

# HUNTER SENIOR HIGH SCHOOL



**Address:** 4200 SOUTH 5600 WEST  
WEST VALLEY CITY UT84120-4634

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## Demographics

School Profile	2017-2018		2018-2019		2019-2020	
October 1st Enrollment						
Asian	116	↓ 5	137	↑ 21	N/A	N/A
Black	65	↓ 7	71	↑ 6	N/A	N/A
Caucasian	1045	↓ 64	1004	↓ 41	N/A	N/A
Native American	32	↑ 1	37	↑ 5	N/A	N/A
Pacific Islander	202	↑ 18	179	↓ 23	N/A	N/A
Hispanic	1160	↑ 13	1189	↑ 29	N/A	N/A
Total:	2620	↓ 44	2617	↓ 3	N/A	N/A
Free and Reduced Lunch	44.8%	↓ 9.2%	55.4%	↑ 10.6%	N/A	N/A
Average Attendance	95.8%	↑ 0.1%	N/A	N/A	N/A	N/A
Mobility	22.6%	↓ 1.7%	N/A	N/A	N/A	N/A
Stability	77.4%	↑ 1.7%	N/A	N/A	N/A	N/A
Served by Special Education	11.1%	↓ 1.1%	11.2%	↑ 0.1%	N/A	N/A
Limited English Proficient	14.9%	↓ 34.4%	N/A	N/A	N/A	N/A
GPA	2.66	↑ 0.1	N/A	N/A	N/A	N/A
CPA	N/A	N/A	N/A	N/A	N/A	N/A

## Assessment Data

Utah ASPIRE Plus	SAGE	RISE	RISE
	2017-2018	2018-2019	2019-2020
<b>EN</b>	<b>25.00%</b>		
<b>MA</b>	<b>23.63%</b>		
<b>SC</b>	<b>28.09%</b>		
<b>ACT</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
<b>ACT</b>	<b>17.3</b>		
School Accountability Reports	2017-2018	2018-2019	2019-2020
Utah Comprehensive Accountability System (UCAS)			
School Grade	C	112	

## School Generated Data

### Growth Report (Math)

	2017-2018			2018-2019		
	Beginning	End	Growth	Beginning	End	Growth
Percentage of students in performance levels Proficient and Advanced from the Granite Bench Marks						
6 <sup>th</sup> Grade	%	%	%	%	%	%
7 <sup>th</sup> Grade	%	%	%	%	%	%
8 <sup>th</sup> Grade	%	%	%	%	%	%
9 <sup>th</sup> Grade	0%	19.2%	48%	%	%	%
10 <sup>th</sup> Grade	0%	25.3%	61%	%	%	%
11 <sup>th</sup> Grade	0%	87.5%	42%	%	%	%

### Growth Report (Language Arts)

Percentage of students in performance levels Proficient and Advanced from the <b>Granite Bench Marks</b>							
	<b>2017-2018</b>			<b>2018-2019</b>			
	Beginning	End	Growth	Beginning	End	Growth	
6 <sup>th</sup> Grade	%	%	%	%	%		
7 <sup>th</sup> Grade	%	%	%	%	%		
8 <sup>th</sup> Grade	%	%	%	%	%		
9 <sup>th</sup> Grade	3%	23%	50%	%	%		
10 <sup>th</sup> Grade	3%	26.2%	51%	%	%		
11 <sup>th</sup> Grade	9%	N/A%	N/A%	%	%		

### Growth Report (Science)

Percentage of students in performance levels Proficient and Advanced from the <b>Granite Bench Marks</b>							
	<b>2017-2018</b>			<b>2018-2019</b>			
	Beginning	End	Growth	Beginning	End	Growth	
6 <sup>th</sup> Grade	%	%	%	%	%		
7 <sup>th</sup> Grade	%	%	%	%	%		
8 <sup>th</sup> Grade	%	%	%	%	%		
9 <sup>th</sup> Grade	1%	37.8%	53%	%	%		
10 <sup>th</sup> Grade	1%	31.6%	43%	%	%		
11 <sup>th</sup> Grade	3%	17%	12%	%	%		

## Commitments

### Commitment to All Students

Check all that apply:

**Tier 1:** Whole group instruction

- Assess all students routinely and identify students' academic and/or behavioral support needs
- Improve core instruction including the use of informal assessment and re-teaching to maximize student learning
- Integrate differentiated strategies during instructional delivery
- Increase student achievement by utilizing student engagement strategies during core instruction
- Increase academic engagement by utilizing behavioral systems during core instruction
  - common student expectations
  - classroom rules
  - positive reinforcement
  - PBIS
- Establish a school culture rooted in respect, responsibility, and excellence.

**Please list any supplemental tools or practices:** (Optional)

### Commitment to Academically At-Risk Students

**Tier 2:** Targeted small group instructional interventions/extensions to core instruction

- Differentiate curriculum and instruction based on students' targeted learning needs
- Provide instructional interventions/extensions in small group settings
- Utilize progress monitoring data to evaluate whether students are benefitting from supplemental instruction
- Increase academic achievement by utilizing targeted student engagement strategies
- Increase academic achievement by utilizing targeted behavior management strategies

**Please list any supplemental tools or practices:** (Optional)

**Tier 3:** Individualized instructional interventions for students' intensive needs supplemental to Tier 1 and Tier 2 instruction

- Individualize curriculum and instruction based on students' intensive learning needs
- Provide individualized instruction and supports
- Increase academic achievement by utilizing individualized student engagement strategies
- Increase academic achievement by utilizing individualized behavior management strategies
- Utilize progress monitoring data to evaluate whether students are benefitting from intensive instruction
- Use research based strategies/practices

**Please list any supplemental tools or practices:** (Optional)

## Commitment to Culturally and Linguistically Diverse Students

### Required:

- Embed multiple cultural and ethnic perspectives into the curriculum
- Engage students in analyzing issues from multiple perspectives
- Use REACH (Respecting Ethnic And Cultural Heritage)
- WIDA English Language Development Standards
- Use SIOP (Sheltered Instruction Observation Protocol) for teaching English Language Learners
- Submit Title III Assurances to Educational Equity  
(Submission of the Title III Assurances fulfills Section 4: Commitments for ELLs)
- Administer and analyze parent and student school climate surveys

**What curriculum tools and supplemental instructional programs are you using?**

### K-12

- Cultural Competence and Courageous Practice: Working Together for Inclusion, Equity and Excellence

### Secondary Only

**Other - please describe:** (Optional)

## Commitment to Gifted/High Achieving Students

**Check all that apply:**

### Level 1: Differentiation within Regular Classroom (mildly advanced)

- Differentiated curriculum and instruction for high ability learners
- Flexible groupings including by ability or interest
- Individualized instruction
- Advanced materials and textbooks
- Internships, mentorships and self-designed courses

**Other - please describe:** (optional)

To be in compliance, a school must provide Level 2 and 3.

### Level 2: Specialized Academic Grouping (mildly advanced to moderately advanced)

- Senior High Honors Classes

**Level 3: Specialized Academic School Classes (highly advanced to gifted)**

- Senior High Advanced Placement/IB courses

**Commitment to Students with Disabilities****Required:**

- Identify students' intensive learning needs through comprehensive evaluation by a multidisciplinary team using a combination of formal and informal measures
- Develop individual plans, including direct services and supports to meet the needs of students with disabilities
- Provide a continuum of service options to meet the individual needs of students with disabilities
- Use evidence-based curriculum and strategies with fidelity to meet the individual needs of students with disabilities
- Differentiate and/or modify curriculum and instruction based on students' individual learning needs
- Increase academic engagement by utilizing evidence-based classroom engagement and behavior management strategies
- Use ongoing progress monitoring data to evaluate whether student is benefitting from individualized education program
- Provide access to the general curriculum and opportunities with non-disabled peers in the least restrictive environment

The following curriculum, instructional strategies and assessments are supported by the Special Education Department as supplementary to the general curriculum materials, strategies and assessment tools.

**Check all that apply:****Curriculum for Secondary Special Education****What curriculum tools and supplemented instructional programs are you using?****Reading**

- Intensive Phonics Elevate
- Holt Adapted Reader
- Holt Reader
- Words Their Way
- The Six-Minute Solution
- Read 180
- System 44

**Written Language**

- Step Up to Writing
- Words Their Way
- Holt
- Read 180

**Mathematics**

- Big Ideas (Secondary Math 1-3)
- Online District Created Materials
- Equals Math

**Instructional Strategies for Secondary Special Education****What instructional strategies are you using?**

**Reading****Teaching Strategies**

- Explicit literacy instruction
- Blended on line learning
- Modeling
- Scaffolding
- Explicit vocabulary and usage instruction
- Activating background knowledge
- Co-Teaching (6 models)

**Student Grouping Strategies**

- Peer collaboration
- Team teaching
- Small group instruction
- One-on-one instruction

**Written Language****Teaching Strategies**

- Explicit writing components instruction
- Explicit vocabulary and usage instruction
- Activating background knowledge

**Student Grouping Strategies**

- Peer collaboration
- Team teaching
- Small group instruction
- One-on-one instruction

**Mathematics****Teaching Strategies**

- Explicit math concept instruction
- Explicit vocabulary and usage instruction
- Activating background knowledge
- Modeling
- Scaffolding

**Student Grouping Strategies**

- Peer collaboration
- Team teaching
- Small group instruction
- One-on-one instruction

**Assessment for Secondary Special Education****What assessments are you using?****Reading**

- Reading Inventory
- AIMS ORF

- Read 180 Workshop Assessments
- Easy CBM
- GSD Benchmarks
- School City
- DLM
- BCP
- Read 180 Interim Assessments
- SAGE / RISE

**Written Language**

- Utah Compose
- Read 180
- Granite Benchmarks

**Mathematics**

- GSD Benchmark
- School City
- SAGE/RISE

### **Tier 1 Curriculum & Assessment for Secondary Students in English Language Arts**

**Check all that apply:**

**Curriculum** - Utah ELA Core Standards supported by the GSD instructional framework (curriculum maps, lesson design template, assessments).

**What curriculum tools are you using?**

- Holt *Elements of Literature*
- Approved Novels List

**Instructional Supports****What instructional supports and materials are you using?**

- AVID

**Other - please describe:** (Optional)

**Instructional Strategies****What instructional strategies are you using?**

- Use whole group instruction  
Work in whole group to teach the Utah ELA Core Standards using supported curriculum materials (Holt *Elements of Language*, Holt *Elements of Literature*, Utah Compose) and appropriate scaffolding
- Use small group instruction
- Provide individual support and practice based on formative data
- Provide individual differentiated instruction based on student need

**Other - please describe:** (Optional)

**Assessment****What assessments are you using?**

- Granite Benchmark assessments
- RI
- School City

**Other - please describe:** (Optional)

Teacher assessments

## **Tier 1 Curriculum & Assessment for Secondary Students in Mathematics**

**Check all that apply:****Curriculum****What curriculum tools are you using?**

- Big Ideas (Secondary Math 1-3)
- Graphing technology/calculators or handhelds
- Virtual manipulatives
- Math manipulatives
- Online district created materials

**Instructional Supports****What instructional supports and materials are you using?**

- Khan Academy
- Math XL
- <http://secondarymath1insync.wordpress.com/>
- <http://secondarymath.jordandistrict.org/>
- <http://www.mathematicsvisionproject.org/>
- Kuta.com, MathXLforSchools.com, Hooda.com, Desmos.com, Pearsons, GeoGebra.com, MyOpenMath.com, MathisFun.com, Kahoof.com, Quizziz.com

**Instructional Strategies****What instructional strategies are you using?**

- Whole group instruction
- Small group instruction

**Assessment****What assessments are you using?**

- Granite Benchmark Assessments
- End of unit assessments
- Utah Aspire Plus

 School City







### College and Career Readiness

**Please briefly describe how your school is addressing College and Career Readiness.**












**Middle/Junior High School** - Create opportunities to explore and deepen college and career knowledge and skills necessary for academic planning and goal setting.

**Recommended Supports:**

**High School** - Create college and career pathways that promote full implementation of students' personal goals to ensure the widest range of future life options.

-  Provide a strong support for college readiness throughUCAW, financial aid options, college nights, college advisor and career exploration activities across all departments
-  Help students align their high school courses with college and career goals
-  Review school policies and practices for equity for all students to include placement in all courses including honors and advanced/AP/IB courses
-  Identify students with attendance, behavior, grade, and achievement issues and develop interventions that support high school completion
-  Facilitate preparation for and participation in college and career assessments (ACT, SAT, ASVAB, Utah Futures, etc.)
-  Assist students in the college and career transition process

**Recommended Supports:**

-  Comprehensive School Counseling Program
-  CCR-Plan/Meeting
-  AVID
-  Utah Futures
-  Eight Components of College and Career Readiness (College Board)
-  Latinos in Action
-  Freshmen Success/Academy
- UCAW - Utah College Application Week
-  Educators Handbook
-  MTSS Process
-  School/Student Profiles

### Goal - Increase Achievement for Every student

**Focus Area/Objective 1:**

**Choose or write at least one measurable objective:**

**Literacy**

The average proficiency score by course for 7th - 11th grades as measured by the Granite ELA Benchmarks from pre to post test for either 1st and/or 2nd Semester will increase by 5%.

	1st Semester			2nd Semester		
	Pre	Post	Gain/Loss	Pre	Post	Gain/Loss
7 <sup>th</sup> Grade	%	%	%	%	%	%
8 <sup>th</sup> Grade	%	%	%	%	%	%
9 <sup>th</sup> Grade	%	%	%	%	%	%
10 <sup>th</sup> Grade	%	%	%	%	%	%





1. As part of the PLC process, teachers will share and implement teaching strategies at regularly scheduled meetings.
2. Common assessments will be used to guide curriculum.
3. Varied engagement strategies will be used to increase proficient in literacy skills and student achievement.

**Mathematics**

Please write 3 action steps to achieve your goals in Mathematics from Section 6: (Increase achievement for every student)

1. As part of the PLC process, teachers will share and implement teaching strategies at regularly scheduled meetings.
2. Common assessments will be used to guide curriculum.
3. Varied engagement strategies will be used to increase proficient in numeracy skills and student achievement.



**Parent and Community Engagement**

Please write 3 action steps to achieve your goals in Section 8: (Enrich and Increase Parent and Community Engagement)


1. Administration and counselors will use various methods of communication such as Blackboard,email, school website to increase attendance at our student's CCR-Plan.
2. The school website will be used to inform parents of up-coming conferences, community events and extra curricular activities that involve their students. Social Media communications (Instagram, Twitter and Facebook) will also be provided to the students and community.
3. Hunter High will maintain and foster an active Community Council and PTA in order to provide a link with parents, community and students.

**Goal – Enrich and Increase Parent and Community Engagement**


**Required:**

-  100% of teachers will have a web presence that is information-based and up to date
-  School will maintain a well-designed, up to date, information-based school web site

**Choose or write at least one additional measurable objective:**

-  Parent participation in CCR-Plan (College Career Readiness Plan,formerly SEOP) conferences will increase from 40% to 50%

**School-Wide Behavior Plan**

-  Submit School-Wide Behavior Plan to School Accountability Director. (Submission of the School-Wide Behavior Plan fulfills Section 9.)

**Community Council Membership**

**School Community Council Membership Form (2017-2018)**

Principal, Employees, and Parent/Guardians

<b>Chairperson</b> Cindy Davis	<b>Email</b> <a href="mailto:davis814love@comcast.net">davis814love@comcast.net</a>	<b>Chairperson is</b> Parent/Guardian	<b>Term</b> 2017-2019
<b>Vice Chairperson</b> Jo Thompson	<b>Email</b> <a href="mailto:jlthompson@graniteschools.org">jlthompson@graniteschools.org</a>	<b>Vice Chairperson is</b> School Employee	<b>Term</b> 2017-2019
<b>Other Council Members</b>	<b>Email</b>	<b>Represents</b>	<b>Term</b>
Marni Allred	<a href="mailto:marnired@hotmail.com">marnired@hotmail.com</a>	Parent/Guardian	2017-2019
Karen Bates	<a href="mailto:karenbates2011@gmail.com">karenbates2011@gmail.com</a>	Parent/Guardian	2016-2018
Esther Olschewski	<a href="mailto:etter@xmission.com">etter@xmission.com</a>	Parent/Guardian	2017-2019
Jeff Grossaint	<a href="mailto:j.grossainte@att.net">j.grossainte@att.net</a>	Parent/Guardian	2016-2018
Angela Burnighham	<a href="mailto:jaredandangela@msn.com">jaredandangela@msn.com</a>	Parent/Guardian	2017-2019

