

Final Report 2016-2017 - 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 2016 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2016-2017.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2015-2016	\$19,501	N/A	\$0
Distribution for 2016-2017	\$64,239	N/A	\$71,020
Total Available for Expenditure in 2016-2017	\$83,740	N/A	\$71,020
Salaries and Employee Benefits (100 and 200)	\$77,740	\$69,466	\$55,968
Employee Benefits (200)	\$0	\$0	\$13,498
Professional and Technical Services (300)	\$6,000	\$0	\$0
Repairs and Maintenance (400)	\$0	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0	\$0
Travel (580)	\$0	\$0	\$0
General Supplies (610)	\$0	\$0	\$0
Textbooks (641)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0	\$0
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Total Expenditures	\$83,740	\$69,466	\$69,466
Remaining Funds (Carry-Over to 2017-2018)	\$0	N/A	\$1,554

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 first three essential questions that drive effective Professional Learning Communities. 1. What knowledge and skills should every student acquire as a result of instruction? 2. How will we know when each student has learned the essential knowledge and skills? 3. How will we respond when some students do not learn? Our first goal looks at the first and second essential questions. 1. What knowledge and skills should every student acquire as a result of instruction? 2. 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 those standards, and implement high-value instructional strategies.

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.

We will use a number of instruments 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 that will be used to direct instruction. Teachers will develop new standards-based common formative and summative assessments for each unit (working towards developing two formative and one summative per unit). Teachers will use these 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, inform instruction, and identify students needing extra support or enrichment. Teachers will continue to implement research-based, high-value instructional strategies (student self-assessment, student, peer and teacher feedback, active learning strategies, explicit instruction, mastery-based grading and assessment, instructional technology, etc). Teachers will continue to participate in three peer coaching activities during the school year using one of these instructional strategies and then provide a reflection and record observational data to measure the effectiveness of their implementations.

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

Measurements:

- Common Scope, Sequence and Pacing Guides Updated/created
- Departmental formative assessments created
- Creation of new school-wide citizenship policy
- Data Teams collaborated throughout the school year (ELA, math, science, social studies, CTE, PE, and choir Data Teams participated)
- Teachers attended local and national content area conferences
- Ongoing job-embedded professional development occurred through the PLC process
- Building mentor supported veteran and new teachers using the coaching cycle

Action Plan Steps

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

We will support teacher understanding of the core, PLCs, data analysis, and high-value instructional strategies through the following actions steps (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.):

- o Conference attendance
 - o School professional development activities
 - o Professional development on the use of instructional technology in the classroom through the use of a free period for our Teacher Tech to help teachers implement instructional technology apps, software, and programs to the faculty, groups or departments, or individual teacher consultations. This teacher will also conduct professional development activities for teams, departments and the faculty in the use of various instructional technologies compatible with our iPad and Chromebook platforms. This teachers will also be our Mastery Connect Lead, which is the online program our Data Teams use to analyze student achievement on formative and summative assessments.
 - o District in-service trainings
 - o Data team collaboration time
 - o Peer coaching, modeling, observing, and reflecting
 - o Continue to implement a Professional Development Committee that is responsible for researching evidence-based instructional practices, implementing them in their classroom, and then teaching/coaching the faculty on these strategies
- We will also provide teachers time to:
- o Develop and refine common scope, sequence and pacing guides that will help them align their instruction.
 - o Develop common standards-based formative and summative assessments.
 - o Work through the data analysis of the results from those assessments and continue to fully implement the Mastery Connect assessment and data program.
 - o Implement standards-based grading.
 - o Research and implement high-value instructional strategies.
 - o We will provide one period for one of our master teachers to work as a building mentor. As part of this role, she will:
 - o Provide an orientation to new teachers at the start of the year.
 - o Observe classrooms and provide feedback to teachers and set goals for improvement.
 - o Provide opportunities to new or struggling teachers to observe other effective classrooms.
 - o Provide monthly trainings to new teachers on effective first-year strategies.
 - o 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, teachers participated in one day of professional development providing an orientation for new teachers and introducing them to the various programs and strategies of South Hills. Veteran teachers also participated in professional development expanding on best practices.

Additionally, our Building Mentor ran a monthly training for all provisional teachers providing information, training, support, strategies, as well as feedback.

Data Team collaboration time was used to enhance curriculum, develop/update scope and sequence, and analyze student achievement data. Teams then created intervention/extension activities to be used during our FLEX time. Each department and team made progress toward the implementation of standards based grading.

Teacher conference attendance and professional development was based on evidence-based instructional practices in order to incorporate best practice into the classroom. Additionally, technology-based professional development was attended by all faculty in order to integrate technology into the classroom.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Allocated for the cost of one free period for our building mentor, one free period for our Instructional Technology Representative (to provide group and individual PD activities, support teachers in implementing and managing Mastery Connect, and assist teachers in developing technology-based classrooms), school-based professional development activities provided by the Professional Development Committee and administration, peer coaching, Data Team days, etc.	\$30,740	\$34,733	As Described
Professional and Technical Services (300)	Allocated for conference registration to such conferences as Leadership in the 21st Century, content area conferences, Utah Middle Level Association conference, etc.	\$6,000	\$0	School funding was used to pay for conference registrations
Total:		\$36,740	\$34,733	

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.

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.

We will use a number of instruments to measure 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. SLO scores will also be reviewed at the beginning and end of the year to determine student academic growth. 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 achievement.

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

SAGE:

English Language Arts:

2017: 39% proficient (2016: 37%)

ELA 7: 45% proficient (2016: 43%)

ELA 8: 34% proficient (2016: 35%)

ELA 9: 36% proficient (2016: 34%)

Science:
2017: 57% proficient (2016: 55%)
Science 7: 55% proficient (2016: 57%)
Science 8: 51% proficient (2016: 50%)
Science 9: 65% proficient (2016: 56%)

Math:
2017: 40 % proficient (2016: 42%)
Math 7: 55% proficient (2016: 41%)
Math 8: 34% proficient (2016: 44%)
Math 9: 30% proficient (2016: 38%)

FLEX:
1st Quarter:
Stretch: 9,258 (65.7%)
D/Fs: 2,402 (17%)
Intervention: 2,425 (17.2%)
TOTAL: 14,085

2nd Quarter:
Stretch: 8,794 (52.7%)
D/Fs: 4,880 (29.4%)
Intervention: 2,945 (17.7%)
TOTAL: 16,619

3rd Quarter:
Stretch: 9,125 (55.8%)
D/Fs: 4,437 (27.2%)
Intervention: 2,779 (17%)
TOTAL: 16,341

4th Quarter:
Stretch: 6,326 (50.6%)
D/Fs: 3,744 (30%)
Intervention: 2,425 (19.4%)
TOTAL: 12,495

Action Plan Steps

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

There are a number of action steps associated with this 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 as well as credit recovery for 9th graders, 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 Are not 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. As in years past, we anticipate that both aides will spend 90-95% of their time with students fulfilling various instructional roles.

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. As in years past, we anticipate that this reading aide will spend 90-95% of her time with students fulfilling various instructional roles as described above.

We will provide one 17-hour aide to work in our math 7 classes specifically because they do not have room in their electives to have a math study skills class. This aide will work with the 7th grade math teachers to frontload students on important math concepts before they are introduced in their regular math classroom, fill gaps of knowledge through small-group instruction, and manage assessment data to identify students who need extra support or enrichment. This aide will also help implement our new specialty math TA for students that need extra support and help students learn and complete their missing math assignments during ZAP. We anticipate that the math aide will spend more than 90% of her time with students fulfilling various instructional roles.

We will provide one 17-hour aide for our science department. Because the new science core is focused more on inquiry-based learning, our teachers will need to do even more labs each week than they are already doing. This aide will assist teachers as they conduct labs with students. We anticipate running 2-3 labs per week per teacher, so it is feasible that the science aide will work with students during many of the more complicated or cumbersome labs. We anticipate that the science aide will spend more than 90% of her time with students in various instructional roles.

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

We continued with the FLEX program this year. Teachers were able to identify students and provide intervention support. 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. FLEX time also allowed for teachers to provide enrichment activities to stretch students learning above and beyond the level of proficiency.

The Learning Center aides also ran the ZAP (Zeroes Are not Permitted) 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. Both Learning Center aides worked as Academic Coaches with the students who appeared on the At Risk list.

The Land Trust budget also paid the salary of 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 and provided small group or one on one instruction. She also worked with the class while the teacher worked in small groups.

Teachers offered after school tutoring in math.

All aides provided by the funding from Trust Lands spent greater than 75% of their time working directly with students.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Allocated for the cost of a period of math study skills, after school tutoring, the cost of two Learning Center aides, the cost of one reading aide, the cost of one math aide, and the cost of one science aide.	\$47,000	\$34,733	As Described
	Total:	\$47,000	\$34,733	

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. 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.

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

Additional funding was used to provide substitute teachers, support opportunities for after school tutoring and provide more study skills classes for students that need the extra time and support.

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

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2017-10-18**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
7	0	1	2016-03-31

Please Note

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

Comments

Date	Name	Comment
2016-05-17	Natalie Gordon	Goal 1: Please review the assignments of the Institutional Technology Representative. Research and data collection are not allowed expenditures with trust land funds. Goal 2: Please ensure that the science aide and learning center aides spends at least 75% of their time in direct instruction of the students. Trackers and grant-writers are not allowed expenditures if they are not directly involved at least 75% of their time in direct instruction.
2016-06-16	Nadine Troxel	See above comments and make changes as necessary.

[BACK](#)