



Teacher Student Success Plan LAND Trust only

Mountain High - SY 2023

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 Mountain High School 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 <1%, Asian 1%, Black/Af. American 1-3%, Pacific Islander/Hawaiian 1-2% Other 2-4%,

Free/Reduced 34-37%, Special Education 10-11%, 10th Grade 0<1%, 11th Grade 41-45%, 12th Grade 55-59%, Non-English to Limited English Proficient <1%.

Staff

Mountain High School has 31 Certified Staff: 3 administrators, 23 teachers, 1 CTE Coordinator, 1 media specialist, 1 counselor, and 2 social workers. MHS currently employs 15 classified staff and has 1 SRO.

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 34-37%. Research shows that on the average, traditional high schools effectively serve 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 4-5 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 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 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.

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 **eleven** students for the Utah Aerospace Industry Pathways Program during school years SY19-SY22. Porportionately this is more than any other high school, traditional or alternative, in the state of Utah. Currently three MHS students are completing externships with aerospace industries.

Over the last two years 10% of MHS students have enrolled in a Davis Technical program.

Mountain High School is recognized as a Model Pilot School by the National Alternative Education Association and was highlighted in the Spring 2021 National Alternative Education Association (NAEA) Virtual Conference. Mountain High presented on six different best practices and effective programs, at the Fall 2022 NAEA Conference, held in St Louis, Missouri.

Areas of Recent Improvement

Over the last three 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 to build capacity among staff, provide leadership opportunities, and access more effectively educator expertise to promote student learning and meaningful staff development. These committees are the College/Career Readiness Committee, Personalized Learning Committee, 24/7 Tech Committee, Social Emotional Learning Committee, and the Teacher Student Success Plan Committee.

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.

Areas of Needed Improvement

Attendance continues to present a significant challenge. Students attending Mountain High have traditionally had chronic attendance issues. Attendance has a direct correlation with work completion and credits earned. Analysis of school data revealed attendance continues to be a priority for improvement. Attendance was also identified in an MHS school-wide survey to be the area of most needed improvement to move the needle in student achievement.

Missing work continues to prevent students from earning credit. Current efforts to encourage work completion include daily/weekly follow up by teachers and advisors, weekly Administrative acknowledgement of work completion by posting a Gold, Silver, and Bronze recognition bulletin board, monthly student achievement recognition assemblies, assigning students to work lab, providing weekly teacher consultation time for students, and communications to parents/guardians.

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 and supported with a Senior Seminar class for as many seniors as can be served. This continues to be a work in progress. Next steps include putting coursework, programs, and practices into place to foster increased college/career readiness.

Social Emotional Learning Data gathered in MHS parent meetings and student wellness assessments indicate that 80% of MHS students have mental health challenges. Ongoing Trauma informed and SEL trainings continue to be critical to the success of many students at MHS.

Professional Development (Teaching for Learning) According to a school-wide survey conducted with Mountain High School, 44% of faculty and staff reported professional development to be the most immediate and highest need affecting teaching for learning, followed by resources at 22%, feedback 15%, policy 15% and 4% other. Ongoing professional development and professional collaboration are critical to this work of preparing and empowering every student to accomplish academic, social, and career goals.

Prior Year Status Report

Report progress on PRIOR YEAR 2021 Composite School Plan

Goal description	Progress toward goal	Comments (required if 'Did not meet goal')
<p>Goal #1 Student Achievement: Attendance</p> <p>Student academics, specifically work completion and credits earned, are directly affected by student attendance. Student attendance will increase 3% yearly over the next 3 years going from 72.89% to 81.89% by the 2023 school year.</p>	Met goal	<p>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.</p> <p>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</p>

be successful. Historically, the number of economically disadvantaged students hovered at 50%. Over the last few years, the economically disadvantaged percentage has varied between 34-37%. Research shows that on the average, traditional high schools effectively serve 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 4-5 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 exhaustive responsibility that requires extra days and extended hours to complete.

Goal #2 Ready for Success at the Next Level: Post-High School Plan and Readiness

Each student that has been enrolled at Mountain High will leave with a plan to be either: Enrolled in post-secondary education, gainfully Employed, or Enlisted into a branch of the military. These 3 E's 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

- Less than 100% of Mountain High graduates had a post-high school plan.
- 1. Less than 80% of seniors enrolled in Senior Seminar.
- 2. 100% of seniors did have a graduation plan.
- 3. Less than 100% of seniors had in place a post-high school plan.
- 4. Going forward, double sessions of Senior Seminar will be offered earlier in the year to capture more senior students.
- 5. Going forward, seniors who do not complete the post-high school plan form in Quick Start will be followed up with by MHS staff to have the student complete the form, review changes as needed and to provide ongoing encouragement.

Goal #3 Teaching for Learning: Increase student performance and achievement in Reading, Mathematics, Writing, Technology, Science, Fine Arts, Health, Foreign Language and Social Studies content areas by supporting teacher development and expertise throughout academic areas listed.

Did not meet goal

- 1. Professional Development (PD) was provided for all MHS faculty at the school level. Staff also participated in district, state, and national levels of professional development. Due to Covid restrictions, a number of the proposed actions for professional development were either altered or cancelled. Some topics for PD included Social and Emotional Learning, Trauma Informed, content specific pedagogy, and best practices.
- Due to Covid restrictions, a number of the proposed actions for professional development were either altered or cancelled. Mountain High School participated virtually in the National Alternative Education Association Conference. The Utah Alternative Education Association Conference was held virtually and hosted from Mountain High.
- 2. One hundred percent of students who scored below 900 on the Reading Inventory Test and demonstrated an increase in reading comprehension skills after being enrolled for 90 days or more.
- 3. More than 90% of students enrolled in an MHS math course for two or more mini terms demonstrated an increase in math skills using pre/post testing .
- 4. Eighty percent of students enrolled in two or more mini terms of a Mountain High social studies, English, science, fine arts, and/or technology course earned credit. Students had the option to earn health credit through the online coursework, Edgenuity, or taking a live class.
- 5. Mountain High will determine more specific measures to identify increase in skills or measureable progress in addition to credit earned.

6. Mountain High did not offer a Foreign Language class but did offer an English as a Second Language language arts class, instructed by a certified ESL, bilingual teacher.

7. Mountain High will continue to provide meaningful professional development for all staff to further skills and implementation of best practices, content mastery, and working with under-served populations.

Current Year Progress Report

Report progress on CURRENT YEAR 2022 Composite School Plan

Goal description	Progress toward goal	Comments
<p>Eighty percent of students will earn their planned academic course credit each mini-term.</p>	<p>Not progressing according to plan</p>	<p>MEASURES</p> <p>This goal measures the percentage of students who earned 100% of their planned academic course credits each mini term, according to their individual schedule and program. The percentage of students who earned 100% of their planned credit in mini term 1 (mt1) is 48.76%, (33.75%) for mt2 , (40.24%) for mt3, (42.58%) for mt4, and (41.66%) for mt 5.</p> <p>A student's schedule may consist of eight classes Monday - Thursday, with Friday classes, a mix of traditional and online Edgenuity classes, or Edgenuity classes only.</p> <p>ACTION PLAN</p> <ol style="list-style-type: none"> Continue with the attendance improvement team. This team has been replaced with with TSSP Committee, comprised of faculty and staff. TSSA funds will be used to pay beyond contract hour stipends to team teachers and staff. The purpose of this team will be to review current school policies related to attendance and make ongoing recommendations for improvement, based on data. Specifically, they will Identify student specific barriers and provide interventions to support students 1-1. Ongoing Meet to review attendance data quarterly to identify attendance trends, identify additional skills students need, and refine programming to meet those needs. Attendance is now reviewed weekly. This year the administration has worked with the JSSC and MHS Local Case Management Team to refine programs and specific committees to build and strengthen staff and student skills. Make recommendations for increasing attendance incentives, adjusting policies, and increasing services to individual students. Land Trust funds will be used for student academic achievement recognition, not to exceed \$2 per student. The MHS administration in work with the MHS Staff continues to assess and implement interventions, policies, and practices. Continue to develop Educational Program Options within Mountain High School to allow students who struggle with

attendance to find success in earning consistent credit. **Ongoing**

6. Evaluate individual student needs and make proper program and/or social worker referrals to mitigate barriers. Document in Interventions. **Ongoing. Students are referred to school social workers directly by teachers, admin, from local case management, by parents, and from the weekly student support mtg.**
7. TSSA will be used to pay for outside of contract hours of focus group faculty and staff addressing personalized learning, college and career readiness, accessible online 24/7 curriculum, SEL for students and ongoing SEL training for staff. **Ongoing**
8. Content will be accessible online for student learning 24/7 using Canvas, Edgenuity, Nearpod, and other delivery methods. **Ongoing**

Ninety percent of our student body will earn a minimum of 1 credit each mini-term or credit as assigned.

Not progressing according to plan

MEASURES:

Amount of credit earned per mini-term. The goal measures the percent of our student body that will earn a minimum of 1 credit each mini-term or credit as assigned. The percentage of students who earned 1 credit in mini term 1 (mt1) is 73.7%, (54.2%) for mt2 , (56.2%) for mt3, (45.7%) for mt4, and (56%) for mt 5. The average amount of credit earned each mini term is 1.23 for mt1, .956 for mt2, 1.046 for mt3, .741 for mt4, and 1.053 for mt 5.

ACTION PLAN:

1. Every student has individualized credit earning plan towards graduation. **completed**
2. School-wide, classroom based, and advisory interventions target students with missing work, helping students develop "self management," self-awareness" and "responsible decision making." **ongoing**
3. Land Trust funds will be used to provide learning materials, texts, and supplies needed to support student learning of standards and skills in earning credit. **ongoing**
4. ~~Personalized Learning (PL) Committee~~ *Local case management, school teams, and teachers working with individual students* will meet to develop opportunities to encourage students to complete missing work and earn credit. **ongoing**
5. Students earning credit are recognized in student recognition assemblies monthly and recognized weekly with Administrative Gold, Silver, Bronze recognition. **ongoing**
6. Individualized contracts with administration support increasing student engagement. **ongoing**
7. Students will receive a progress report weekly. **ongoing**
8. Counselor, administrators, and advisors will monitor progress weekly and monthly and tailor courses as needed. **ongoing**
9. Students' progress toward earning credit will be reviewed weekly in LCM with needed interventions being identified. **ongoing**
10. Parental involvement begins with mandatory Parent Meeting followed with four Parent Teacher conferences and other school team meetings as needed. **ongoing**
11. Mountain High has a variety of programs to help students earn credit, such as day school, transition, Independent Study, Satellite, and Summer School. Land Trust funds will be used to provide Summer School credit earning

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.

Not progressing according to plan

- opportunities supplemented by mental health support for at-risk students. **in progress**
- 12. Land Trust funds will be used to purchase devices (part of computer refresh) and charging cords to support students in earning credit. **completed**
- 13. Land Trust funds will be used for after hours graduation, college and career post-secondary transition, guidance, and planning. **ongoing**

MEASURES

1. Seventy percent of seniors will complete the Senior Seminar and achieve credit as measured by number of seniors enrolled in Mountain High and divided by the number enrolled in Senior Seminar who earned credit. **Less than 70% of seniors enrolled in Senior Seminar and completed the class. This is due to chronic absenteeism, a cumulative score of less than 70%, schedule or program or program changes, or the student no longer attends Mountain High. Eighty-two percent of seniors who were enrolled and remained in Senior Seminar earned credit.**
2. Maintain 100% of MHS students having a graduation completion plan as tracked and measured by completed CCR's with the school counselor. **Progressing as planned**
3. Maintain 100% of seniors will have a post-high school plan to go on into higher-ed, gainful employment or enlistment as tracked and measured by the MHS Scholarship Coordinator. **Progressing as planned**

ACTION PLAN

1. Senior students will attend 2 mini terms of the Senior Seminar. Students will receive .25 credit (English, CTE or Elective) for the completion of the seminar and portfolio. **partially completed**
2. Portfolios will include: resume, field trip reflections, personal essays, job interviewing skills, application documents, aptitude testing (Youscience), and letter of recommendation. **in progress**
3. Students will further develop their skills in the SEL 5 competencies as part of the Senior Seminar.
4. Syllabus will be standard and repeatable for all seniors throughout the year. **completed**
5. Mountain High Staff will make connections with community partners to facilitate 2 optional field trips during the 2 mini-terms. **partially completed**
6. Mountain High staff will facilitate guest speakers from previous Mountain High graduates and community members. **completed**
7. A showcase wall of all seniors' pictures will display their achievements with a description of: "Enrolled, Employed, Enlisted." **to be completed**
8. Davis Technical College (DTC) tours will be directed by student interest and go further into detail of specific careers. **ongoing**
9. Students will also be showcased digitally on school's TV system. **to be completed**
10. Mountain High will create a video of past graduates to show during subsequent Senior Seminars. Land Trust funds will be used to pay for after contract hour editing. **in progress**

Mountain High will create a culture that embraces

Progressing

MEASURES

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.

according to plan

One Hundred percent of students receive direct SEL skills instruction. Faculty and staff are provided ongoing professional development in local case management meetings, school level professional develop trainings, and weekly SEL Tips to encourage responsive services that employ best practices.

1. All students who enroll at Mountain High are required to complete a new student orientation call Quick Start. All students receive direct instruction on the SEL 5 competencies, namely Relationship Skills, Social Awareness, Self-Management, Self-awareness, and Responsible Decision-making. All MHS Staff have received training and resources to help them understand what these skills look like and how to refer to them using a common vocabulary. **ongoing**

2. MHS will use surveys/assessments to measure SEL awareness, implementation, and growth for students and staff. **In progress**

3. SEL Professional Development attendance rolls are kept. **ongoing**

ACTION PLAN:

1. Continued use of CASEL. **ongoing**
2. Instruct staff and students of the five core competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making). **ongoing**
3. All Quick Start students will participate in an SEL presentation. **completed**
4. Provide faculty and staff with access SEL instructional resources. Land Trust funds will be used to purchase needed instructional resources. **ongoing**
5. Land Trust funds will be used to pay for after hour editing and finalizing of a school video as an instructional tool on the 5 Competencies. **to be completed in June 2022.**
6. Administer the following surveys/assessments: pre-and post-SEL survey, Student wellness assessment given to all students during Quick Start by the MHS social workers, Culture survey. **in progress**
7. Supplemental instruction and extracurricular groups will create additional SEL opportunities for students. (HOPE Squad, student leadership group, Distributive Education Clubs of America (DECA). **ongoing**
8. At least twice a year, TSSA funds will be used to bring in a motivational speaker to speak to the students. **completed**
9. Maintain a space for students to have mindfulness moment, and/or implement self-management strategies. **to be completed in June 2022 - MHS Teen Center will house this space.**
10. Use DSD SEL Self-Assessment and Walkthrough tool for Pre (Fall 2021) and Post (Spring 2022) data to inform professional learning.
11. Provide Trauma-Informed Training by USBE for faculty and staff. Land Trust funds will be used to pay for training services. **completed - Utah Alternative Education Association Conference held at MHS, March 18, 2022.**
12. SEL strategies will be implemented in advisory and Friday classes. **in progress**
13. SEL committee will provide weekly SEL tips during Local Case Management. **ongoing, in lcm and weekly email SEL Tips.**
14. Maintain an SEL committee. **ongoing**
15. Create common SEL vocabulary. **common vocabulary created, becoming common is in progress**
16. Increase use of SEL instruction as it relates to students with attendance barriers. Land Trust funds will be used to

purchase general supplies used for educating students in SEL. **ongoing**

MHS will increase student achievement in reading, writing, math, science, and technology.

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.

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.

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.

90% of all students enrolled in a science course for two mini terms will demonstrate measurable progress in carrying out scientific 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.

Not progressing according to plan

MHS will increase student achievement in reading, writing, math, science, and technology.

MEASURES

1. 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. **progressing per plan**

2. 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. **Not progressing per plan. The creation and implementation of the writing rubric at a department level has not yet been fully implemented. As of 2nd semester and as late as March of this year, three of the four MHS English teachers are new.**

3. 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. **current percentage is 88%**

4. 90% of all students enrolled in a science course for two mini terms will demonstrate measurable progress in carrying out scientific investigations. **progressing per plan**

5. 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. **progressing per plan**

6. PD surveys measuring relevance, implementation and impact on classroom instruction for conferences and PD attended. **data to be gathered**

7. Evaluate Davis observation data. **data to be gathered**

ACTION PLAN:

1. All Faculty/staff will participate in collaborative professional learning specific to their needs. These include out of district conferences and trainings based on expertise and needs of teachers and staff.

- 1+/-month professional trainings as required. **progressing**
- 1/semester 30-minute professional development option trainings based on requested teachers' choice. **not progressing**
- PD days determined by the district 5 times/year – based on teacher/staff and school needs. **progressing**
- District trainings, workshops based on goals and needs of teachers and staff. **progressing**
- Conference and training attendees will return and train other faculty and staff.

1. Faculty/staff will participate in collaborative professional learning. **progressing**
2. MHS faculty/staff will attend the Utah Alternative Education Association (UAEA) conference. Land Trust funds will be used to pay registration and mileage reimbursement if needed. **completed**
3. Land Trust 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 Conf., Association for Supervision and Curriculum Development (ASCD), Youth of Promise, and other trainings and certifications as requested by the staff or the principal. **progressing**

4. As a pilot model-school of the National Alternative Education Association, a team of ~~10~~ 8 MHS staff, will attend and present at the national level to other alternative school educators. Land Trust funds will be used to pay for part of the costs to attend the National Alternative Education Association (NAEA) Conference. **completed**

5. Three teams of select teachers/staff will have opportunity to visit other alternative ed high schools. The purpose is to provide opportunity to observe other unique programs, increase collaboration, and implement best practices to improve student achievement and performance. Land Trust funds will be used to pay for travel and substitutes. **Not progressing per plan. Rescheduled for next year.**

6. One to three times a month, volunteer teachers will demonstrate a short mini lesson in faculty/staff meeting demonstrating best teaching practices followed by Q/A. **Not progressing per plan. Rescheduled for next year.**

LAND Trust Funding Projections

A - Carryover funds from prior year SY20-21	\$ 21,822.77
B - Allocated new funds for current year SY21-22	\$ 66,386.00
C - Total Budget for current year SY21-22	\$ 88,208.77
D - Projected spending during current year SY21-22	\$ 65,496.84
E - Expected carryover from current year SY21-22	\$ 22,711.93
F - Projected new funding for next year SY22-23	\$ 30,287.00
G - Total projected funding for next year SY22-23	\$ 52,998.93

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	Academic Achievement
<i>Goal Statement</i>	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.
<i>Measures</i>	<ul style="list-style-type: none"> • Encore graduation report May 2023/Oct.2023 • MHS Weekly Progress (Admin) • MHS mini-term report – Seniors who earned their assigned credit (school counselor) • Professional Skills Social Emotional Learning (SEL) pre/post survey for staff and students (Professional Skills/SEL Committee – each QS and end of year)
<i>Action Plan (please number steps)</i>	1. Every student will have an individualized credit earning plan towards graduation developed by student, parent/guardian, and school counselor. (Counselor)

2. 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)
3. Professional Skills will be taught and practiced among staff and students on a school-wide level helping students develop self-management, self-awareness, relationship skills, social awareness, and responsible decision making. (SEL Committee)
4. All students will complete an MHS Quick Start before enrolling into day school. Quick Starts lay the foundation for academic success, an understanding of school culture, and a connection with staff and students.
5. TSSA funds will be used to pay teachers for the planning of and caring out Quick Start responsibilities beyond set contracts. (Admin)
6. Teachers, counselor, administrators, and advisors will monitor progress weekly and monthly and tailor courses as needed. (All)
7. Implement a regular dedicated time for direct instruction of Professional (SEL) skills during each mini term. (All)
8. Provide ongoing training for staff in the use of and instruction of Professional (SEL) skills. (Admin/SEL Committee)
9. Student progress and identified barriers toward graduation will be reviewed weekly followed by 1-1 student supports. (LCM, Admin Follow up)
10. 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. Committees will be formed to support the students' academic success. TSSA Funds will be used to pay committee members of the Professional Skills – SEL committee, College/Career Readiness committee, 24/7 Tech committee, and Personalized Learning committee. (All)
11. Content will be accessible online for student learning 24/7 using Canvas, Edgenuity, Nearpod, and other delivery methods to facilitate completion of student work. (24/7 Tech Committee)
12. Land Trust funds will be used to purchase classroom supplies, materials, and equipment for student learning. Fine Arts: supplies for visual arts class, stage lighting for performing arts theater program, music books and stands for performing arts, CNA/Health: class supplies, Technology - Video Production, Game Development: wireless mics and gaming controllers, Science: dissection specimens and lab supplies.
13. Student achievement will be recognized weekly with Administrative Gold, Silver, and Bronze, monthly with student recognition, and an annual Student Recognition Reception. (Admin)
14. Land Trust funds will be used to supplement MHS Summer school with face to face instruction (Admin)
15. Land Trust funds will be used to pay for four productivities during the school year. (Admin)
16. MHS will create a mindfulness room where students can implement self-management strategies. (LCSW's – spring/summer of 2022)
17. MHS will administer the following surveys/assessments: 1. pre-and post-SEL survey (Professional Skills/SEL Committee), 2. Student Wellness Assessment given during Quick Start (MHS social workers), and an MHS Culture-Climate Survey administered online. (Admin – spring 2023)
18. TSSA funds will used to fund a 5.9 hr. Teen Center Office Asst. for SY23 and June SY23. (Admin).
19. TSSA funds will be used to pay for social worker consulting hours (TBD) during July/Aug. (Admin)
20. TSSA funds will be used to pay for after hours editing of MHS Graduation Video, Early Graduate Video, Student Recognition Video, MHS Student and Program Promotional Videos.
21. TSSA funds and Land Trust Funds will be used to pay for substitutes teachers. (Admin)
21. Land Trust funds will be used as part of the computer refresh. (STS/Admin – spring 2023)

<i>This goal can be categorized as... (choose all that apply)</i>	#PDI#Tech#PCBL#SEL#TeacherLeaders#GraduationRates#CollegeCareerReady																																												
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Empowered Employees Parent & Community Connections Culture Fiscal Responsibility																																												
<i>Academic area(s) addressed by the goal</i>	Reading Writing Mathematics Fine Arts Health Science Social Studies Technology																																												
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	Yes																																												
<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	Yes Goal LAND Trust Expense Total - \$43,023.00																																												
	<table border="1"> <thead> <tr> <th style="background-color: #d9d9d9;"><u>Funding Source</u></th> <th style="background-color: #d9d9d9;"><u>Expense Category</u></th> <th style="background-color: #d9d9d9;"><u>Description</u></th> <th style="background-color: #d9d9d9;"><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td>LAND Trust Academic</td> <td>Salaries & Benefits</td> <td>#15 Four productivities during the 2023 school year.</td> <td>\$ 20,400.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>Salaries & Benefits</td> <td>#14 June 2023 Face to Face Instructional classes</td> <td>\$ 4,500.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>Software or Technology Hardware (each item < \$5000)</td> <td>#21 Computer Refresh</td> <td>\$ 6,000.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>Library Books</td> <td>#12 Digital Books</td> <td>\$ 400.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>General Supplies, Other</td> <td>#12 Fine Arts</td> <td>\$ 5,500.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>General Supplies, Other</td> <td>#12 Science</td> <td>\$ 2,000.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>General Supplies, Other</td> <td>#12 CNA/Health</td> <td>\$ 300.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>Software or Technology Hardware (each item < \$5000)</td> <td>#12 Gaming Development, #12 Digital Graphic Arts, Video Production</td> <td>\$ 1,100.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>Software or Technology Hardware (each item < \$5000)</td> <td>#12 Apple Pens, Laptop Whiteboards</td> <td>\$ 1,000.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>Salaries & Benefits</td> <td>#21 Substitute teacher costs</td> <td>\$ 1,823.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	Salaries & Benefits	#15 Four productivities during the 2023 school year.	\$ 20,400.00	LAND Trust Academic	Salaries & Benefits	#14 June 2023 Face to Face Instructional classes	\$ 4,500.00	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#21 Computer Refresh	\$ 6,000.00	LAND Trust Academic	Library Books	#12 Digital Books	\$ 400.00	LAND Trust Academic	General Supplies, Other	#12 Fine Arts	\$ 5,500.00	LAND Trust Academic	General Supplies, Other	#12 Science	\$ 2,000.00	LAND Trust Academic	General Supplies, Other	#12 CNA/Health	\$ 300.00	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#12 Gaming Development, #12 Digital Graphic Arts, Video Production	\$ 1,100.00	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#12 Apple Pens, Laptop Whiteboards	\$ 1,000.00	LAND Trust Academic	Salaries & Benefits	#21 Substitute teacher costs	\$ 1,823.00
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>																																										
LAND Trust Academic	Salaries & Benefits	#15 Four productivities during the 2023 school year.	\$ 20,400.00																																										
LAND Trust Academic	Salaries & Benefits	#14 June 2023 Face to Face Instructional classes	\$ 4,500.00																																										
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#21 Computer Refresh	\$ 6,000.00																																										
LAND Trust Academic	Library Books	#12 Digital Books	\$ 400.00																																										
LAND Trust Academic	General Supplies, Other	#12 Fine Arts	\$ 5,500.00																																										
LAND Trust Academic	General Supplies, Other	#12 Science	\$ 2,000.00																																										
LAND Trust Academic	General Supplies, Other	#12 CNA/Health	\$ 300.00																																										
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#12 Gaming Development, #12 Digital Graphic Arts, Video Production	\$ 1,100.00																																										
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#12 Apple Pens, Laptop Whiteboards	\$ 1,000.00																																										
LAND Trust Academic	Salaries & Benefits	#21 Substitute teacher costs	\$ 1,823.00																																										

<i>Goal Short Title</i>	College Career Readiness
-------------------------	---------------------------------

<p><i>Goal Statement</i></p>	<p>Goal Statement: 100% of MHS senior students will have a post-high school plan for higher education enrollment, gainful employment, or military enlistment.</p>								
<p><i>Measures</i></p>	<ul style="list-style-type: none"> • Quick Start rolls (Quick Start Leaders/CTE Coordinator) • MHS post-high school form completion (MHS Scholarship Coordinator – QS’s) • CCR completion mini-term report (school counselor) • Quarterly check of MHS progress (Advisors) • Completion percentage of MHS Exit Survey (CTE Coordinator/Secretary) 								
<p><i>Action Plan (please number steps)</i></p>	<ol style="list-style-type: none"> 1. 100% of enrolled students will be introduced in Quick Start to the Davis Technical Education program offerings. (CTE Coordinator) 2. 100% of enrolled students will be provided a form in Quick Start to identify their post-high school plans. (CTE Coordinator) 3. 100% of enrolled students will complete a College/Career Readiness conference with the school counselor. (School Counselor) 4. All seniors will review their post-high school plans at least quarterly with their advisor to address any needs or concerns. (Advisors – check box in progress, note needs or concerns) 5. All MHS graduating seniors will complete the MHS Exit Survey to identify post-high school plans. (CTE Coor/Sec) 6. At least 80% of seniors will be enrolled in the Mountain High School Senior Seminar class. (School Counselor) 7. Senior Seminar students will complete the “YouScience” Career Exploration Survey. (Senior Seminar Teacher) 8. MHS will host a post-high school opportunity fair. (CTE Coordinator/Secretary) 9. MHS will host a college tour visit at least twice/year. (CCR Committee) 10. TSSA Funds will be used to pay for after-hours editing of Early Graduate video throughout year (Admin). 11. Land Trust funds will be used for after-hours graduation, college and career post-secondary transition, guidance, and planning. (Admin) 12. TSSA funds will be used to bring in a motivational speaker to speak with students at least twice a year. (Quick Start 1 Leaders for speaker #1, Office Administrative Staff speaker #2) 								
<p><i>This goal can be categorized as... (choose all that apply)</i></p>	<p>#TeacherLeaders #GraduationRates #CollegeCareerReady</p>								
<p><i>District Strategic Plan Area(s)</i></p>	<p>Student Growth & Achievement Empowered Employees Parent & Community Connections Culture</p>								
<p><i>Academic area(s) addressed by the goal</i></p>	<p>Reading Writing Mathematics Fine Arts Health Science Social Studies Technology</p>								
<p><i>Does this action plan include behavioral / character education / leadership efforts?</i></p>	<p>Yes</p>								
<p><i>Will LANDTrust funds be used to support the implementation of this goal?</i></p>	<p>Yes</p> <p>Goal LAND Trust Expense Total - \$5,200.00</p> <table border="1" data-bbox="448 1549 1498 1734"> <thead> <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> </thead> <tbody> <tr> <td>LAND Trust Academic</td> <td>Salaries & Benefits</td> <td>#11 After Hours graduation, college and career post-secondary transition, student guidance and planning.</td> <td>\$ 5,200.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	Salaries & Benefits	#11 After Hours graduation, college and career post-secondary transition, student guidance and planning.	\$ 5,200.00
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>						
LAND Trust Academic	Salaries & Benefits	#11 After Hours graduation, college and career post-secondary transition, student guidance and planning.	\$ 5,200.00						

<p><i>Goal Short Title</i></p>	<p>Teaching for Learning</p>
<p><i>Goal Statement</i></p>	<p>Goal Statement: MHS will increase student achievement in reading, writing, math, science, and technology.</p>

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 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.

Measures

- Pre/post reading test using the Reading Inventory Test ([Read 180 Teacher](#))
- 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)*

1. All Faculty/staff will participate in collaborative professional learning specific to their needs. These include out-of-district conferences, workshops, and training based on the expertise and needs of staff.
 - 1+ /month professional trainings as required. ([Admin](#), [CTE Coordinator](#), [STS](#), [School Nurse](#))
 - 1/semester 30-minute professional development option training based on requested teachers’ choice ([JSSC](#))
 - PD days determined by the district 5 times/year – based on teacher/staff and school needs. District training and workshops based on goals and needs of teachers and staff.
 - Conference and training attendees will return and train other faculty and staff. ([Conference Attendees](#))
2. Faculty/staff will participate in collaborative professional learning. ([Faculty Mtg/LCM](#), [Dept Mtgs](#), [Committees](#))
3. Land Trust funds will be used to pay registration and mileage reimbursement for the Utah Alternative Education Association (UAEA) conference. ([Admin](#))
4. As a pilot model-school of the National Alternative Education Association, Land Trust funds and TSSA funds will be used to pay for the registration, travel, hotel, and per diem 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 conferences, trainings, certification programs, workshops, and classes such as, but not limited to 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. The purpose is to observe other unique programs, increase collaboration, and implement best practices to improve student achievement and performance. ([Educator Choice](#) or by [Admin invitation](#))

This goal can be categorized as... (choose all that apply)

#PDI#Techl#PCBLI#SELI#TeacherLeadersI#GraduationRatesI#CollegeCareerReadyI#DigitalCitizenship/SafetyPrinciples

District Strategic Plan Area(s)

Empowered Employees|Safety & Security|Fiscal Responsibility|Parent & Community Connections|Culture|Student Growth & Achievement

Academic area(s)

Reading|Writing|Mathematics|Fine Arts|Health|Science|Social Studies|Technology

addressed by the goal

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 - \$4,775.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Transportation, Admission, Per Diem	#3 Registration for the Utah Alternative Education Conference	\$ 2,275.00
LAND Trust Academic	Transportation, Admission, Per Diem	#3 Mileage reimbursement for Alternative School Site Visits, Conferences	\$ 2,500.00

Additional LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Academic Achievement	LAND Trust Academic	Salaries & Benefits	#15 Four productivities during the 2023 school year.	\$20,400.00
Academic Achievement	LAND Trust Academic	Salaries & Benefits	#14 June 2023 Face to Face Instructional classes	\$4,500.00
Academic Achievement	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#21 Computer Refresh	\$6,000.00
Academic Achievement	LAND Trust Academic	Library Books	#12 Digital Books	\$400.00
Academic Achievement	LAND Trust Academic	General Supplies, Other	#12 Fine Arts	\$5,500.00
Academic Achievement	LAND Trust Academic	General Supplies, Other	#12 Science	\$2,000.00
Academic Achievement	LAND Trust Academic	General Supplies, Other	#12 CNA/Health	\$300.00
Academic Achievement	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#12 Gaming Development, #12 Digital Graphic Arts, Video Production	\$1,100.00
Academic Achievement	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#12 Apple Pens, Laptop Whiteboards	\$1,000.00
Academic Achievement	LAND Trust Academic	Salaries & Benefits	#21 Substitute teacher costs	\$1,823.00

College Career Readiness	LAND Trust Academic	Salaries & Benefits	#11 After Hours graduation, college and career post-secondary transition, student guidance and planning.	\$5,200.00
Teaching for Learning	LAND Trust Academic	Transportation, Admission, Per Diem	#3 Registration for the Utah Alternative Education Conference	\$2,275.00
Teaching for Learning	LAND Trust Academic	Transportation, Admission, Per Diem	#3 Mileage reimbursement for Alternative School Site Visits, Conferences	\$2,500.00

Summary of Planned Expenditures

F - Projected new funding for next year SY22-23	\$ 30,287.00
G - Total projected funding for next year SY22-23	\$ 52,998.93
H - Total planned expenditures for next year SY22-23	\$ 52,998.00
I - Planned carryover into the following year SY23-24	\$ 0.93
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	
Plan for sharing the school LANDTrust plan with the community	
Additional plan for sharing the school LAND Trust plan with the community.	

This school is not a Title I school.

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote
Number who approved
Number who did not approve
Number who were absent or abstained