

Lands Trust Plan 2020 - 2021

School Goal One: To help each individual student experience success in an academic setting and graduate with their class. In addition, Valley High is committed to improving student's post-secondary options/outcomes by providing skill development to prepare students for college, careers and life.

Measurement:

1. Data is collected to track the number of students who pass classes, fail classes, or don't earn credit due to lack of attendance. This data guides our outreach plan - faculty/staff contact families when students are absent from their classes and work to get them back in school.
2. We have an intervention program during our school day called Power Hour. This intervention time is scheduled between our morning and afternoon sessions to allow students with either schedule an opportunity to make up absences and/or get individual help with assignments from any teacher. During Power Hour, students may go to the Math lab to receive one-on-one assistance in their math classes. During Power Hour, the Careers lab is open for students to apply for jobs, create and update résumés, research colleges or trade schools, and fill out applications for colleges and scholarships.
3. During Power Hour we offer a guest speaker series to spotlight various career pathways and opportunities. We are able to highlight a variety of occupations and interest areas for our students. Pre-Covid-19, observational data was indicating a 5-15% student participation rate depending on the guest speaker and their subject matter.

Action Plan: Research shows the significant impact that fostering positive teacher/student relationships and increasing student engagement has on improving individual learning. Our faculty plans to continue to build meaningful relationships and increase student ownership of their own learning with the desired outcome of increasing our graduation rate. Activities that need funding to support this plan and outcome include:

1. The costs related to conferences/workshops for professional development for teachers in the current research and best practices for improving student learning. Conference/workshop attendance will be determined by teacher interest, school need/relevance to our student population and availability. Teachers who attend will share information by providing in-house professional development for the faculty. Costs will include registration fees and the cost of substitute teachers for the classes while the teachers are at conferences/workshops.
2. Funds to purchase additional resources (professional books, DVDs, or other materials) to assist Valley High's growth as a Professional Learning Community (PLC). We have already purchased 11 copies of *Learning By Doing: A Handbook for Professional Learning Communities at Work*. This resource will assist Valley High School in implementing effective PLC practices that result in improved student learning.
3. Funding to pay for a Dropout Prevention aide. This outreach aide/student advocate will work primarily with our non-attenders. Attendance at school has a direct correlation to academic success and graduation. Many students at Valley High have obstacles that hinder their attendance at school - living situation, transportation issues, health problems, etc. Valley High works to understand and address the needs of every individual student. We have an amazing student advocate who is fluent in Spanish and English. Our outreach aide/student advocate tracks and contacts students with attendance concerns who are not communicating with the school. Our hope is to find out the situation and provide information about any community resources that may be available to help the student return to school.

Our student advocate serves as a vital resource to help us reach out to and assist our students and families when attendance issues arise.

4. Funding to pay for a summer aide to assist Dropout Prevention outreach. This person will reach out to students who stopped attending Valley High during the past school year and invite them to re-enroll at Valley High school for the upcoming school year. Where applicable, additional information is shared with students about adult high school and or GED programs if they are not interested in coming back to school.

Projected Expenses for Goal 1: Based on our best estimate at this time.

Item/Resource	Budget Code	Est. Cost
Fees for conferences/workshops for teacher PD.	2290 331	\$5000
Substitute pay to cover classes for teachers at PD activities.	1073 132	\$2000
Professional Learning Community support materials (book studies, etc.)	1090 610	\$3000
Dropout Prevention aide to contact students who quit attending.	1084 165	\$8000
Summer aide for Dropout Prevention outreach.	1084 165	\$1000

TOTAL BUDGETED: \$19,000

School Goal Two: To increase the options that students have to earn recovery credit for classes they have failed prior to attending Valley High School. We strive to help students graduate by offering quality credit recovery options for students to earn additional credits beyond their full-time class schedule with us.

Measurement:

1. We track the amount of recovery credits earned and completed each year. Students earned a total of 1300 quarter (0.25) credits of recovery during the 2019-2020 school year. As a result of COVID-19, we have utilized an on-line recovery program, called Edgenuity, to provide students with a greater opportunity to fulfill graduation requirements. Through Edgenuity, students were able to earn additional 415 quarter (0.25) credits of recovery. Valley High students have increased their earn credit recovery rate by more than 44 percent from 2013-2014 to 2019-2020 school year.
2. Students can earn recovery credit through completing packets used in conjunction with participation in Friday field trip/activities. This past year we have expanded the diversity of offered field trip/activity experiences. This includes visits to the Red Butte Garden, the Railroad Museum in Ogden, the Water Conservation Garden and exploring the Jordan River Trail. Valley High students acquired knowledge and skills related to preparing a nutritious meal at our Breakfast for Champions activity. Students learned the art of purchasing an automobile through our workshop on “The Math of Buying a Car”. Our teachers have taken students to tour the Salt Lake Community College main campus, the Utah Museum of Fine Arts, the Utah Natural History Museum, and the Tracy Aviary. We conducted seventeen different field trip/activities prior to the beginning of the COVID-19 pandemic. As a result of COVID-19, we had to cancel 10 fieldtrip/activities as schools were placed on home confinement.

3. Field trips/activities are designed to expand our students’ knowledge, appreciation of history and culture, and awareness of resources available within their community. As a school, we believe these educational opportunities will lead to occupational and recreational exploration.
4. Based on our recovery credit data from previous years, we have modified due dates so that students have 30 days after participating in a field trip or purchasing a packet to get the work completed. We also have new field trips planned each year to avoid repetition for a student that might be enrolled with us for multiple years.

Action Plan: We are working as a faculty and within our departments to achieve our goal by improving the type and variety of credit recovery packets available to our students. Any packet developed is reviewed by an outside committee of educators within our district. This committee uses a rubric that was developed to assure alignment with the Utah State Standards in each subject. The committee also checks for quality, rigor and copyright licensing with all the packets students are using to recover credit while with Valley High. Activities that need funding to support this action plan include:

1. Expansion of credit recovery options through Friday Field Trip/Activity Packets. This program requires students to participate in pre-reading activities, attend a quality field trip experience on a Friday (we do not have regular school on Fridays), and then complete writing assignments about the trip/their experience. Costs of the Friday Field Trip/Activity program include busing (from the school to the field trip), Utah Transit Authority Trax tokens or wristbands, entrance/admission fees for students, snacks (needed for some activities), and lunch for students (on most of the trips). The field trips typically start at 9am and end at 3 PM.
2. Due to district travel restrictions during COVID-19, we are making use of virtual fieldtrips/activities to improve student learning and achievement. Some of the virtual fieldtrip/activities include: The Louvre Museum, Victoria & Albert Museum, Metropolitan Museum of Art, Salt Lake Community College and University of Utah Medical Center. Participation in these events afford students an opportunity to gain a global perspective, exposure to cultural artifacts, an awareness of post-secondary options and the opportunity to develop and improve their technical skills.
3. As 35 percent of our student population qualifies for free or reduced school lunch, it is imperative we provide food during each fieldtrip/activity. A nutritious meal will enhance students’ ability to focus and complete educational requirements. Also, a nutritious meal will contribute to students’ health and well-being.
4. Purchase of atlases, inexpensive calculators, pedometers, and other support materials for credit recovery activities.

Projected Expenses for Goal 2: Based on our best estimate at this time.

Item/Resource	Budget Code	Est. Cost
Friday Field Trips admissions and transportation.	1090 510	\$6000

TOTAL BUDGETED: \$6,000

School Goal Three: To increase our students’ reading abilities during the time they are here at Valley High School. Our testing data shows that the majority of students are at least two grade levels behind in their reading when they enroll with us.

Measurement:

1. We administer the Reading Plus test to all incoming students and test again at the end of the year to measure progress. We will use this data to see how much improvement our students are making and to explore additional ways to increase literacy in our students.

Action Plan: The faculty is collectively focusing on teaching students reading strategies that can be used in all curricular areas. Activities that need funding to support this action plan include:

1. Funds to renew our licenses of the READING PLUS program. This program will be used almost daily with the 10% of our students with the lowest reading scores. The site license allows us to test all of our incoming students to identify needs and track progress.
2. Funds to purchase books for our teacher/student Book Club. Copies are distributed on a first come, first served basis. Students are given the copy of that quarter’s book to keep and are invited to share it with a family member or friend. The teacher/student group meets at the end of each quarter to discuss the novel. Attendance at the meeting(s) is optional. Students participating in the Book Club have the option to complete a reflection and/or essay to earn a quarter (0.25) English credit to remediate a previously failed course.

Projected Expenses for Goal 3: Based on our best estimate at this time.

Item/Resource	Budget Code	Est. Cost
READING PLUS program licenses.	1090 670	\$8000
Book Club - 75 copies of a selected novel each quarter	1090 641	\$4000

TOTAL BUDGETED: \$12,000

School Goal Four: To expand recovery credit options through our service learning program. The service learning program provides opportunities for our students to experience civic engagement by giving back to their world locally and globally.

Measurement:

1. Total hours of service will be documented. Recovery credit acquired through service learning will be tracked. CTE or elective quarter (0.25) recovery credit can be earned. To earn credit, students will complete service hours and a personal reflection essay about their involvement with service learning and how it has impacted their educational experience.

Action Plan: Our counselors implement and supervise the service learning program at Valley High. The service learning program allows students to give of their time on Fridays (we do not have regular school on Fridays). Through this program counselors are able to deliver a variety of guidance lessons ranging from college and career readiness to global citizenship. Students gain hands-on experience. Service projects include: donating time to the Utah Food Bank; sewing, decorating, and filling Christmas stockings for a local Boys and Girls Club; making blankets for the homeless; cleaning up the Jordan River Trail; and buying/assembling hygiene kits for the Homeless Youth Resource Center. Activities that need funding to support this action plan include:

1. Purchase of consumable supplies for projects: yarn, felt, fleece, craft items, small toys, socks, mittens, note cards, paper, ribbon, beads, paint, shirts, shampoo, soap, tooth brushes, toothpaste, bulk trash bags, etc.
2. Purchase of durable goods to be used each year: looms, cutting boards, scissors, sewing machines, hand shovels, rakes, gloves, shovels, etc.

Projected Expenses for Goal 4: Based on our best estimate at this time.

Item/Resource	Budget Code	Est. Cost
Consumable items listed above (or similar items not specifically listed).	1090 610	\$3000

TOTAL BUDGETED: \$3000

School Goal Five: To increase our student's access to, familiarity, engagement and success with academic technology.

Measurement:

1. One of our measurements of increased academic success with technology will be to track the amount of recovery credits earned by our students toward graduation. We are currently using couple of on-line programs to supplement our paper packets for recovery credit - Edgenuity (variety of academic subjects) and Aleks (Math credit.) We track all of our recovery credits earned each year and will differentiate what mode and program our students are using to earn credit towards their diploma.

Action Plan: Access to Chromebooks is vital to reaching this goal. The ultimate goal is to have 20 Chromebooks per classroom. We ordered 175 Chromebooks utilizing funds allocated from Landtrust (100) and our technology budget (75). Due to the COVID-19 outbreak, our teachers and students have become much more adept at blended learning and are much more proficient at using technology. Note: We were able to use some grant money to train our interested teachers in the use of Edgenuity and Aleks during the spring of 2020.

Projected Expenses for Goal 4: Based on our best estimate at this time.

Item/Resource	Budget Code	Est. Cost
Chromebooks, charging stations.	650	\$20,000

TOTAL BUDGETED: \$20,000

Plans for any increase in funds: First, we would use additional monies of any increased distribution help with technology needs, which cannot be filled, through our funds from our district. We try to use our tech budget first but often it is not enough. We will use additional funds or any large carry over to continue acquiring a set of 20 Chromebooks and two small charging stands in each classroom. We also use these funds to replace Epson projectors or replace teacher laptops that may have failed during the school year.

Carry Over Explanation: We always try to stay under 10% but we do like to leave a cushion as costs can fluctuate.

Not all costs can be accurately estimated - transportation and/or admission costs can greatly vary from year to year. Also, professional conferences for teachers vary in cost. We have decided to leave a cushion which - if still there next year in March - can be used to upgrade technology. Our technology priorities will be acquiring additional Chromebooks and replacing old Epson projectors in each classroom. Teachers who use their technology the most will need their old projectors replaced first. These funds would allow for that need.

Summary of Projected Expenses:

Goal	Cost
1	\$19,000
2	\$6,000
3	\$12,000
4	\$3,000
5	\$20,000

Grand Total: \$60,0000