Improvement Plan: **Student Inclusion and Sense of Belonging**

Goal: Within 5 years students will be placed in a "home room" course which will provide students an adult advocate who will create an environment to facilitate relationships with other students as well as faculty and staff.

Purpose: To create a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

Step	Description of Action Plan Step	Timeline	Measurement of Success	Funding Needs
1	Student survey on what would interest them/or how they would most want to be involved/what rewards would be motivating	by the end of the 2015-2016 school year	completed surveys	
2	Investigate schools that have been successful implementing a "home room" (talk to Suzanne Kimball)	completed by end of 2017 school year	email to faculty summarizing the findings	Substitute teacher and travel expenses
3	Investigate a variety of formal "home room" structures including adjustments to schedules and instruction times.	1-2 Years	Research for half 2017-2018 year	
4	Within the formal structure, a reward system will be implemented for academic improvement and/or participation.	completed by end of 2017 school year	Research for half 2017-2018 year	Community involvement and donations. Showcase student achievements
5	Implement and evaluate the stated goal.	3-5 years	data from Sharp survey; data collected on student involvement	Faculty training

Supporting Professional Development Activities:
- Teachers may be given opportunities to attend professional development conferences and workshops pertaining to stated goal.

Members of the writing team:
- Nic Rowley
- Mandi Wilson
- Brad Northcutt
- Drew Weech
- Jonathan Kidd
- Julie Wilding

- Aubrey Thornock
- Mike Johnson
- Carrie Ashcraft
- Carey White
- Kerrie Crandall
- Kara Hernandez

Improvement Plan: **Cross-Curricular Collaboration (CCC)**

Goal: By the end of year five, 80% of teachers at SHS will have at least one lesson that stems from a cross-curriculum collaboration (CCC) team.

Purpose: To increase student motivation and engagement, improve transfer of knowledge, create and activate background knowledge to increase comprehension, and to help students become accustomed to seeking opportunities to apply content-specific concepts in other areas of academia and life.

Step	Description of Action Plan Step	Timeline	Measurement of Success	Funding Needs
1	Research and Recruit: via Google doc, survey the faculty to ascertain the following info: 1. Would you be willing to help pilot a cross-curriculum collaboration (CCC)? 2. What subject do you teach that you would like to incorporate other disciplines into? 3. What departments or teachers would you be interested in collaborating with? 4. If, over the next 5 years, we were to roll out cross-curricular collaboration (CCC) in a way that neither interferes with regular collaboration, nor infringes on instruction time, would you be willing to incorporate at least ONE lesson per year that stems from a cross-curriculum collaborative (CCC) team of your choosing? (We are hoping 100% of teachers agree. But 80% compliance seems more realistic)	Between now and the end of the 2016 school year.	Completion of the faculty surveys	
2	Pilot year: From those who volunteer via Google doc, create 4 CCC teams. • A team can be two individual teachers from different departments or entire grade-level, class specific teams. • They should receive a common prep if at all possible. (If a grade-level team, only one liaison needs a common prep.) • Meet once in the summer, perhaps using a district "curriculum design" paid day. • May choose to meet at lunch, after/before school, etc. On a "however you can make it work" basis for pilot year to collaborate further. • Product for each "half" of the CCC can be different, or the same, depending on the needs (e.g., Same research paper for English and	2016-17 school year	4-8 examples of successful CCC, including artifacts	Funds for celebration at the end of the year, use of summer curriculum design collaboration funds

	History is fine. Or math can use welding examples and welding can use Pythagorean theorem, whatever meets the teachers' needs.) ● Successes should be shared at a celebratory banquet--perhaps right before Spring Showcase? Food and positive atmosphere a must. Each team shares a 1-2 minute blurb about what they did, what went well (and maybe not so well?) as well as any artifacts they collected.			
3	Year two: Add more teams, follow the same protocol as step two, only more emphasis on shared prep for liaisons from each team. Make the party/celebration of student learning more of a "thing."	2017-18 school year	6-10 examples of successful CCC, including artifacts	Funds for celebration, use of summer curriculum design collaboration funds
4	Year three: All departments need to have representation in a CCC team. Shared preps now standard for liaisons. Other than that, follow the 10+ examples of successful CCC, including artifacts, one from each department. Same protocol. Super Fiesta: One rep from each department shares successes.	2018-19 school year	10+ examples of successful CCC, including artifacts, one from each department	Funds for celebration, use of summer curriculum design collaboration funds
5	Year four: add more teams. Continue protocol. Shared preps. Celebration should inspire others to join the CCC bandwagon, again one rep from each department shares at the celebration.	2019-20	10+ examples of successful CCC, including artifacts, one from each department	Funds for celebration, use of summer curriculum design collaboration funds
6	Year five: at least 80% of teachers have at least one CCC based lesson for the year. All teachers are strongly encouraged to be part of a CCC team of their choosing. Continue with protocol. One rep from each department shares at celebration.	2020-21	10+ examples of successful CCC, including artifacts, one from each department (in addition, 80% of teachers participated in CCC and implemented at least one CCC-based lesson, self-reported)	Funds for celebration, use of summer curriculum design collaboration funds

Supporting Professional Development Activities:
● Seminars or trainings on implementation of cross-curricular teaching

Members of the writing team:

- Joanna Ellsworth
- Stephen Hylton
- Whitney Lewis
- Sarah Brough
- Arianna Booth
- Kyle Wood
- Susan Langford
- Brad Thornton
- Dan Money
- Hannah Keller
- Ame Uyema
- NataLei Terry
- Kim Ipson
- Jason Beardall

Improvement Plan: **Professional Development & Peer Coaching**

Goal 1: All teachers participate in at least two professional development activities per school year.

Goal 2: All teachers participate in the peer coaching experience to observe and be observed in the classroom at least once a year.

Purpose: Teachers learn best practices and implement these in their classroom to increase student learning.

Big Ideas:
- SHS admin will collaborate with faculty to plan and facilitate in-house quarterly professional development for all faculty members based on topics of need and interest as provided by the faculty members. This will take place during collaboration time provided in the school in a workshop format.
- PGP's will drive individual faculty members to create their own action plan that may include professional development experiences that they will have the opportunity to go through an application process to provide the PD experiences they want/need to fulfill their PGP.
- Create rotation system for all departments to have an established budget for PD opportunities and an application process to justify PD and receive admin approval and funds.
- List of PD opportunities / peer review of conferences for other faculty to increase awareness of PD opportunities.
- Peer coaching cycle opportunities for all teachers to be observed and observe other teachers (both on and off campus).

Step	Description of Action Plan Step	Timeline	Measurement of Success	Funding Needs
	PROFESSIONAL DEVELOPMENT (P.D.) ACTION PLAN			
1	Create a Professional Development team (one specialist per department).	August - October 2016	Team formed	Possible stipends for committee members, depending on the time commitment given by each
2	P.D. team will be responsible for creating a survey to gain faculty feedback on topics of interest related to professional development. The survey will also ask faculty for volunteers who have attended conferences and have something to share, who have expertise in a particular area, etc. Send out survey and collect feedback.	October 2016 *Ongoing procedure to send out surveys to determine topics of interest at beginning of school year. This will help plan the in-house P.D. trainings for the school year.	All faculty complete survey.	

3	Determine how to deliver the best trainings according to the results of the faculty survey. Research, find, contact, and schedule presenters for in-house P.D. days. Presenters could be our own teachers, district personnel, outside experts, etc. Plan the two (one per semester) P.D. workshop days. After a year or two of implementation, we will work to create four (one per term) P.D. workshop days.	P.D. workshops will start 2nd quarter 2016-17 school year. *We will hold at least 2 in-house workshops for the 2016-17 and 2017-18 school year. *We will start to hold quarterly in-house P.D. workshop trainings every quarter after 1-2 years of implementation.	Feedback cards about workshop P.D. or survey feedback at the end of the year.	Possible stipends/ gift cards for presenters as thank-you or payment if necessary. Refreshments for faculty
4	Carry out planned P.D. workshops.	P.D. workshops will start 2nd quarter 2016-17 school year. *We will hold at least 2 in-house workshops for the 2016-17 and 2017-18 school year. *We will start to hold quarterly in-house P.D. workshop trainings every quarter after 1-2 years of implementation.	All faculty will attend at least two workshops each year unless excused by the administration for other collaboration responsibilities or commitments. Faculty who do not attend two will need to discuss make up opportunities with administration to meet the required two P.D. opportunities. (Attendance sheets can be used to track as evidence.)	Possible stipends/ gift cards for presenters as thank-you or payment if necessary. Refreshments for faculty
5	P.D. committee creates an application form and process for all faculty members to have the opportunity to apply for P.D. opportunities off campus (national conferences, certifications, district trainings, state-sponsored trainings, etc.) Admin will be involved with the establishment of this application process and the use of school funds to allow faculty to attend.	Application form and process will be created by the end of the 1st semester of school year 2016-17.	Application will be accessible via online, with explanation of established procedures for P.D. application process.	
6	Committee will design a web page or other online site for all faculty members to have access to P.D. forms, P.D. reviews, articles, and other networking resources related to P.D.	Website will be created and accessible by the end of the	Website created and accessible by all faculty.	

	opportunities. Committee will appoint a webmaster to keep site managed, updated, and organized on a regular basis.	2nd semester of school year 2016-17.		
7	Committee will start collecting data from faculty about their P.D. experiences to be archived for other faculty to review in order to increase awareness of various P.D. opportunities. Information collected can include reviews, articles, evaluations, endorsements, Master's programs, etc.	Data collection starts August 2017.	Database has entries of P.D. opportunities reviewed and submitted by faculty members.	
8	Committee creates a survey to get feedback about the process established for P.D. application, as well as an evaluation of the effectiveness and usefulness of the P.D. website	Create survey February - March 2018. Send out survey April 2018.	Survey created. Data collected from 80% of faculty.	
9	Committee reviews feedback from P.D. survey and addresses problems or concerns with administration. Committee evaluates faculty use of P.D. monies and analyzes the equal distribution amongst departments in the school. Committee can then address issues regarding inequalities at that time.	Review survey May 2018. *Ongoing evaluation regarding P.D. and faculty participation and other related issues on a yearly basis.	Survey feedback	
10	Committee will continue to increase or decrease size as needed. As processes get put into place, the application processes and P.D. program will be intended to run itself, with administrative approval. Faculty will continue to be encouraged to add to the archives on the P.D. website to benefit other faculty members looking for similar P.D. experiences.	Review the effectiveness of the committee and improvement plan May 2018. *Ongoing evaluation regarding P.D. and faculty participation and other related issues on a yearly basis.		

Members of the writing team:
- Lanell Rabner
- Marie Thomas
- Cary Hylton
- Scott Billings
- Sterling Wadley

- Janelle Frossard
- Christian Cragun

Step	Description of Action Plan Step	Timeline	Measurement of Success	Funding Needs
	PEER COACHING ACTION PLAN			
1	Create a faculty committee that will develop a system for faculty members and departments to peer coach. Committee will consider the logistics of the peer coaching program including: invitation process, observation days, accountability process for licensure points, subs, department preferences, time commitment from teachers, equal distribution and participation, etc.	August - October 2016

*Faculty committee will re-visit the effectiveness of the peer coaching program at the start of each subsequent school year and further problem solve logistical concerns as needed. | Formal plan in place that all faculty can access that explains procedures for peer coaching cycle and other official forms if necessary. | Possible stipends for committee members |
| 2 | Training faculty regarding the purpose and elements of positive and effective peer coaching; use workshop style PD to teach and train in-house. | October 2016 - March 2017

*Ongoing refresher trainings during first semester of subsequent school years; one will be an intro course, while others will include enhancement trainings so we don't repeat the same training year after year for veteran teachers. | All level 2 faculty will attend one session of training per school year. | Stipend for peer coaching trainer (Kami Christensen from D.O.?) |
| 3 | Faculty members extend invitations for peer coaching experiences and observations. | Invitations for a peer to come observe you and requests to observe another teacher's classroom must be extended within one week of training.
(Latest invitations should be sent by March 2017) | All invitations requested / submitted by the end of March. | |
| 4 | Faculty accountability piece for relicensure credit; official reporting form, brief reflection, etc. Google doc shared with all faculty that documents the positive experiences of classroom observations. This is a measurable piece of documentation, but also a way to | May 2017 | Shared Google doc documents positive teacher feedback on their observation/coaching experiences. | |

	celebrate the positive teaching occurring in our school and bring teachers together in our efforts.			
5	Survey created and sent out to get faculty feedback on concerns, needs, and problems with peer coaching program. Committee will address these issues and problem solve.	Survey created April or May 2017; survey results collected by May 2017. Problem solving by committee August or September 2017. *This feedback process will be ongoing every year at the end of the school year.	Survey data collected and documented from at least 80% of the faculty.	
6	Drop-ins start to take place amongst faculty members. As we get comfortable in each others' classrooms, we'll take the initiative to visit one another and observe whenever we want. Our school will become a learning community where anyone is welcomed inside the doors of our classrooms at any time without hesitation. We support one another in a positive way 100%.	School year 2018-2019.	80% teachers report dropping into another peer's classroom at least once a year in the end-of-year survey.	

**Look at off-site observation opportunities especially for singletons

Members of the writing team:

- Monica Giffing
- Tara Hall
- Tiffanie Miley
- Marie Condie
- Janessa Lee
- Katelin Gonzales

Improvement Plan: **Building a More Cohesive Faculty/Staff**

Goal: Create a Positive Culture among the Faculty/Staff at Springville High School

Purpose: By increasing camaraderie and a feeling of being appreciated among the faculty/staff at Springville High School, it will create a positive teaching and learning environment for the faculty, staff, students, and all those who come to SHS.

Step	Description of Action Plan Step	Timeline	Measurement of Success	Funding Needs
1	Praise Notes: Carbon copy notes will be placed in the faculty/staff room. Faculty/Staff will fill out notes of appreciation and place the original in the box of the person getting the praise and the copy in a box in the faculty room. At faculty meeting each month, the administration will draw out two appreciation notes and give small tokens of appreciation to both the sender and receiver.	August 2016 - ongoing	Count the number of praise notes given each term. Include in a faculty / staff survey at the end of each semester.	Praise notes, box, and tokens of appreciation at faculty meetings
2	Two Traveling Awards: Faculty / staff recipients will watch during the month and choose another faculty / staff member to receive the award. The award recipients will be featured on the school website and announced during school announcements after the awards have been given.	August 2016 - ongoing	Include in a faculty / staff survey at the end of each semester.	Cost of two traveling awards
3	Cross-Curricular with other departments: Visit other classrooms to observe teachers, get ideas, and work with other departments to gain an appreciation for and realize how much is shared between the curriculums. Receive licensure points for faculty members.	September 2016 - ongoing	Include in a faculty / staff survey at the end of each semester.	Cost of substitutes
4	Monthly Faculty / Staff / Administration Luncheons: Each department(s) would be in charge of one faculty luncheon during the school year.	September 2016 - ongoing	Include in a faculty / staff survey at the end of each semester.	Individual department members would cover the cost... some help from the administration
5	Trick-or-Treat at SHS: Faculty / staff members would bring their children or grandchildren to trick or treat at the different classrooms after school hours. A definite time and date each year TBA. This would be done voluntarily.	Each year in October start in 2016	Number of people attending and include in a faculty / staff survey at the end of each semester.	Individuals would cover the cost

6	Three Evening faculty / staff dinners with spouses or significant other: The first one being a barbecue with hamburgers / hot dogs—tailgate party at SHS before a football game; second, a Christmas dinner at the art museum where the administration supplies the meat and the faculty brings everything else; and the third, an end of the year catered dinner to honor those retiring or leaving SHS.	May 2016 - ongoing	Number of people attending the dinners and include in a faculty / staff survey at the end of each semester.	Cost of meals
7	Pie Day (March 14): Administration provides pie at lunch for the faculty / staff.	Ongoing	Include in a faculty / staff survey at the end of each semester.	Cost of pie
8	Close down offices from 12:00 to 12:30 P.M. for staff members to have lunch together and socialize.	August 2016 - ongoing	Include in a faculty / staff survey at the end of each semester.	
9	Popcorn Fridays: Popcorn is provided each Friday in the faculty room.	Ongoing	Include in a faculty / staff survey at the end of each semester.	Cost of popcorn
10	Birthday Candy Bars: Every faculty / staff member receives a candy bar on their birthday.	Ongoing	Include in a faculty / staff survey at the end of each semester.	Cost of candy bars
11	Welcome Back Treat: At the beginning of each school year, a treat is place in all mailboxes of the faculty / staff.	Ongoing	Include in a faculty / staff survey at the end of each semester.	Cost of treat
12	Welcome Back Luncheon: During teacher prep days before the beginning of each school year, there will be a steak luncheon.	Ongoing	Number of people attending the dinners and include in a faculty / staff survey at the end of each semester.	Cost of lunch

Members of the writing team:

- Debbie Allred
- Chris Frossard
- Beth Hansen
- Steve Haderlie
- Lee Litchfield
- Ray Bishop
- Jamin Pace
- Sam Tsugawa
- Brian Fredrickson
- Teresa Gordon

- Doug Bills
- Brett Miller
- Cathi Jarvis
- Connie Parker
- Heidi Israelson
- Dan Frewin
- Trent Mikesell
- Debbie Wales
- Lisa Walker
- Lisa Simmons
- Scott Johnson