

# South Hills MD 2012 - 2013 Progress Report and 2013 - 2014 School Plan

## Progress Report 2012 - 2013

### 1. Principal and School

School:South Hills MD

Name:Carolyn Gough

Email:carolyn.gough@jordandistrict.org

### 2. Most critical academic need(s) identified in the School Plan

(automatically generated from the 2012-2013 School Plan)

- Mathematics • Reading • Science

### 3. Briefly report how the school is implementing the 2012-2013 School Plan and how the School LAND Trust money is being spent. BE SPECIFIC!

#### Goal 1

2012-2013 Academic Focus: Reading – maintain or improve on 90% CRT mastery.

Plans to reach the goal:

- Professional Development for teachers
- Continued work on FLEX time interventions
- Tiger Tutoring after school
- Reading Assistant (*\*Removed Fall 2012 through special revision*)

Planned expenditure: \$15,000

Data Evidence showing progress toward the goal: 2011-2012 – LA CRT = 90% (7th= 84%; 8th= 95%; 9th= 92%)

Data Evidence showing progress toward the goal: 2010-2011 to 2011-2012 – SRI Avg total growth (all grades): 50.8 to 51. 3 Lexile points

Data Evidence showing progress toward the goal: 2010-2011 to 2011-2012 – DWA Avg total score (8thgrade): 20.8 to 22.8 total score out of 30 pts possible

#### Goal 2

2012-2013 Academic Focus: Math – Use 2011-2012 CRT test to set new mastery goals for coming year; Use FLEX time to focus on mastery of new core standards; help teachers understand new math core.

Plans to reach the goal:

- Professional development for teachers – specifically on learning core standards
- Tiger Tutoring after school
- Assistant for RTI – FLEX time

Planned expenditure: \$15,000

Data Evidence showing progress toward the goal: 2011-2012 – Math CRT = 73% (7th= 89%; 8th= 75%; Alg I = 57%; Alg II = 88%)

#### Goal 3

2012-2013 Academic Focus: Science – A) 7thgrade – raise mastery score on CRT up from 84% to 86%. B) Earth Systems – raise mastery score on CRT up from 78% to 82%. C) 8thgrade – raise mastery score on CRT up from 79%

to 82%. D) Biology – maintain mastery score of 100%.

Plans to reach the goal:

- Professional development for teachers
- Tiger Tutoring
- Assistant for RTI – FLEX time
- Teachers will arrange extension activities that will enhance understanding of core curriculum. This could include hands-on lab experiments and field trips. (*\*Added Fall 2012 through special revision.*)

Planned expenditure: \$15,000

Data Evidence showing progress toward the goal: 2011-2012: Science CRT: 88% (7th= 93%; 8th= 82%; ES = 83%; Bio = 99%)

#### **4. Enter the total amount you ESTIMATE spending to implement the current 2012-2013 School Plan.**

The Carry Over, distribution and total available funds are actual. Please enter the ESTIMATE the school expects to spend in 2012-2013. The ESTIMATED Carry Over to 2013 - 2014 will be automatically generated to the 2013-2014 School Plan.

Carry Over from 2011 - 2012	\$0
Distribution for 2012 - 2013	\$52,153
Total Available Funds	\$52,153
ESTIMATED spending for 2012 - 2013	\$45,000
ESTIMATED Carry Over to 2013 - 2014	\$7,153

**5. The State Board Rule requires schools to report the dates when local boards approved the other four plans community councils are responsible for. The information displayed was entered in the 2012 - 2013 Final Report. Please update, if necessary. The dates when local school boards approved each plan may be viewed on each school page and will be updated with any changes you make here.**

**THESE ARE PLANS THAT ARE BEING IMPLEMENTED IN THE 2012 - 2013 SCHOOL YEAR and must have a 2012 approval date.**

Charter schools: Choose Not Applicable for all plans, except where the school has a Reading Achievement Plan.

School Improvement Plan	10/23/2012
Professional Development Plan (required for all schools)	10/23/2012
Reading Achievement Plan (required for all schools with K-3 grades)	10/23/2012
Child Access Routing Plan (not required for high schools)	03/02/2012

NOTE for Charter Schools. Charter Schools are only required to have a Reading Achievement Plan, if the school receives funding for the program. The other plans are not required.

### **School Plan 2013 - 2014**

**1. Briefly describe the School LAND Trust Plan by explaining each goal the council has identified.** Plans should be research based. If your school has more than five goals, you will need to describe additional goals within the fifth goal.

#### **Goal #1**

## State the SPECIFIC 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 Trust Lands 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?

1. *Teachers will clearly understand their specific core curriculum and will instruct and assess students using common formative assessments to determine whether or not students are learning.*

## Choose the academic area for this goal from the list. You may select more than one area.

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

## Identify the measurement(s) you will use to determine if you are making progress towards the goal

The following instruments will be collected as evidence of this goal:

- Teachers will provide a common scope and sequence, pacing guide, curriculum map, or syllabus for their grade-level subject area that outlines the curriculum and its relationship to the core.
- Teachers will develop standards-based assessments to measure students' learning.
- Teachers will use the assessments and work with a grade-level, content area teacher (where available) to provide regular data throughout the school year that will be used to discuss student progress.

## Outline the steps of the action plan to reach this goal.

- Support teacher understanding of the core and to provide various strategies to implement the core in their classrooms:
  - Through conference attendance, district in-service trainings, modeling and observation of other teachers' practices.
- Provide teachers time to develop and refine common pacing guides that will help them align their instruction and establish the use of common assessments.
- Provide teachers time to work with grade-level, content area teachers and/or whole departments to develop common formative assessments to determine student learning.
- Provide a 17-hour assistant who assists teachers in the administration of formative assessments and the collection of data.
- Assist teachers in the collection and analysis of data that they will use to refine instructional practices and create additional formative assessments.
- Explore standards based grading and its benefits to students in the learning process.

**Planned expenditures — use the dropdown menu to select an expenditure category. You may select more than one category for this goal. Then enter the amount you plan to spend in that category with a short explanation describing the expenditure. EXAMPLE for an expenditure in Salaries and Employee Benefits: One aide assisting with math instruction.**

Salaries and Employee Benefits (100 and 200) \$17000

Teacher aide, professional development for core, creation of common formative assessments, school observations, drop-out prevention methods, standards-based grading and pacing guides.

Travel (580) \$500

Expenses for conferences, school visits, etc.

## Goal #2

### State the SPECIFIC goal

Our second goal addresses the third essential PLC question:

- How will we respond when some students do not learn?

1. 1. *Administrators, teachers, counselors, and classified assistants will organize, operate, and refine intervention strategies that focus on improving student learning and mastery of standards.*

**Choose the academic area for this goal from the list. You may select more than one area.**

Mathematics

Reading

Science

Writing

**Identify the measurement(s) you will use to determine if you are making progress towards the goal**

- Attendance data during FLEX will indicate how students are using the time for interventions.
- CRT scores for Language Arts, Math, and Science will be reviewed annually to assess students' summative growth over the course of the year.
- DWA and SRI scores will also be reviewed to determine reading comprehension.
- At-risk indicators data will be kept to review progress throughout the year with sub group populations.
- Teachers will use common assessments and work with a grade-level, content area teacher (where available) to provide regular data throughout the school year that will be used to discuss student progress.

**Outline the steps of the action plan to reach this goal.**

- Continue the implementation of a FLEX program during the day that allows teachers to focus on those students who are not understanding core standards.
- Provide a 17-hour assistant to identify at-risk students using various indicators and provide one-to-one assistance on organizational strategies and grade monitoring.
- Provide after school tutoring in multiple subjects to assist students in their learning or re-learning of core standards.
- Provide technology (either hardware or software) that will allow teachers to differentiate instruction for students who are learning at a different pace.

**Planned expenditures — use the dropdown menu to select an expenditure category. You may select more than one category for this goal. Then enter the amount you plan to spend in that category with a short explanation describing the expenditure. EXAMPLE for an expenditure in Salaries and Employee Benefits: One aide assisting with math instruction.**

Salaries and Employee Benefits (100 and 200)

\$13500

- Funding may be used to continue the implementation of a FLEX program during the day that allows teachers to focus on those students who are not understanding core standards.
- Funding may be used to provide a 17-hour assistant to identify at-risk students using various indicators and provide one-to-one assistance on organizational strategies and grade monitoring.
- Funding may be used to provide after school tutoring in multiple subjects to assist students in their learning or re-learning of core standards.

Software (670) \$1000

Funding may be used to provide technology (either hardware or software) that will allow teachers to differentiate instruction for students who are learning at a different pace.

Equipment (Computer Hardware, Instruments, Furniture) (730) \$4162

Funding may be used to provide technology (either hardware or software) that will allow teachers to differentiate instruction for students who are learning at a different pace.

### Goal #3

#### State the SPECIFIC goal

Our third goal addresses the final PLC essential question:

- How will we respond when some students have clearly achieved the intended outcomes?
1. *Administrators, teachers, counselors, and classified assistants will organize, operate, and refine extended learning opportunities for students who have demonstrated mastery of the standards.*

#### Choose the academic area for this goal from the list. You may select more than one area.

Mathematics	Reading
Science	Writing

#### Identify the measurement(s) you will use to determine if you are making progress towards the goal

- Attendance data during FLEX will indicate how students are using the time for stretch activities.
- CRT scores for Language Arts, Math, and Science will be reviewed annually to assess students' summative growth over the course of the year.
- DWA and SRI scores will also be reviewed to determine reading comprehension.
- Teachers will use common assessments and work with a grade-level, content area teacher (where available) to provide regular data throughout the school year that will be used to discuss student progress.

#### Outline the steps of the action plan to reach this goal.

- Continue the implementation of a FLEX program during the day that allows students who have demonstrated mastery to extend their learning through stretch activities.
- Provide technology (either hardware or software) that will allow teachers to differentiate instruction for students who are learning at a different pace.
- Support after school programs that give students opportunities to extend their learning primarily in math and science.
- Provide teachers with additional materials for hands-on projects and/or field trip experiences that enrich concepts in the core curriculum.

**Planned expenditures — use the dropdown menu to select an expenditure category. You may select more than one category for this goal. Then enter the amount you plan to spend in that category with a short explanation describing the expenditure. EXAMPLE for an expenditure in Salaries and Employee Benefits: One aide**

**assisting with math instruction.**

*Other Purchased Services (Admission and Printing) (500)* \$3000

- Funding may be used to support after school programs that give students opportunities to extend their learning primarily in math and science.
- Funding may be used to provide teachers with additional materials for hands-on projects and/or field trip experiences that enrich concepts in the core curriculum.

*Equipment (Computer Hardware, Instruments, Furniture) (730)* \$5162

Funding may be used to provide technology (either hardware or software) that will allow teachers to differentiate instruction for students who are learning at a different pace.

**2. Financial Proposal** (This chart is automatically calculated from entries made in each goal.)

			Estimated Carry-over from 2012-2013	\$7,153
			Estimated Distribution in 2013-2014	\$52,456
			Total ESTIMATED Available Funds for 2013-2014	\$59,609
	<b>Goal #1</b>	<b>Goal #2</b>	<b>Goal #3</b>	<b>Totals</b>
Salaries and Employee Benefits (100 and 200)	\$17,000	\$13,500	\$0	\$30,500
Professional and Technical Services (300)	\$0	\$0	\$0	\$0
Repairs and Maintenance (400)	\$0	\$0	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0	\$3,000	\$3,000
Travel (580)	\$500	\$0	\$0	\$500
General Supplies (610)	\$0	\$0	\$0	\$0
Textbooks (641)	\$0	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0	\$0	\$0
Software (670)	\$0	\$1,000	\$0	\$1,000
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$4,162	\$5,162	\$9,324
			ESTIMATED Total Spent 2013 - 2014	\$44,324
			ESTIMATED Carry Over 2014 - 2015	\$15,285

**3. For plans that will carry-over more than 10% of the school's 2013 - 2014 distribution, please explain below.** Funds identified to be carried over should be identified for a specific future need and should not be used as a savings account.

Not Applicable

**4. Plans for expenditures of an increased distribution:**

The 2013-2014 distribution in this plan is an estimate. If the actual July distribution is more than the estimate, how will additional funds be spent to implement the goals described in the plan? Please indicate the goal number identified in Question 2 and explain how the increased funds will further implement the action plan. Please provide an adequate explanation of academic use so that it will not be necessary to go back to the school board for approval to expend an increased distribution.

Additional Funding will be used to assist with goals 1 and 2

- Funding may be used to continue the implementation of a FLEX program during the day that allows teachers to focus on those students who are not understanding core standards.
- Funding may be used to provide a 17-hour assistant to identify at-risk students using various indicators and provide one-to-one assistance on organizational strategies and grade monitoring.
- Funding may be used to provide after school tutoring in multiple subjects to assist students in their learning or re-learning of core standards.
- Funding may be used to provide technology (either hardware or software) that will allow teachers to differentiate instruction for students who are learning at a different pace.
  
- Funding may be used to support teacher understanding of the core and to provide various strategies to implement the core in their classrooms:
  - Through conference attendance, district in-service trainings, modeling and observation of other teachers' practices.
- Funding may be used to provide teachers time to develop and refine common pacing guides that will help them align their instruction and establish the use of common assessments.
- Funding may be used to provide teachers time to work with grade-level, content area teachers and/or whole departments to develop common formative assessments to determine student learning.
- Funding may be used to provide a 17-hour assistant who assists teachers in the administration of formative assessments and the collection of data.
- Funding may be used to assist teachers in the collection and analysis of data that they will use to refine instructional practices and create additional formative assessments.
- Funding may be used to explore standards based grading and its benefits to student motivation in the learning process.

**5. How will the plan and results be publicized to your community?** (Please check all that apply.) If you would like free stickers and/or a stamp or identify School LAND Trust purchases such as books or computers, click here to request them.

- Letters to policy makers and/or administrators of trust lands and trust funds.
- School newsletter
- School website

6. The vote of the council/committee to approve the 2013 - 2014 School LAND Trust Plan was recorded in the minutes and took place on:

03/21/2013	9 Approved	0 Not Approved	4 Absent
------------	------------	----------------	----------