

# Final Report 2015-2016 - South Hills MD

This Final Report is currently pending initial review by a School LAND Trust Administrator.  
You may unlock the Final Report to edit/update non-substantive changes without a vote.

## Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2015 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2015-2016.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2014-2015	\$35,680	N/A	\$26,815
Distribution for 2015-2016	\$57,293	N/A	\$67,429
Total Available for Expenditure in 2015-2016	\$92,973	N/A	\$94,244
Salaries and Employee Benefits (100 and 200)	\$60,973	\$80,374	\$67,490
Employee Benefits (200)	\$0	\$0	\$12,884
Professional and Technical Services (300)	\$12,000	\$3,965	\$8,608
Repairs and Maintenance (400)	\$0	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$11,000	\$4,643	\$0
Travel (580)	\$1,000	\$2,130	\$2,131
General Supplies (610)	\$1,000	\$3,132	\$3,131
Textbooks (641)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0	\$0
Software (670)	\$2,000	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
<b>Total Expenditures</b>	<b>\$87,973</b>	<b>\$94,244</b>	<b>\$94,244</b>
Remaining Funds (Carry-Over to 2016-2017)	\$5,000	N/A	\$0

## Goal #1

### Goal

South Hills Middle School has known for many years the value of teaming and working together to reach a common goal. As leaders in the exploration and experimentation with Professional Learning Communities, our faculty regularly collaborates on student issues to improve learning and citizenship. We continue to recognize the important role collaboration plays in school improvement and have linked Land Trust funding to the essential questions that drive effective Professional Learning Communities: - What knowledge and skills should every student acquire as a result of instruction? - How will we know when each student has learned the essential knowledge and skills? - How will we respond when some students do not learn? - How will we respond when some students have clearly achieved the intended outcomes? Our first goal looks at the first and second essential questions: - What knowledge and skills should every student acquire as a result of instruction? - How will we know when each student has learned the essential knowledge and skills? Goal 1: Teachers will continue to implement the PLC process through the creation and refining of common scope, sequence and pacing guides, common formative and summative assessments, data analysis of those assessments to provide more instruction or enrichment for students, assess/grade according to the standards, and implement high-value instructional strategies. Deadline: Ongoing, though teachers will need to turn in their refined scope, sequence and pacing guides, new common formative or summative assessments, and two peer Coach and Reflect activities at the end of the year.

## Academic Areas

- Reading
- Mathematics
- Writing
- Technology
- Science
- Fine Arts
- Social Studies
- Health
- Foreign Language

## Measurements

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**This is the measurement identified in the plan to determine if the goal was reached.**

The following instruments will be collected as evidence to measure the progress of this goal: Teachers will provide an updated copy of their common scope, sequence and pacing guide for their grade level subject area that outlines the curriculum, its relationship to the core standards, and the daily student-friendly learning targets. Teachers will develop standards-based common formative and summative assessments for each unit (at least two formative and one summative per unit). Teachers will use the assessments and work with their data team partners (grade level, content area teacher) to provide regular data analysis throughout the school year that will be used to discuss student progress and inform instruction. Teachers will begin to implement research-based, high-value instructional strategies (student self-assessment, student, peer and teacher feedback, active learning strategies, explicit instruction, etc). They will participate in at least one Coach and Reflect activity each semester using one of these instructional strategies.

**Please show the before and after measurements and how academic performance was improved.**

The following are measurements of this goal:

43 Common Scope, Sequence and Pacing Guides Updated/Created

76 Common Formative Assessments Created

123 Peer Coaching incidents

13 Student Self Assessment Activities

20 Feedback Activities

14 Student Friendly Learning Targets

49 Active Engagement Activities

27 Other Activities

All classroom teachers participated in three Coach and Reflection activities (123 total were collected) in three cycles over the course of the school year

24 days of Data Team Time (ELA, math, science, social studies, CTE, PE, and choir Data Teams participated)

Content Area Conferences :

14 Registrations

19 sub days

14 registrations for UMLA, 4 of the 14 presented

4 registrations for the Schools to Watch Conference, all 4 presented

Plus some travel expenses because the conference was held in Washington DC

Literacy Conference:

11 registrations

30 sub days

School Based PD:

21 total hours

7 hours after school

Professional Development Committee: 180 hours of professional development and preparation for presentations

Standards Based Grading Committee: 9 participants received a \$300 stipend for 11 hours of professional development and 15 hours of reading/research

Building Mentor:

14 provisional teachers, 14 mentors

123 hours of coaching/observing during school

36 hours after school coaching/new teacher meetings

New Teacher Orientation:

7 new to the building teachers attended an 8 hour professional development in August

8 monthly new teacher meetings

School Visits:

Eastmont Middle, Cedar Middle, Mt. Logan Middle, Ecker Hill Middle, Fort Herriman Middle, Sunset Ridge Middle

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## Action Plan Steps

**This is the Action Plan Steps identified in the plan to reach the goal.**

Category	Description	Estimated Cost	Actual Cost	Actual Use
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We will support teacher understanding of the core, PLCs, data analysis, and high-value instructional strategies through (Land Trust funding will support the cost of substitute teachers, conference registration, travel costs to visit schools or attend conferences, cost and expenses of professional speakers, etc.): Conference attendance, school professional development activities, professional speakers, district in-service trainings, data team collaboration time, peer coaching, modeling, observing, and reflecting. We will continue to send teachers to their content area conferences as they tailor professional development specifically to each content area's core implementation needs. We also plan to send a group of educators to the Solution Tree PLC Institute in November of 2015 as well as the BYU CITES literacy conference in the spring of 2016. We are also working on booking either Ken O'Connor or Jan Chappuis as guest speakers to address standards-based grading or student self-assessment and feedback. This, of course is dependent on availability, cost and travel expenses. We will also be visiting various schools across the state who have implemented solid tier 1 instructional practices and tier 2 interventions that we would like to research more. These schools include but are not limited to: Eastmont Middle, Lakeridge Junior, Ecker Hill Middle, Mt. Logan Middle, and Tonaquint Intermediate schools. We will also provide teachers time to develop and refine common scope, sequence and pacing guides that will help them align their instruction, develop common standards-based formative and summative assessments, work through the data analysis of the results from those assessments and continue to fully implement the Mastery Connect assessment and data program, and implement standards-based grading, research and implement high-value instructional strategies. We will also provide one period for one of our master teachers to work as a building mentor. As part of this role, she will: Provide an orientation to new teachers at the start of the year, observe classrooms and provide feedback to teachers and set goals for improvement, provide opportunities to new or struggling teachers to observe other effective classrooms, provide monthly trainings to new teachers on effective first-year strategies, provide information, data and counsel to the administration on the progress of her caseload of teachers.

**Please explain how the action plan was implemented to reach this goal.**

Before school started in August, we held a one day professional development activity with our new teachers and teachers that were new to the building in which we introduced the various intervention programs here at South Hills, collaboration strategies and protocols, and other instructional and behavioral strategies. Additionally, our Building Mentor ran a monthly new teacher meeting for all provisional teachers in which teachers were given more training on programs, initiatives, interventions, collaboration, and instructional/behavior management strategies. Throughout the year, the Building Mentor used her free period to observe, coach, model and sub for (so new teachers could observe other classrooms) teachers in order to better their practice. She also consulted and worked with teachers one on one before and after school as needed.

Data Teams worked while substitute teachers took their classes developing and adjusting their common scope, sequence and pacing guides. Social studies, health, CTE, and science teachers are working to transition to or prepare for a new core curriculum. For some, they had to develop a completely new scope, sequence and pacing guide. During this Data Team time, teachers also worked on the common formative and summative assessments and district SLOs. They analyzed their student achievement data and developed intervention activities used during our FLEX time to help students who needed more time and support.

Teachers also attended a number of professional conferences to better their instructional skills. Science, world language, art, and music teachers attended their content area conferences in which registration and sub coverage was funded through our Landtrust budget. Teachers also attended the Utah Middle Level Association conference and the CITES Literacy Conference. While no subs were necessary for the UMLA conference (it was held on a Saturday), the Landtrust budget did pay for the registration. Sub coverage and registration costs were also funded for the Literacy Conference, which was a 3 day event. The Landtrust budget also paid for the registration for the Schools to Watch Conference in which the school presented nationally and was redesignated as a School to Watch for the second time. The budget also funded some of the travel expenses. We were not able to send a group of teachers to the Solution Tree conference this year. We will wait until it comes around in two years and try again. We are still working on booking a guest speaker, but calendar and availability have been issues up to this point for the professionals we have communicated with thus far.

We also provided some school based professional development, both optional and required activities, throughout the 2015/16 school year. PD topics focused on some of Hattie's highest effect size techniques like student self assessment (1.44), feedback (.72), teacher clarity/student friendly learning targets (.73), active engagement/opportunities to respond (1.09), and growth mindset/self efficacy (1.57). Many of these activities were introduced during contract time, but some enrichment activities were provided after school for an hour or two as optional activities. We formed a Professional Development Committee at the beginning of the year to read targeted research about the above topics, find ways to implement them with their students and work out the bugs, and then develop a presentation to the faculty. PD Committee members presented after school and during Friday collaboration times. Trustlands funded the professional development provided to the committee, the and time it took to research and prepare presentations for the faculty.

To provide follow up and feedback to teachers as they implemented the strategies mentioned above, we created a peer coaching cycle where teachers were assigned three different partners for three cycles held throughout the year, including their Data Team partner in one of the three cycles. Peer coaching partners arranged a time to observe their companion teach a previously identified strategy. Then, the companion arranged to observe the former observer. After both observations were completed, the two met after school to provide each other some feedback and fill out a reflection form. Trustlands funded the hour after contract time as well as five sub days during each cycle. Teachers signed up for a period on the sub day where their class would be covered while they observed their peer coaching partner.

Last year, a group of volunteer teachers representing the majority of content area departments met on a monthly basis to read research on the implementation of standards based grading in the classroom and discuss anticipated problems and issues together with the school administration. They began to implement various facets of SBG, discovering the bugs that made implementation difficult. During these monthly meetings, the pilot group discussed solutions to these bugs and then worked to fix them. At the end of the year, the pilot group recommended which of Ken O'Connor's grading fixes should be implemented by the faculty for the 2016-17 school year. They are now working as coaches and consultants as the faculty works to implement the fixes they recommended.

Finally, we visited several school sites during the year to help us gain a vision for how to implement a more cohesive FLEX program, PLC collaboration cycle, active engagement strategies, and other important instructional implementations.

**Expenditures**

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Professionals will be provided for the building mentor, professional development pay, and the cost of substitutes.	\$16,973	\$28,615	The Landtrust budget was used to pay for professional development for the teachers serving on the Professional Development as well as the preparation for PD activities for the faculty. Teachers were also paid for their optional attendance at professional development activities provided outside of contract time. Teachers were paid for one hour of peer coaching and reflecting time in each of the three cycles of peer coaching. Teachers working on the standards based grading pilot group were also paid a stipend for their time and professional development. New teachers were paid for the one day professional development in August as well as their attendance outside of contract time to their monthly new teacher meetings. The Landtrust budget also paid for sub coverage for Data Team days and teacher conference attendance.
Professional and Technical Services (300)	Funding for conference registrations.	\$12,000	\$3,965	The Landtrust budget paid for 14 registrations to content area conferences, 14 registrations to UMLA, 11 registrations for the Literacy Promise conference, and 4 registrations to the Schools to Watch conference.
Other Purchased Services (Admission and Printing) (500)	Funding for professional speakers and professional development activities.	\$9,000	\$0	We were not able to book our intended guest speakers, Ken O'Connor or Jan Chappuis. Their calendars and ours did not align.
Travel (580)	Funding for school visits, conference travel expenses, and the travel expenses of professional speakers.	\$1,000	\$2,130	The Landtrust budget paid for some of the travel expenses for four educators to attend the Schools to Watch conference in Washington DC.
	Total:	\$38,973	\$44,710	

## Goal #2

### Goal

Our second goal addresses the third PLC question: How will we respond when some students do not learn? Goal 2: Administrators, teachers, and counselors will organize, operate, and refine intervention strategies that focus on improving student learning and mastery of standards.

Deadline: Ongoing

### Academic Areas

- Reading
- Mathematics
- Writing
- Technology
- Science
- Fine Arts
- Social Studies
- Health
- Foreign Language

### Measurements

**This is the measurement identified in the plan to determine if the goal was reached.**

The following instruments will be collected as evidence of this goal: Attendance data during FLEX will indicate how students are using time for interventions. Summative SAGE scores for English language arts, math, and science will be reviewed annually to assess students growth and proficiency. SAGE writing and SRI reading scores will also be reviewed to determine writing and reading competency and to measure student growth. At-risk indicators data (failing grades, chronic absenteeism, and office disciplinary referrals) will be reviewed throughout the year. Grading data will be used to measure the hopeful increase in achievement. Departments will create and implement departmental SMART goals linked to student achievement and review those goals on a regular basis.

**Please show the before and after measurements and how academic performance was improved.**

The following list are the measurements for this goal: FLEX:

First Quarter:

Stretch: 7634 (61.2%)  
D/Fs: 2484 (20.0%)  
Intervention: 2360 (18.9%)  
Total: 12478

Second Quarter:

Stretch: 8369 (54.3%)  
D/Fs: 4179 (27.1%)  
Intervention: 2852 (18.5%)  
Total: 15400

Third Quarter:

Stretch: 7039 (47.6%)  
D/Fs: 4778 (32.3%)  
Intervention: 2956 (20.0%)  
Total: 14773

Fourth Quarter:

Stretch: 6815 (50.5%)  
D/Fs: 4752 (35.2%)  
Intervention: 1918 (14.2%)  
Total: 13485

2015/16:

Stretch: 29857 (53.2%)  
D/Fs: 16193 (28.8%)  
Intervention: 10086 (18.0%)  
Total: 56136

SAGE:

English Language Arts

2016: 37% proficient (2015: 45%)  
ELA 7: 43% proficient (2015: 38%)  
ELA 8: 35% proficient (2015: 42%)  
ELA 9: 34% proficient (2015: 56%)

ELA Writing

2016 School Scaled Score: 443 (2015: 462)  
ELA 7: 432 (2015: 428)  
ELA 8: 438 (2015: 457)  
ELA 9: 460 (2015: 500)

Math

2016: 42% proficient (2015: 38%)  
Math 7: 41% proficient (2015: 41%)  
Math 8: 44% proficient (2015: 29%)  
Secondary Math I: 36% proficient (2015: 43%)  
Secondary Math II: 97% proficient (2015: 100%)

Science

2016: 55% proficient (2015: 56%)  
Science 7: 57% proficient (2015: 53%)  
Science 8: 50% proficient (2015: 46%)  
Earth Systems: 47% proficient (2015: 67%)  
Biology: 76% proficient (2015: 83%)

SRI:

Fall 2015: 1045  
Fall 7th Grade: 965  
Fall 8th Grade: 1069  
Fall 9th Grade: 1095  
Spring 2016: 1093  
Spring 7th Grade: 1057  
Spring 8th Grade: 1100  
Spring 9th Grade: 1121

Grades:

2015/16: 96.2% pass rate (D minus or above)  
First Quarter: 97.8% pass rate  
Second Quarter: 96.4% pass rate  
Third Quarter: 95.5% pass rate  
Fourth Quarter: 95.3% pass rate

2015/16: 92.4% partial proficiency or above (i.e., C minus or above)

2015/16: 80.9% proficiency or above (i.e., B minus or above)

2015/16: 56.2% mastery (i.e., A minus or above)

#### At Risk Lists:

9 At Risk lists were produced throughout the school year for Encore and Core Teams to discuss during Friday collaborations. At Risk lists look at dropout indicator data for students who have failing grades, are absent more than 10% of school, and who have office disciplinary referrals. During collaboration time, teachers discuss students on the At Risk list and implement interventions to support them academically, socially, and behaviorally in school. Our Academic Coaches in the Learning Center and counselors also met with these students to help them organize their school work, develop homework routines, get caught up on missing assignments, study for assessments or assessment retakes, and a wide variety of other student needs.

#### Departmental SMART Goals:

Art: 100% of students will feel confident enough to submit one work of art to the art show this year.

Results: 60% of one art teachers students and 90% of the second art teachers students submitted a piece to this years art show.

Counseling Center: We will reduce failing grades for targeted 8th grade students by 2% each quarter.

Results: Quarter 1 saw a decrease of failing students from 5% to 3.4%, quarter 2 saw an increase from 5.6% to 5.8%, quarter 3 had no change.

ELA: We want 70% of our students to be proficient on the writing standard of SAGE by the end of year.

Results: 59% of 7th graders were proficient in SAGE writing, 61% of 8th graders, and 59% of 9th graders.

Foreign Language: By the end of the year, we will create a rubric measurement for all of our major units. Additionally, all of our students will achieve 80% mastery on each major concept.

Results:

French: 88% mastery on unit 1 clothing, 95% mastery on unit 2 food, 93% mastery on unit 3 family

Spanish: 84% oral mastery on unit 1, 80% oral mastery on unit 2, 91% oral mastery on unit 3

Math: 75% of our students will meet mastery level on intervention quizzes by the second attempt.

Results: This goal was achieved 90% of the time on second attempt quizzes over the course of the year in math 7, 92% of the time in math 8, 90% in secondary math 1, and 98% in secondary math 2.

Music: 90% of students will reach mastery in their rhythm in instrumental and choral music as measured by a pre- and post-test.

Results: 74% of students reached mastery in instrumental classes and 83% in vocal classes.

PE/Health: 90% of students will improve their cardiovascular endurance by one level as tested by the mile run rubric.

Results: 95% of students reached this goal.

Social Studies: Our goal is 75% mastery on assessments and, after two attempts at intervention, we are aiming for 80% mastery.

Results: The department was able to reach this goal. 84% or above of students obtained mastery by the second attempt on all social studies assessments for the year.

Science: We will increase our SAGE proficiency by 5% this year.

Results: The department as a whole dropped by 3% this year. 7th grade science increase their proficiency from 53% to 57%, 8th grade science from 46% to 50%, earth systems from 67% to 47%, and biology from 83% to 76%.

Theatre: Students will be able to identify the various theatre spaces at 80% accuracy.

Results: Students achieved overall accuracy of 92% as measured through play reports.

## Action Plan Steps

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### **This is the Action Plan Steps identified in the plan to reach the goal.**

We will continue the implementation of our FLEX program during the day that allows teachers to focus on those students who are not understanding the core standards. We will provide two 17-hour aides to work with students in our Learning Center that have been identified as at-risk by our Core and Encore Teams as well as the TAT team. These aides will focus on organizational and study skills, grade recovery, homework habits, tutoring, parent coaching, student advocacy, etc. As part of the Learning Center, these aides will also run our homework accountability system known as ZAP (Zeroes Aren't Permitted), manage the set up and data collection for FLEX, run a Testing Center during FLEX, and provide any ongoing necessary tier 3 interventions as determined by the Student Support Team. We will continue to provide after school tutoring beyond contract time to assist students in their learning or re-learning of the core standards. We will continue to provide structured math study skills classes that focus on prerequisite knowledge, gaps of knowledge, study skills and homework habits as well as individual tutoring. We will provide one 17-hour aide to work as a reading tutor in our reading 7 and reading 8 classes. This tutor will conduct diagnostic testing for reading students to better identify their critical reading needs. They will provide small group instruction centered on specific, targeted topics as well as individual tutoring for students as determined by their supervising teachers. In order to lessen or eliminate credit deficient students entering high school, we will provide funding to create credit recovery packets/assignments for 9th graders that earn a failing grade in secondary math 1, earth systems, geography, and English language arts 9. After these packets are created, 9th grade students will have the option to work on these packets at home, during TA, on Friday mornings in the Learning Center, or as part of a study skills elective class.

Please explain how the action plan was implemented to reach this goal.	Estimated Cost	Actual Cost	Actual Use
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We fully implemented the FLEX program again this year. Teachers were able to assign students to come in during the twice-weekly intervention program who need additional instruction. Teachers were also able to support students as they worked to bring up their D and F grades. The two Learning Center aides ran and facilitated this program while also providing a Testing Center during FLEX where students can take or retake a quiz or test, thus freeing teachers up to provide more instruction.

The Learning Center aides also ran the ZAP (Zeroes Are not Permitted) program, which is our homework accountability program that allows students a chance to do their homework without penalty to their grade and in time for the learning to be demonstrated on the assessment. 6,057 assignments, or opportunities to learn, were completed and turned in that would not have otherwise been completed. In addition, both Learning Center aides worked as Academic Coaches with the students who appeared on the At Risk list. They helped these students develop homework routines, organize their work, keep an organized planner, arranged for after school tutoring, and a host of other supports to assist students in their academic performance. These two aides also worked as mentors when assigned by our Student Support Team, TAT Team, or Core/Encore Teams. They met with their assigned mentees weekly to work on motivation, organization, homework, tutoring, or anything else the students required to improve their academic performance.

The Landtrust budget also purchased a reading aide that worked in our 7th and 8th grade reading classes. This aide helped the teacher support students in the Timed Readings Plus program by organizing the data, providing small group instruction or one on one instruction, and by leading the class in an activity while the teacher worked in small groups.

After school tutoring was offered primarily in math classes where two math teachers stayed after school for an hour to provide one on one help for students struggling in math.

Earth systems, geography, language arts, and secondary math I teachers worked to research and create credit recovery packets that will allow credit deficient 9th graders to recover their graduation credits in time to transition to high school. This process moved slower than anticipated, so the assignments were created but they will not be implemented until the 2016/17 school year.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Funding for two Learning Center aides and one reading aide, after-school tutoring, the design of credit recovery packets for ELA 9, earth science, secondary math 1, and geography, and a math study skills class.	\$44,000	\$41,759	The Landtrust budget paid for a period of math study skills, the design and creation of credit recovery packets in the four core areas, one reading aide, after school tutoring, and two Learning Center aides.
	Total:	\$44,000	\$41,759	

## Goal #3

### Goal

Our third goal addresses the final PLC question: How will we respond when some students have clearly achieved the intended outcomes? Goal 3: Administrators, teachers, and counselors will organize, operate, and refine extended learning and leadership opportunities for students who have demonstrated mastery of the standards. Deadline: Ongoing.

## Academic Areas

- Reading
- Mathematics
- Writing
- Technology
- Science
- Fine Arts
- Social Studies
- Health
- Foreign Language

## Measurements

**This is the measurement identified in the plan to determine if the goal was reached.**

The following instruments will be collected as evidence of this goal: Attendance data during FLEX will indicate how students are using time for interventions, summative SAGE scores for English language arts, math, and science will be reviewed annually to assess students' growth and proficiency, SAGE writing and SRI reading scores will also be reviewed to determine writing and reading competency and to measure student growth,

grading data will be used to measure the hopeful increase in achievement as compared to previous years, departments will create and implement departmental SMART goals linked to student achievement and review those goals on a regular basis, participation and survey data from our student-driven culture program will be gathered to establish a baseline of success for this year and to set improvement goals for future years.

**Please show the before and after measurements and how academic performance was improved.**

The measurements for this goal are listed as follows:

Survey Data (on a scale of 0-3 with 3 being the high score and taken from the School Climate Survey given in the spring of 2016):

Student Input:

Climate: 1  
Safety: 0  
Principal: 2  
Emotional Support from Teachers: 2  
Learning Support from Teachers: 2  
Classroom Management: 2

Parent Input:

Climate: 3  
Safety: 2  
Principal: 3  
Emotional Support from Teachers: 2  
Learning Support from Teachers: 2  
Communication: 2

Faculty Input:

Professional Environment: 3  
Safety: 3  
Resources: 3  
Parental Support: 3  
Principal Conscientiousness: 3  
Principal Instructional Support: 3  
Principal Communication: 3  
Assistant Principals: 3

FLEX:

First Quarter:

Stretch: 7634 (61.2%)  
D/Fs: 2484 (20.0%)  
Intervention: 2360 (18.9%)  
Total: 12478

Second Quarter:

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Intervention: 2852 (18.5%)  
Total: 15400

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Science 8: 50% proficient (2015: 46%)  
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Biology: 76% proficient (2015: 83%)

## SRI:

Fall 2015: 1045  
Fall 7th Grade: 965  
Fall 8th Grade: 1069  
Fall 9th Grade: 1095  
Spring 2016: 1093  
Spring 7th Grade: 1057  
Spring 8th Grade: 1100  
Spring 9th Grade: 1121

## Grades:

2015/16: 96.2% pass rate (D minus or above)  
First Quarter: 97.8% pass rate  
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2015/16: 80.9% proficiency or above (i.e., B minus or above)  
2015/16: 56.2% mastery (i.e., A minus or above)

## At Risk Lists:

9 At Risk lists were produced throughout the school year for Encore and Core Teams to discuss during Friday collaborations. At Risk lists look at dropout indicator data for students who have failing grades, are absent more than 10% of school, and who have office disciplinary referrals. During collaboration time, teachers discuss students on the At Risk list and implement interventions to support them academically, socially, and behaviorally in school. Our Academic Coaches in the Learning Center and counselors also met with these students to help them organize their school work, develop homework routines, get caught up on missing assignments, study for assessments or assessment retakes, and a wide variety of other student needs.

## Departmental SMART Goals:

Art: 100% of students will feel confident enough to submit one work of art to the art show this year.

Results: 60% of one art teachers students and 90% of the second art teachers students submitted a piece to this years art show.

Counseling Center: We will reduce failing grades for targeted 8th grade students by 2% each quarter.

Results: Quarter 1 saw a decrease of failing students from 5% to 3.4%, quarter 2 saw an increase from 5.6% to 5.8%, quarter 3 had no change.

ELA: We want 70% of our students to be proficient on the writing standard of SAGE by the end of year.

Results: 59% of 7th graders were proficient in SAGE writing, 61% of 8th graders, and 59% of 9th graders.

Foreign Language: By the end of the year, we will create a rubric measurement for all of our major units. Additionally, all of our students will achieve 80% mastery on each major concept.

Results:

French: 88% mastery on unit 1 clothing, 95% mastery on unit 2 food, 93% mastery on unit 3 family

Spanish: 84% oral mastery on unit 1, 80% oral mastery on unit 2, 91% oral mastery on unit 3

Math: 75% of our students will meet mastery level on intervention quizzes by the second attempt.

Results: This goal was achieved 90% of the time on second attempt quizzes over the course of the year in math 7, 92% of the time in math 8, 90% in secondary math 1, and 98% in secondary math 2.

Music: 90% of students will reach mastery in their rhythm in instrumental and choral music as measured by a pre- and post-test.

Results: 74% of students reached mastery in instrumental classes and 83% in vocal classes.

PE/Health: 90% of students will improve their cardiovascular endurance by one level as tested by the mile run rubric.

Results: 95% of students reached this goal.

Social Studies: Our goal is 75% mastery on assessments and, after two attempts at intervention, we are aiming for 80% mastery.

Results: The department was able to reach this goal. 84% or above of students obtained mastery by the second attempt on all social studies assessments for the year.

Category	Description	Estimated	Actual	Description	Actual Use
Science	We will increase our SAGE proficiency by 5% this year.				
Results:	The department as a whole dropped by 3% this year. 7th grade science increase their proficiency from 53% to 57%, 8th grade science from 46% to 50%, earth systems from 67% to 47%, and biology from 83% to 76%.				

Theatre: Students will be able to identify the various theatre spaces at 80% accuracy.  
 Results: Students achieved overall accuracy of 92% as measured through play reports.

## Action Plan Steps

### This is the Action Plan Steps identified in the plan to reach the goal.

We will continue the implementation of our FLEX program during the day that allows teachers provide enrichment activities to stretch students' learning above and beyond the level of proficiency. We will continue to support after school programs that give students opportunities to extend their learning. Examples of existing programs that would be funded are Science Olympiad, Math Counts, and Debate. We will provide teachers with additional materials for hands-on projects and/or field trip experiences that enrich concepts in the core curriculum or allow for differentiated learning. We will purchase software that enhances and differentiates instruction or engages students who are learning at a faster pace in meaningful ways with the core curriculum. We are looking at increasing our site license availability for Nearpod to increase our engagement through the use of interactive presentation technology. We are also looking at purchasing a yearly subscription to Britannica Pathways: Science, which is an online, interactive program that meshes structured writing and reading skills with science investigation. We will create a student-driven program that enhances a positive school culture and focuses on acceptance, leadership, random acts of kindness, and that promotes an atmosphere where bullying is not cool. While the program will be run by a core team of students, the goal will be to get as many students involved as possible.

### Please explain how the action plan was implemented to reach this goal.

Our Learning Center aides facilitated the FLEX program, thus allowing teachers to provide stretch activities for the students that do not need intervention or to bring up their grades. Landtrust funds paid for some of the materials required to run many of these stretch activities, particularly in science, the CTE foods lab, theatre, etc.

The school did provide a number of after school programs that were not funded through the Landtrust allocation such as Science Olympiad, MESA, Debate, and our musical, James and the Giant Peach.

We had already purchased 15 site licenses for Nearpod through another budget; this plan allowed us to purchase more site licenses, but we did not end up needing more than the 15 licenses already purchased. During the time period when the Trustlands plan was due for submission, we were looking seriously at Encyclopedia Britannica's program and had tried it out in some science classes. At the time, we had intended to purchase the program, but we became aware of a compatibility issue and discovered that there were similar program features in another option that the State had already purchased for schools. Thus, we no longer needed to purchase this program.

The Landtrust budget paid for a speaker from Rachel's Challenge to come in and provide a school-wide assembly to teach our students about taking a stand for good, following good role models, and taking care of one another. This group also gave the same presentation to parents during an evening event. In addition, this speaker met with and trained 150 of our student leaders how to watch out for bullying and harassment and report it. After Rachel's Challenge came, our Counseling Department formed the Tiger Squad, which was made up of over 100 students in all three grade levels. The Tiger Squad taught monthly TA lessons to their assigned TA on the 5 tenets of Rachel's Challenge: Looking for the best in others, dream big, choose positive influences, speak with kindness, and start your own chain reaction. Each TA was assigned a week in which they performed some kind of act of service. Service ranged from letters to veterans or senior citizens, to messages of kindness posted around the school, to reading time with our intellectually disabled class. In addition, the Tiger Squad held Random Acts of Kindness Fridays where they looked for and recognized random acts of kindness from students and teachers. These recognitions were celebrated over the school announcements. Though this wasn't part of our measurements, we were able to reduce our incidents of suicide ideation to just 13 for the school year, a significant drop from the over 30 in the 2014/15 school year. 13 is still 13 too many, but we are optimistic about the process and will continue to run the Tiger Squad.

## Behavioral Component

Category	Description
Behavioral/Character Education/Leadership Component	We will create a student-driven program run out of our PTSA student board that focuses on the following activities: An introductory assembly at the beginning of the year for the entire student body, an additional intensive training for student leaders from each teacher's TA, random acts of kindness activities organized by students on a monthly or bi-monthly basis that improve confidence, celebrate differences, and promote acceptance, trainings and lessons in TA on how to stand up for one another, prevent bullying behaviors, and how to stand up for yourself or someone else that is being bullied, a safe, low-risk atmosphere will increase the willingness of students to take risks in their learning and will promote an environment where it's OK to make mistakes and learn from them whether it's an academic or social situation.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Other Purchased Services (Admission and Printing) (500)	Funding for curriculum-based field trips, programs, and/or assemblies.	\$2,000	\$4,643	The Landtrust budget paid for the Rachels Challenge program to come do a school wide assembly to teach students about good character, being a leader, and taking care of one another. The funding also paid for a leadership workshop for student leaders as well as a night event for parents.

Category	Description	Estimated Cost	Actual Cost	Actual Use
General Supplies (610)	Funding for materials for hands-on projects.	\$1,000	\$3,132	The Landtrust budget paid for various supplies for teachers to provide stretch activities during our FLEX time. Activities included science experiments, theatre props, art materials, and cooking materials.
Software (670)	Funding for the purchase of software for the enrichment and differentiation of instruction.	\$2,000	\$0	No software was purchased with Landtrust funding. We did purchase Nearpod with other funding, but we found some issues with Britannica that rendered our hardware not as compatible with the program.
	Total:	\$5,000	\$7,775	

## Increased Distribution

**The school plan describes how additional funds exceeding the estimated distribution would be spent. This is the description.**

Goal 1: Additional funding will be spent on more opportunities for professional development through conference attendance, district trainings, or school trainings to enhance knowledge of the PLC process, tier 1 instruction, core implementation and instruction, and standards-based grading. Additional funding will be spent on the cost of substitute teachers to allow time for teachers to work in data teams to develop their common scope, sequence and pacing guides, common formative and summative assessments, data analysis, high-value engagement and instructional strategies, standards-based grading, etc. Additional funding will be spent on extra travel expenses to visit schools, pay for the expenses of a professional speaker, or travel to a conference. Goal 2: Additional funding will be used to purchase another 17-hour aide to be used as a reading tutor in our reading 7 and reading 8 classes. Additional funding will be spent on more opportunities for after school tutoring. Additional funding will be spent to provide more study skills classes for students that need the extra time and support. Goal 3: Additional funding will be spent on materials for hands-on activities and differentiated learning opportunities. Additional funding will be spent on more opportunities for curriculum based field trips, activities, programs, and assemblies to enhance and differentiate learning. Additional funding will be spent on the purchase of software that enriches and differentiates students learning.

**Description of how any additional funds exceeding the estimated distribution were actually spent.**

We received an additional funding amount of \$5000 beyond the projected allocation. We spent this money primarily on the professional development of teachers as stated above as well as more in the travel and supplies allocations to fund the Schools to Watch conference travel expenses and FLEX materials respectively. Again, extra funding was spent as described above. Because we did not pay for a guest speaker nor did we attend the Solution Tree PLC Institute, we had a larger amount of remaining funds that had been set aside for teacher professional development. We chose to use those funds to pay for our Professional Development Committee to learn more about Hattie's high effect size strategies, implement them in their classrooms, and then present to the faculty their findings.

## Publicity

**The following items are the proposed methods of how the Plan would be publicized to the community:**

- School website

**The school plan was actually publicized to the community in the following way(s):**

- School website

## Policy Makers

The school community council has communicated with the following policy makers about the School LAND Trust Program. Communication with Policy makers is encouraged and recommended. It is not required.

**State Representative:**

Dist. 52 Knotwell, John

Number Approved	Title	Number Not Approved	Comment	Description	Number Absent	Vote Date
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## Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2016-10-19**

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
7	1	0	2015-04-15
7	0	0	2015-04-15
8	0	0	2015-04-15

## Plan Attachments

Upload Date	Title	Description
2015-04-16	<a href="#">15-16 Trustlands Plan</a>	This document is formatted with the Trustlands Word template for easier reading.

### Please Note

Comments will only be visible for users that have logged in.

## Comments

Date	Name	Comment
2015-05-25	Heather Gross	NOTE: Goal #1- Considering the extensive amount of money being put into this fund, it may be helpful to include an outline of specific conferences and trainings planning to attend that would require travel, registration, etc. and specific speakers planning to bring in. NOTE: Goal #3- May be helpful to include an outline of specific software planning to purchase.
2015-07-01	Nadine Troxel	See above comments. Please make appropriate adjustments.

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