Staff who attended conferences – survey provided by admin) • Evaluate Davis observation data. (Admin)
Action Plan (please number steps)	<ol style="list-style-type: none"> 1. All Faculty/staff will participate in collaborative professional learning and trainings specific to staff needs to improve student achievement. These include out-of-district conferences, workshops, and training based on the expertise and needs of teachers and staff. 2. Faculty/staff will participate in professional learning collaborations. (Faculty Mtg/LCM, Dept Mtgs, Rope Teams) 3. TSSA funds will be used to pay registration and mileage reimbursement to attend the Utah Alternative Education Association (UAEA) conference. (Admin) 4. As a pilot model-school of the National Alternative Education Association, TSSA funds will be used to pay for a team of MHS staff to attend and present at the National Alternative Education Conference. 5. TSSA funds will be used to pay selected staff to attend other conferences, such as Utah Coalition for Educational Technology (UCET), Youth in Care (YIC) Summer and Winter Conference, Utah Gang Conference, Life the Universe and Everything Conference, Association for Supervision and Curriculum Development (ASCD), Youth of Promise, and other trainings and certifications as requested by the staff or the principal. (choice/invitation)

	6. Teams of select teachers/staff will have the opportunity to visit other alternative ed high schools and traditional schools. The purpose is to observe other unique programs, increase collaboration, and implement best practices to improve student achievement and performance. TSSA funds will be used to pay for travel and substitutes. (choice/Admin)
This goal can be categorized as... (choose all that apply)	#PD #DiversityEngagementInclusion #Tech #PCBL #TeacherLeaders #GraduationRates
District Strategic Plan Area(s)	Student Growth & Achievement Empowered Employees Safety & Security Fiscal Responsibility Parent & Community Connections Culture
If you selected 'School Identified Area', please describe	
Academic area(s) addressed by the goal	Reading Writing Mathematics Fine Arts Health Science Social Studies Technology
Does this action plan include behavioral / character education / leadership efforts?	
Will LANDTrust funds be used to support the implementation of this goal?	Goal LAND Trust Expense Total - \$0.00
If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.	

Aditonal LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Academic Achievement	LAND Trust Academic	Salaries & Benefits	#17 Six productivities during the 2024 school year.	\$27,661.00

Summary of Planned Expenditures

F - Projected new funding for Next Year SY23-24	\$ 27,661.39
G - Total projected funding for Next Year SY23-24	\$ 27,662.53
H - Total planned expenditures for Next Year SY23-24	\$ 27,661.00
I - Planned carryover into the Following Year SY25-26	\$ 1.53
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	There will be no carry over.
Plan for sharing the school LANDTrust plan with the community	School website School newsletter

Additional plan for sharing the school LAND Trust plan with the community.

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/31/2023
Number who approved	9
Number who did not approve	0
Number who were absent or abstained	0