

Final Report 2014-2015 - 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 2014 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2014-2015.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2013-2014	\$20,673	N/A	\$46,507
Distribution for 2014-2015	\$57,866	N/A	\$61,994
Total Available for Expenditure in 2014-2015	\$78,539	N/A	\$108,501
Salaries and Employee Benefits (100 and 200)	\$53,000	\$48,384	\$41,052
Employee Benefits (200)	\$0	\$0	\$7,332
Professional and Technical Services (300)	\$7,000	\$5,062	\$5,062
Repairs and Maintenance (400)	\$0	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$4,000	\$0	\$0
Travel (580)	\$500	\$5,042	\$5,042
General Supplies (610)	\$1,000	\$0	\$0
Textbooks (641)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0	\$0
Software (670)	\$4,500	\$5,754	\$5,754
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$7,000	\$17,444	\$17,444
Total Expenditures	\$77,000	\$81,686	\$81,686
Remaining Funds (Carry-Over to 2015-2016)	\$1,539	N/A	\$26,815

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 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? Goal 1: Teachers will continue to implement the PLC process. Specifically, they will develop and refine their common scope, sequence and pacing guides, create and implement common formative and summative assessments and the resulting data analysis to identify the level of student learning and inform instruction, and assess and grade according to their core standards. Deadline: While the PLC process is ongoing in its nature, we will collect an updated version of data teams' common scope, sequence, and pacing guides as well as at least four common formative assessments and one common summative assessment at the end of the 2014-15 school year.

Academic Areas

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

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: Teachers will provide an updated copy of their common scope, sequence and pacing guide for their grade level subject area that outlines the curriculum and its relationship to the core. Teachers will develop standards-based common formative and summative assessments for each unit (at least two formative and one summative per unit) as well as a common summative end-of-year assessment. They will show how these assessments are linked to their core standards. Teachers will use the assessments and work with their data team partner(s) (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.

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

Teachers provided an updated scope, sequence and pacing guide at the end of the year for each of their content areas. There were a total of 39 guides collected.

Jordan School District facilitated the creation of Student Learning Objective (SLO) pre- and post-tests to measure student growth and proficiency during the course of the school year. Our teachers participated in the district SLO writing teams for their content areas. Rather than create another end-of-year summative assessment, we chose to implement and use these SLO tests as our final summative assessment. They were created and then piloted during the 2014-15 school year and are in full use during the 2015-16 school year.

Teachers also handed in common formative assessments that they have created with their data teams. A total of 58 common assessments were collected. There were additional common assessments that were performance-based instead of an actual written test (such as in performance-based classes like PE, art, and music as well as performance-based tasks like writing and science labs). We collected 48 common rubrics that teachers created in their data teams to use as a measurement tool for these performance-based types of assessments.

Action Plan Steps

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

Support teacher understanding of the core and to provide various strategies to implement the core in their classrooms through: Conference Attendance School professional development activities District in-service trainings Data team collaboration time Peer coaching/modeling/observing 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 as well as an end-of-year common summative assessment, and work through the resulting data analysis to determine the level of student learning and to inform instruction. Provide a 17-hour assistant who assists teachers and the administration in the data gathering and analysis that they will use to refine instructional practices and create additional common assessments. Explore, develop, and begin implementing standards-based grading practices through the use of a teacher pilot group that will determine the best process for school-wide implementation, community education, and professional development for the faculty.

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

Teachers attended various conferences and district trainings to enhance their tier 1 instruction and implement their core curriculum. Conferences included the CCBD conference, Dropout Alliance, Leadership in the 21st Century: Learning Begins with the Learner, Utah Middle Level Conference, ACDA Conference, as well as content area conferences and district trainings in science, math, foreign language, art, music, and social studies. In total, 27 teachers attended a conference or district training. Trustland funds paid for the registration for conferences as well as substitutes for teachers while they attended these conferences and the district trainings.

Additionally, teachers met with their data team colleagues to work on their scope, sequence and pacing guides, common formative assessments, common summative assessments, and data analysis. Trustlands funds paid for the substitutes so teachers could meet during their contract time or so that they could get paid for their time if they chose to meet outside of contract time (i.e., grading days and the summer break). In total, 20 teachers took advantage of this opportunity.

After some faculty-wide trainings on standards-based grading, teachers volunteered for a pilot group to further implement some of the grading fixes in their classrooms. The group worked on standards-based grading fixes such as test re-takes, grading only things that demonstrate evidence of mastery, avoiding grades for practice assignments, implementing behavior consequences for things like cheating, late work, or attendance rather than assigning an academic consequence, etc. This group continued researching standards-based grading as they read Ken O Connors A Repair Kit for Grading: 15 Fixes for Broken Grades and other applicable texts.

We also purchased a 17-hour aide to help and support the teachers as they gathered and analyzed classroom and school data. This aide facilitated gathering the FLEX attendance data, ZAP data, at-risk lists and data, mentoring and intervention data and provided this information to teachers and administrators for Friday collaborations as needed or requested. The aide also assisted in gathering academic data points for our new Data Dashboard, which is a cache for individual student performance data on multiple assessments from SAGE, SRI, Utah Compose as well as teachers' SLOs.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use

Salaries and Employee Benefits (100 and 200)	One 17-hour aide for data gathering and analysis in the Learning Center. Data team time during the school day (funding covers the substitute teacher) School professional development activities (including but not limited to a new teacher orientation to the school's initiatives and the PLC process, peer coaching and observing, standards-based grading pilot, etc.)	\$26,000	\$27,920	As Described
Professional and Technical Services (300)	Professional development funding for conference attendance that focuses on the PLC process, core implementation, tier 1 instructional strategies, content area practices, or standards-based grading.	\$7,000	\$5,062	As Described
Travel (580)	Funding for travel expenses for school visits.	\$500	\$5,042	The travel expenses for this category ended up coming out of travel expenses for the ATI Summer Conference on Grading and Assessment that occurred in July 2014. While the 13-14 Trustlands budget was the original budget that would have funded the travel expenses for this conference, the fiscal rollover that occurred in July 2014 put it coming out of the 14-15 Trustlands budget.
Total:		\$33,500	\$38,024	

Goal #2

Goal

Our second goal addresses the third essential PLC question: How will we respond when some students do not learn? Goal 2: Administrators, teachers, counselors, and classified assistants will organize, operate, and refine intervention strategies that focus on improving student learning and mastery of standards. Deadline: Ongoing, though the four common formative assessments and one common summative assessment will be due at year-end checkout. Departmental SMART goals are due at the beginning of the school year.

Academic Areas

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

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. Formative and Summative SAGE scores for language arts, math, and science will be reviewed annually to assess students' growth over the course of the year. SAGE writing and SRI scores will also be reviewed to determine writing competency and reading comprehension levels. At-risk indicators data will be kept and reviewed throughout the year. Teachers will use common formative and summative assessments and the resulting data to identify and support students needing extra help and to inform instruction. Departments will create and implement departmental SMART goals linked to student achievement and review those goals on a regular basis. Grading data will also measure the effectiveness of our study skills classes.

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

FLEX Data:

First Quarter: 2301 Academic Interventions (28% of students)
1026 Grade Interventions (13% of students)
4833 Stretch Activities (59% of students)

Total: 8160 total activities

Second Quarter: 3409 Academic Interventions (21% of students)
3730 Grade Interventions (23% of students)
8940 Stretch Activities (57% of students)

Total: 16079 total activities

Third Quarter: 2853 Academic Interventions (19% of students)
3697 Grade Interventions (25% of students)
8188 Stretch Activities (56% of students)

Total: 14738 total activities

Fourth Quarter: 2336 Academic Interventions (17% of students)
3707 Grade Interventions (26% of students)
8055 Stretch Activities (57% of students)

Total: 14098 total activities

Grand Totals: 53075 total FLEX time activities were offered
10899 academic interventions were offered (21% of students)
12160 grade interventions were offered (23% of students)
30016 stretch activities were offered (57% of students)

SAGE:

Science:

83% of students were proficient in Biology (same rate as last year).
67% of students were proficient in Earth Science (up 4%).
46% of students were proficient in Science 8 (down 3%).
53% of students were proficient in Science 7 (up 3%).

Math:

100% of students were proficient in Secondary Math II (up 12%).
43% of students were proficient in Secondary Math I (up 10%).
29% of students were proficient in Math 8 (down 8%).
41% of students were proficient in Math 7 (up 3%).

English Language Arts:

56% of students were proficient in ELA 9 (up 8%).

42% of students were proficient in ELA 8 (down 15%).
38% of students were proficient in ELA 7 (9%).

SAGE Writing:

The average scaled score for ELA 9 was a 500 (up 3 points).
The average scaled score for ELA 8 was a 457 (down 61 points).
The average scaled score for ELA 7 was a 428 (down 27 points).

Scholastic Reading Inventory:

436 or 43% of students were highly proficient.
231 or 23% of students were proficient.
246 or 24% of students were approaching proficiency.
110 or 11% of students were below proficient.
98 students or 10% moved from below/approaching proficiency to proficient/highly proficient.

Grading Data:

In 9th grade, there were 132 total Fs earned (same as during the 2013-14 school year).
In 8th grade, there were 234 total Fs earned (down by 50 Fs).
In 7th grade, there were 213 total Fs earned (down by 77 Fs).
Our total fail rate went down from 2.9% in the 2013-14 school year to 2.4% in the 2014-15 school year. The average decrease of Fs earned was 19.9%, which is the difference between 799 Fs in the 2013-14 school year and 647 Fs in the 2014-15 school year.

Math Study Skills Grades and Progress on Ascend Math:

24 total students took the math study skills class.
4 students failed their math class first quarter.
6 students failed their math class second quarter.
5 students failed their math class third quarter.
4 students failed their math class fourth quarter.
20 students earned a higher scaled score on their 2015 Math SAGE test.
The average growth on the 2015 Math SAGE test by scaled score was 34.5 points (144 being the high and -34 being the low).

43 total students were enrolled in the Ascend Math program - 24 for their math study skills class and 19 at home.
The pre- to post-test gains went from an average of 69% to 91% with some students advancing multiple levels.

At-Risk Data:

Reports were run three times a month throughout the school year filtering by the following criteria: At least one failing grade, at least one office disciplinary referral, and chronic absenteeism (missing more than 10% of school). Teachers met on a weekly basis in Core and Encore Teams to discuss the data from these lists and to identify classroom-based interventions to improve academic and behavior outcomes for these students. In total over the course of the year, teachers discussed 190 students - most multiple times with multiple interventions.

Department SMART Goals:

Each department created a SMART goal for the year. They reviewed their data on a quarterly basis and made adjustments to their instruction and their scope, sequence, and pacing guides as needed.

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 to focus on those students who are not understanding the core standards. We will provide a 17-hour aide to work with at-risk students in our Learning Center that have been identified as at-risk through our Core and Encore Grade Level Teams as well as the TAT Team. This aide will focus on organizational and study skills, grade recovery, homework habits, tutoring, parent coaching, student advocacy, etc. We will implement a school-wide homework accountability system to help students take advantage of learning opportunities before their assessments and before they fall behind. We will continue to provide after school tutoring, especially in math, to assist students in their learning or re-learning of the core standards. We will continue to provide technology (either hardware or software) that will allow teachers to differentiate instruction for students who are learning at a different pace. We will also provide technology in the Learning Center to help the academic coaches differentiate their interventions according to student need. We will provide structured study skills classes that focus on prerequisite knowledge, gaps of knowledge, study habits, organization skills, and tutoring. Students will be identified through various data pieces, including grades, SAGE scores, SRI, and teacher recommendation.

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

We implemented our FLEX program once again this year. Through the use of common formative assessments, teachers were able to identify those students who did not understand a specific concept and pull them in during FLEX to provide additional instruction and support. Overflow locations were created to provide students with opportunities to make up missing assignments or re-do assessments or assignments to show evidence of mastery and growth. For those students who did not need an academic or grade intervention, stretch activities were created to further enhance academic learning and provide appropriate structures for social and behavior interactions.

The Learning Center was implemented for the first time during the 2014-15 school year. The Learning Center was equipped with computers, a printer, calculators, textbooks, and other materials for students to use as they worked with an academic coach. This academic coach also met with students that had been identified as at-risk because of their grades, behavior, and chronic absenteeism. The academic coach provided organizational help, study skills, homework routines, and some tutoring. She worked as a liaison between the school and the home facilitating greater communication about each student's successes and goals. The academic coach advocated for the student in terms of extra time, support, and school/district resources. The Learning Center was able to provide various tier 2 and tier 3 interventions for students including a quiet testing area, oral test or assignment reading, space and tutoring to work on class projects, an incentive program for individual students, a tracker program, a check in/out program and other individualized interventions as determined by our TAT and SST teams. The Learning Center also implemented and facilitated a homework accountability program entitled ZAP (Zeroes Aren't Permitted) where students were provided a second and third opportunity to take advantage of the learning opportunity that homework provides in time to demonstrate their mastery on the unit assessment. In total, there were 5,986 homework assignments that would not have otherwise been turned in - almost 6,000 learning opportunities that would have otherwise been missed.

During the 2014-15 school year, two of our math teachers provided after school tutoring for hour-long sessions on Wednesdays and Thursdays. On average, 10 students took advantage of this opportunity for extra support each session. Teachers were able to provide one-on-one support as students worked on homework or received additional instruction beyond the math classroom.

We also provided a math study skills program as an option for students who were identified by the math department, benchmark data, and SAGE scores that needed extra time, support and instruction. This program focused on identifying gaps of knowledge from previous years and then filling those gaps through class and small group instruction and the use of an online math tutoring program. Additionally, the math study skills teacher introduced prerequisite skills and vocabulary to study skills students prior to the actual instruction in their home math classes. In this way, students had already received instruction on many of the basics of a unit before actually starting the unit in their math classes.

90 site licenses were purchased from the Ascend Math online tutoring program. Students in these math study skills classes were able to access this individualized, engaging program to help fill gaps of knowledge identified through a pre-test. For those students that were not able to fit a study skills class in their school schedule, they were able to enroll in Ascend Math and access it from home. As students spent time working through this program, we saw an average gain of 30-40% with many of our students passing multiple grade levels. We were also able to purchase a Chromebook lab with our extra funding from Trustlands so that our study skills classes would not have to book and travel to other labs in the school. The study skills classes were able to share the lab and the math department was able to use the lab in their regular math instruction to stretch learning and create more visual and manipulative math lessons.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	One 17-hour Academic Coach Funding for after school tutoring One general study skills class that focuses on study and organizational skills, homework habits, motivation and attitude, and tutoring. One math study skills class that focuses on prerequisite skills and vocabulary, small group instruction, and gap knowledge.	\$27,000	\$20,464	We did purchase an Academic Coach who worked in the Learning Center and we implemented a math study skills class. We also implemented after school tutoring primarily in math classes throughout the year. Our district staffing money was able to cover the general study skills class.
Software (670)	Site licenses for the math software in our 8th and 9th grade math study skills classes.	\$4,500	\$5,754	As Described
Equipment (Computer Hardware, Instruments, Furniture) (730)	Funding for six Learning Center computers. Funding for one Learning Center printer. Funding for scientific calculators in the Learning Center.	\$7,000	\$17,444	We were able to purchase computers, a printer, calculators and other equipment for the Learning Center as described. Due to additional funding from Trustlands, we were also able to purchase a Chromebook lab and charge cart.
	Total:	\$38,500	\$43,662	

Goal #3

Goal

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

Academic Areas

- Mathematics
- Science

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 the time for stretch activities. Formative and Summative SAGE scores for language arts, math, and science will be reviewed annually to assess students' growth over the course of the year. SAGE writing and SRI scores will also be reviewed to determine writing competency and reading comprehension levels. Teachers will use common formative and summative assessments and the resulting data to identify and support students needing enrichment. 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.

FLEX Data:

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Fourth Quarter: 2336 Academic Interventions (17% of students)
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98 students or 10% moved from below/approaching proficiency to proficient/highly proficient.

Department SMART Goals:

Each department created a SMART goal for the year. They reviewed their data on a quarterly basis and made adjustments to their instruction and their scope, sequence, and pacing guides as needed.

Common Formative and Summative Assessments:

Teachers also handed in common formative assessments that they have created with their data team colleagues. A total of 58 common assessments were collected. There were additional common assessments that were performance-based instead of an actual written test (such as performance-based classes like PE, art, and music as well as performance-based tasks like writing a science labs). We collected 48 common rubrics that teachers created in their data teams to use as a measurement tool for these performance-based types of assessments. Teachers then used these tools to identify students who were ready to be enriched. They provided these enriching activities through FLEX time as well as differentiated instruction within the classroom.

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 to focus on those students who have mastered the core standards and are in need of enrichment. Provide technology (either hardware or software) that will allow teachers to differentiate instruction for students who are learning at a faster 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.

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

Through district support, we were able to bring in NASA's FMALive assembly, which integrated both science and math concepts in a fun, interactive and entertaining package for all of our students. In addition, we were able to play host for the district middle schools in the southern half of the valley to also come experience the assembly.

We continued our very successful implementation of our Science Olympiad program. We were actually able to staff two separate teams to compete in regional and state competitions. One of our teams took second in the state.

We also continued our MESA program and were able to purchase the materials for this very successful experience through the generous donation of a community member.

We provided several enriching stretch activities during our FLEX time including science labs, MythBusters, cooking labs, computer animation experiences, etc.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Other Purchased Services (Admission and Printing) (500)	Curriculum-based field trips in math and science. Curriculum-based assemblies.	\$4,000	\$0	We set aside this money to cover the cost of an assembly put on by NASA called FMALive. As it turns out, through the support of district personnel, we were able to get this assembly for free and we played host to the middle schools from the southern half of the district. We were also going to use this money to fund our Science Olympiad program, but the science department was able to win a STEM grant that funded the entire program.
General Supplies (610)	Materials for hands-on projects in science and math.	\$1,000	\$0	We appropriated this money for use during FLEX time to run things like a cooking lab, computer animation lab, science experiments, etc. as well as to fund projects in our MESA program. Many of these activities did not cost anything at all. For those that did, we were able to absorb the cost through an unsolicited but very generous donation from a community member specifically directed towards this program.
	Total:	\$5,000	\$0	

Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of \$26,815 to the 2015-2016 school year. This is 43% of the distribution received in 2014-2015 of \$61,994. Please describe the reason for a carry-over of more than 10% of the distribution.

We actually spent \$4,600 over the original estimate when we created the plan. We did spend extra money than originally planned on a computer mobile lab, substitutes for additional PLC planning, and some math software. We did not have a need at the time for additional aides as the two we had purchased with Trustlands money were accomplishing the purposes set out for them. We also used funding for registrations at various conferences, but we did not send teachers to conferences that did not align with the school's vision and direction for professional development. We have increased our expenditures during the 2015-16 school year on additional personnel and targeted school-based professional development that, because it's coming from our own school personnel, aligns itself well with our vision and direction for professional development. We are anticipating that these funds will spend in a much quicker but more targeted and impactful way than just spending it to spend on any conference that comes up.

Increased Distribution

[Edit](#)

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, content area instruction, and standards-based grading. Additional funding will be spent on the cost of substitute teachers to allow for time for teachers to work in data teams during the day to develop their common scope, sequence, and pacing guides, common formative and summative assessments, data analysis, and remediation and enrichment. Goal 2: Additional funding will be spent on computer hardware or software to facilitate the differentiation of instruction for those students who learn at a different pace. Additional funding will be spent on more after school tutoring to provide additional opportunities for students to receive extra help and

support. Goal 3: Additional funding will be spent on more materials for hands-on learning in math and science. Additional funding will be spent on more opportunities for curriculum based field trips and assemblies to enhance and enrich students' experience with the core in math and science.

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

We spent \$17,223 additional Trustlands money on a Chromebook mobile lab and charge cart so that our study skills classes could use the Ascend Math software while still in their classrooms. The math department uses this lab to differentiate their instruction for students who need math manipulatives, more visual instruction, and more authentic application of the mathematic principles they are learning. We also spent additional money on expenditures for the ATI Summer Conference on Grading and Assessment in Portland, OR. Six educators from the school attended this conference in July 2014 - just as the fiscal rollover for Trustlands took place. The travel expenditures for this conference came from the 2014-15 Trustlands budget rather than the 2013-14 Trustlands budget as originally intended. We also used additional money on more substitutes to cover classes while teachers met in collaborative PLCs to update their scope, sequence and pacing guides, create common formative assessments, and analyze the data from those assessments to inform instruction. We also used more money than anticipated for the purchase of 90 site licenses to use Ascend Math. This proved more expensive than we originally realized.

Publicity

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

- School website
- Other: Please explain.
 - Skylert email directing parents to the school website to see the Trust Lands plan and all School Community Council activities.

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

- School newsletter
- School website
- Other: Please explain.
 - Email communications from the school

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. 41 McCay, Daniel

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2015-10-30**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
8	0	1	2014-04-14

[BACK](#)



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