

School Improvement Plan 2019-2020 School Year

Math Department:

In our department, we have identified what we believe are the 2 biggest problems in our mathematics classes. Our goal as a department is to improve the learning of both groups described in these areas.

First, the lowest achieving students are not getting access to mathematics that is relevant to them and as a result, they are not learning as much as they are capable and they are struggling academically.

Second, the higher achieving students in the regular mathematics classes are not being challenged enough academically because they are moving at a pace that is slower than their abilities.

We feel that both of these problems are the result of having such a wide variety of mathematical abilities in the same class. We applaud both the school administration and counseling department for their support and efforts to group these two sets of students in such a way that both of their needs may be better met in the future. When students of similar abilities are grouped together in the same class, we anticipate that the learning of all students will improve. Those students mentioned in the first problem above will have access to mathematics that is more applicable to their situation and abilities. We anticipate that there will be far fewer D's and F's among that group moving forward. Also, those students mentioned in the second group will have access to more mathematics overall because the class as a whole will move more quickly through the content than they could in the past.

To track these students, we will give them assignments that will facilitate their learning within each unit, quizzes that will assess learning within sections of a unit, and tests that will assess learning for the entire unit. All three of these components will be combined to form the students' grades. We will specifically look at 2 aspects of these grades with reference to our goals. First, we will compare the percentage of students within each grading category, A's, B's, C's, D's, and F's, from the 2017-18 school year to the students in the 2018-19 school year. We expect that the percentage of A's and B's will increase within each grade and the percentage of D's and F's will decrease within each grade. We also expect that the students in the second problem will cover more mathematics next year than they were able to cover this year. This can easily be

measured by comparing the coverage from the 2017-18 school year to the coverage in the 2018-19 school year.

Counseling Support:

Access- Students will be placed into math classes according to their ability. Groups will be created based off of math teachers recommendation, grades, and test score results.

Achievement: Counselors will track students who are receiving D's and F's. These students will be encouraged to improve their grades by receiving award incentives through the Spartan Rewards Program, sending letters home to parents to encourage parent involvement, encouraging students to participate in homework helper class.

Attainment: Emery High School will offer four different math classes, Honors, Regular, Basic, and co-taught. Students will be placed into math classes according to their abilities. Math classes will be capped at a reasonable size to allow students to flourish in the classroom. Students and parents will be educated on the requirements to be able to take Concurrent Enrollment and AP mathematics courses during College and Career Readiness meetings.

Administration Support:

A pilot program of co-teachers in two sections of Secondary Math I and Secondary Math II have been created to help students who are in need of extra support and time. These classes will consist of a variety of mainstream students and special education students

Spartan reward program will help encourage students by providing positive achievement rewards to students who are working hard, handing in assignments on time and passing their classes.

Homework Helper class is provided after school, Monday- Wednesday from 3 to 6 pm in the Library. Snacks are provided, and a bus to take students home. Peer tutors are available to assist students who are struggling with mathematical concepts. Math teachers will be available for extra help. Students must make appointments with their math teacher to receive additional help.

Science Department

Science is a way of knowing, a process for gaining knowledge and understanding of the natural world. Emery High Science Department promotes an emphasis on understanding and using skills. Students should be active learners. It is not enough for students to read about science; they

must do science. They should observe, inquire, question, formulate and test hypotheses, analyze data, report, and evaluate findings. The students, as scientists, should have hands-on, active experiences throughout the instruction of the science curriculum. All things that promote a STEM environment.

Emery High Science teachers will be effective by using

- Exposure to texts and ancillary materials for students
- Access to technology including virtual labs, current events, new discoveries, and multi-media experiences
- Cooperative lab groups
- Class sizes that facilitate an environment for safe lab work
- lab books/journaling that promotes writing across the curriculum
- Support for college-bound students with access to USU Concurrent enrollment or AP testing
- Analytical skills for industry and trade occupations

Assessment

We will adhere to the state core curriculum in all science classes. Students will be expected to participate in formative and summative assessment as prescribed by the Utah State Board of Education. Some science courses (CTE) will be measured by the Precision Exams. We acknowledge new testing measures will be administered, such as (ACT) we expect 50 per proficiency in such assessments.

Counseling Support-

Access- Counselors will look at new pathway classes and standards set by the state and offer courses to meet these requirements. Students will be encouraged to take classes that meet their needs, for more advanced students who are seeking college credit a Concurrent Enrollment Physic class will be offered.

Counselors will hold a career week in the spring prior to registration to help educate and inform students on the different careers available to students who want to seek science-based careers. Science classes will be capped at a reasonable size to allow students to learn in a safe environment.

Achievement: Counselors will track students who are receiving D's and F's. These students will be encouraged to improve their grades by receiving award incentives through the Spartan Rewards Program, sending letters home to parents to encourage parent involvement, encouraging students to participate in homework helper class.

Students and parents will be educated on the requirement to be able to take Concurrent Enrollment classes during College and Career readiness meetings and registration meetings.

Attainment: Emery High School will offer a variety of science classes, Biology, Chemistry, Honors Physic CE, Physic with Technology, Anatomy, Animal Science 1 & 2, and Agriculture Science. Science classes will be capped at a reasonable size to allow students to learn in a safe environment. Students and parents will be educated on the requirements to be able to take Concurrent Enrollment courses during College and Career Readiness meetings.

Administration Support:

Administration and counselors will continue to work with the science teachers on providing the most relevant and update coursework, and pathways. They will continue to work with USU Eastern to provide concurrent enrollment opportunities for students seeking a degree in career and technical education areas. They will continue to strengthen the science programs by providing funding for technology and laboratory coursework. Administrators will help and support career week promoting all the different Career and Technical programs provided currently in the school.

The administration will hold the science teachers to high standards and measure education success using the state skills test and ACT. To help students achieve the standards set, an ACT boot camp, and study classes will be offered. They will help teachers stay current in their areas of expertise by providing professional development opportunities.

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English Department

Every student will show improvement toward grade level equivalency in reading. Students will show proficiency by an increase in student's grade which will be measured using the STAR assessment test. The test will be given twice per semester unless determined necessary more frequently by the teacher. The first STAR reading test will be given during the month of September. The teacher will use the diagnostic tools provided by STAR to develop class and individual instruction. The expected outcomes are that 75% of students will increase their reading levels.

Increase in student vocabulary will be shown through improved STAR, SAGE, ACT, and AP scores and classroom test. Students will show proficiency by improvement in one area of the learning goal. Teachers will give assessment weekly, bi-monthly, each semester, or yearly. Teachers will determine the need of each student. Proficiency levels will be measured accordingly:

STAR:	High: Grade Level	Ave: 5th grade	Low: below 5th grade
SAGE:	High: 4	Ave: 3	Low: 1
ACT	High: 18	Ave: 15	Low: below 15

The expected outcome will be that 75% of students will show improvement on the assessments listed above. The following rubric shows what is expected of the students in their writing practices and how teachers will determined proficiency.

Language Arts Essential Standards

	Standards	4 (Exceeds Mastery)	3 (Meets Mastery)	2 (Near Mastery)	1 (Well Below Mastery)
W1	I can write a clear, concise thesis statement that anticipates the structure of my essay.	I have written a thesis that is a declarative sentence that clearly and concisely establishes the topic of the essay. It provides an arguable stance and has three strong points that directly support that stance.	I have written a thesis that is a declarative sentence that establishes the topic of the essay. It provides an arguable stance and has three points intended to support that stance.	I have written a thesis that is a declarative sentence that vaguely establishes the topic of the essay. It proposes an idea that vaguely connects to the topic, but fails to establish a stance or focus. The roadmap for the essay is missing or irrelevant.	I have attempted to write a thesis that declares my topic, but it is too vague to be effective.
W2	I can use clear and appropriate transitions to connect different parts of my writing.	Each paragraph in my writing begins with a clear transition statement that refers back to the paragraph before it and contains a clear topic sentence for the upcoming paragraph. My transitions show a strong sense of style and a clear understanding of fluency.	Each paragraph in my writing begins with a clear transition statement that refers back to the paragraph before it and contains a clear topic sentence for the upcoming paragraph.	Each paragraph begins with a transition that attempts to refer back to the paragraph before and introduce the upcoming paragraph, but these transitions aren't as smooth or effective as they should be. They come off clunky.	My transitions are immature (first, second, third).
W5	I can write interesting	My essay begins with	My essay begins with	My essay begins with	My essay begins with

	introductions and conclusions using relevant anecdotes.	an interesting personal anecdote that is pertinent to the topic and gets the reader's attention. It ends with some sort of reference to that anecdote that shows how the topic has matured throughout the essay.	an interesting personal anecdote that is pertinent to the topic and gets the reader's attention. It ends with some sort of reference to that anecdote.	an anecdote and ends with an anecdote, but the connection between the two isn't immediately clear.	an immature hook: rhetorical questions, a statement of the assignment, or a protracted thesis statement.
R2	I can cite textual evidence to support my analysis of explicit elements of the text and inferences that I have made.	I have presented compelling evidence for my purpose. Each piece of evidence is presented in detailed context and explained in a cohesive, thoughtful manner.	I have presented sufficient evidence for my purpose. Each piece of evidence is presented in context and explained.	I have presented sufficient evidence for my purpose. Each piece of evidence is presented in context or explained, but not both.	I have presented evidence for my purpose. Each piece of evidence lacks both context and explanation.
W8	I can synthesize information from multiple sources in order to support my thoughts, analyses, or arguments.	I have referred to multiple sources that clearly support my thoughts and analyses. These sources extend my argument in new and interesting ways.	I have referred to multiple sources that clearly support my thoughts and analyses.	I have referred to multiple sources, but the link between those sources and my point isn't always clear.	I haven't referred to multiple sources.
L6	I can use multiple strategies to determine or clarify the meaning of a word or phrase.	I have given examples of when to use the word in other contexts.	I have used the word appropriately in an original sentence.	I have written the definition to the word in my own words.	I have appropriately identified the word and its definition.

Counseling Support:

Access- Students will be placed into classes according to their ability and teacher recommendation. Students will be encouraged to take classes that meet their needs, for more advanced students who are seeking college credit an English 1010 Concurrent Enrollment class will be offered as a senior course. Students will be required to get an 18 on their ACT test if they want to take this class. Students who are not proficient in their reading skill will be encouraged to take a reading class to help improve their skills.

Achievement: Counselors will track students who are receiving D's and F's. These students will be encouraged to improve their grades by receiving award incentives through the Spartan Rewards Program, sending letters home to parents to encourage parent involvement, encouraging students to participate in homework helper class.

Students and parents will be educated on the requirement to be able to take Concurrent Enrollment and AP Language Arts courses during College and Career readiness meetings.

Attainment: Emery High School will offer 3 different Language Art classes, Honors, Regular, and Special Education. Students will be placed into classes according to their abilities. Language Art classes will be capped at a reasonable size to allow students to flourish in the classroom. English 1010 classes will not exceed 25 students. Students and parents will be educated on the requirements to be able to take Concurrent Enrollment and AP courses during College and Career Readiness meetings.

Administration Support:

Administration and counselors will continue to work with the Language Arts teachers on providing the most relevant and update coursework. They will continue to work with USU Eastern to provide concurrent enrollment opportunities for students. They will continue to strengthen the Language Arts programs by providing funding for technology and assistance with grading coursework.

The administration will hold the Language Arts teachers to high standards and measure education success using the state skills test and ACT. To help students achieve the standards set, an ACT boot camp, and study classes will be offered. They will help teachers stay current in their areas of expertise by providing professional development opportunities.

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Social Studies Department

A major purpose of Social Studies at Emery High School is to support the English Department in its major goals. To be better at this we need to consistently and thoroughly align the Social Studies Courses with the English class that it can best support:

Geography (9) → English 9

World Civilizations (10) → English 10 (world literature)

US Studies (11) → English 11 (US Literature)

US Government & Law (12) → English 12 (philosophy)

This is a major goal that Emery High should work towards.

Writing for Literacy Standard 1

Write arguments focused on discipline-specific content.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

Writing for Literacy Standard 2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Writing for Literacy Standard 3

Note: (Not applicable as a separate requirement.) Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Production and Distribution of Writing

Writing for Literacy Standard 4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Writing for Literacy Standard 5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Writing for Literacy Standard 6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

Writing for Literacy Standard 7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

Writing for Literacy Standard 8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Writing for Literacy Standard 9

Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

Writing for Literacy Standard 10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Beyond this Social Studies should:

1. Help students meet or exceed grade-level equivalency in reading.
2. Increase student vocabulary.

Goal: Development of SLOs in all Social Studies Areas. To be accomplished within two years.

Counseling Support:

Access- Students will be placed into classes according to their ability and teacher recommendation. Students will be encouraged to take classes that meet their needs, for more advanced students who are seeking college credit advanced placement (AP) classes will be offered.

Achievement: Counselors will track students who are receiving D's and F's. These students will be encouraged to improve their grades by receiving award incentives through the Spartan Rewards Program, sending letters home to parents to encourage parent involvement, encouraging students to participate in homework helper class.

Students and parents will be educated on the requirement to be able to take Concurrent Enrollment and AP courses during College and Career readiness meetings.

Attainment: Emery High School will offer a variety of Social Science classes. Students will be placed into classes according to Social Science recommended grade levels. Classes will be capped at a reasonable size to allow students to flourish in the classroom.

Administration Support:

Administration and counselors will continue to work with the Social Science teachers on providing the most relevant and update coursework. They will continue to strengthen the Social Science programs by providing funding for technology.

The administration will hold the Social Science teachers to high standards and measure education success using the state skills test and ACT. To help students achieve the standards set, an ACT boot camp, and study classes will be offered. They will help teachers stay current in their areas of expertise by providing professional development opportunities.

Spartan reward program will help encourage students by providing positive achievement rewards to students who are working hard, handing in assignments on time and passing their classes

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Career and Technical Education

Career and technical education classes involve students in real world, hands-on scenarios to help them succeed in post secondary opportunities and the world of work. While the goals of each department are different the overall objective is the same.

“Provide students with the expertise essential for immediate success and future learning in college and the world of work.”

To accomplish this goal, I:

- Provide relevant, current topics and experiences in exciting, hands-on classes.
- Emphasize pertinent technology applications in all of my classes.
- Apply what is taught to the real world using projects and real-world expectations.
- Help students develop confidence and professionalism by modeling these traits.
- Establish career-readiness skills.
- Explore careers.

This goal is measured in a few ways:

1. By looking at classes currently being offered at Emery High.
 - a. If the goal is not met, work with administration and counseling office.
2. By continuing my own education at conferences and training.
 - a. If the goal is not met, increase professional development.
3. Establish student learning using assessments of all varieties and recording data.
 - a. If the goal is not met, students may use remediation in a couple of ways, including:
 - i. Working with me before or after school, or during my prep hour.
 - ii. Attending homework class.

Counseling Support-

Access- Counselors will look at new pathway classes and standards set by the state and offer courses to meet these requirements. Students will be encouraged to take classes that meet their needs, for more advanced students who are seeking college credit a Concurrent Enrollment classes will be offered.

Counselors will hold a career week in the spring prior to registration to help educate and inform students on the different careers available to students.

Achievement: Counselors will track students who are receiving D's and F's. These students will be encouraged to improve their grades by receiving award incentives through the Spartan Rewards Program, sending letters home to parents to encourage parent involvement, encouraging students to participate in homework helper class.

Students and parents will be educated on the requirement to be able to take Concurrent Enrollment classes during College and Career readiness meetings.

Attainment: Emery High School will offer a variety of CTE classes. CTE classes will be capped at a reasonable size to allow students to be safe and flourish in the classroom. Students and parents will be educated on the requirements to be able to take Concurrent Enrollment and the benefits of CTE pathways during College and Career Readiness meetings.

Administration Support:

Administration and counselors will continue to work with the CTE teachers on providing the most relevant and update coursework, and pathways. They will continue to work with USU Eastern and Snow College to provide concurrent enrollment opportunities for students seeking a degree in career and technical education areas. They will continue to strengthen or CTE program by providing additional funding through the land trust by working with the community council. Administrators will help and support career week promoting all the different Career and Technical programs provided currently in the school.

The administration will hold the CTE teachers to high standards and measure education success using the state skills test. They will help teachers stay current in their areas of expertise by providing professional development opportunities.

Spartan reward program will help encourage students by providing positive achievement rewards to students who are working hard, handing in assignments on time and passing their classes

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Art and Music Department

Art and Music is meant to broaden a student's vision of the world and themselves. This is done by participating in the creation of art projects and music.

Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation by:

Individually or collaboratively formulating new creative problems based on own existing artwork and music.

Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design and music.

Demonstrate acquisition of skills and knowledge in a chosen art or musical form through experimentation, practice, and persistence.

Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art or music and design in response to personal artistic vision.

Counseling Support-

Access- Counselors will look at new pathway classes and standards set by the state and offer courses to meet these requirements. Students will be encouraged to take classes that meet their needs, for more advanced students who are seeking college credit Concurrent Enrollment classes will be offered.

Achievement: Counselors will track students who are receiving D's and F's. These students will be encouraged to improve their grades by receiving award incentives through the Spartan Rewards Program, sending letters home to parents to encourage parent involvement, encouraging students to participate in homework helper class. Students and parents will be educated on the requirement to be able to take Concurrent Enrollment classes during College and Career readiness meetings.

Attainment: Emery High School will offer a variety of art and music classes. Classes will be capped at a reasonable size to allow students to be safe and flourish in the classroom. Students and parents will be educated on the requirements to be able to take Concurrent Enrollment and the benefits of art and music classes during College and Career Readiness meetings.

Administration Support:

Administration and counselors will continue to work with the art and music teachers on providing the most relevant and update coursework, and pathways. They will continue to work with USU Eastern to provide concurrent enrollment opportunities for students

The administration will hold the Art and Music teachers to high standards and measure education success using the state skills test. They will help teachers stay current in their areas of expertise by providing professional development opportunities.

Spartan reward program will help encourage students by providing positive achievement rewards to students who are working hard, handing in assignments on time and passing their classes

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Safety

School safety is very important here at Emery High School. It is a must to provide a safe learning environment for all of our students. Emery High ensures the safety of our students in a variety of ways. A full-time resource officer is here throughout the school day. He monitors student behaviors in the hallways, enforces safe driving practices around the campus, helps ensure our drug-free school environment with drug dog visits and inspections. Every year Emery High School has a safety week which includes: gas leak, earthquake, fire evacuation, and lockdown drills. This helps train students and faculty in knowing what to do in case of an emergency. Emery High School's unique rural location allows the high school and local law

enforcement agency to train every year for an active shooter drill. This helps law enforcement and school personnel to develop and prepare safe practices.

The school priority is not just the physical safety of the students but the emotional and mental health of each student. The administrators and counselors help students develop healthy emotional and mental wellness by arranging and providing mental health and life skills lessons in the classroom. These lessons include the promotion of the Safe UT app and suicide hotlines. In addition to classroom lessons, special assemblies are arranged to help continue to support our positive well-being message. Students are reminded of wellness tips with the Spartan Wellness newsletter which is posted throughout the school building. The counselors will refer students who need additional services and support to Four Corners Mental Health Agency.