

School Plan 2017-2018 - South Hills MD

This Plan is currently pending initial review by a School LAND Trust Administrator.

You may unlock the School Plan to edit/update non-substantive changes without a vote.

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 four 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? 4. What do we do with students who have already learning the essential knowledge and skills? 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 and extra support 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

We will use a number of instruments to measure the progress of this goal.

o 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.

o Teachers will develop new or adjust already created 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 (as measured by PLC minutes submitted to the administration regularly).

o 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.

Action Plan Steps

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, etc.):

o Conference attendance. Possible conferences coming up during the 2017-18 school year are content area conferences, the Literacy Conference, Solution Tree's PLCs at Work Institute, the Utah Middle Level Association annual conference, and UASCD's fall and spring conferences.

o School professional development activities. These activities can include a variety of formats including but not limited to breakout sessions, forums,

instructional coaching or mentoring, guest or professional speakers, peer coaching and other informal observations, etc.

o District in-service trainings.

o Data team collaboration time. The Trustlands Budget would pay for a sub so that Data Team members could meet and revise or create (in the case of new teachers or those with a new core) a common scope, sequence and pacing guide, revise or create common formative and summative assessments, and analyze student achievement data to create supplementary lessons and supports as well as enrichment activities.

In addition, we will continue our implementation of our Professional Development Committee who will research, implement in their own classrooms, and present high effect size strategies to the faculty. The formation of this committee allows us to build capacity within the faculty, increase voice and buy-in on the best instructional strategies, and increases credibility of those strategies with our specific clientele.

o Peer coaching, modeling, observing, and reflecting.

We will also provide time for teachers to:

o Learn about and continue to implement standards-based grading.

o Research and implement high-value instructional strategies. The strategies that the school has been working on and will continue to learn about, teach and implement are: student self assessment, giving and getting effective feedback to make learning visible, providing engaging activities, checking for understanding, using student-friendly learning targets, implementing instructional technology to increase depth of learning, and creating a growth mindset classroom. We will continue implementing a standards-based grading committee that will work out the bugs that inevitably come as we transition to a new grading system and implement the latest mastery grading strategies in their classrooms.

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.

Expenditures

Category	Description	Estimated Cost
Salaries and Employee Benefits (100 and 200)	Allocated for the cost of one free period for our Building Mentor, school-based professional development provided by the Professional Development Committee, Standards Based Grading Committee, and the administration, peer coaching cycles, Data Team days, etc. Funds will be distributed following these estimated allocations: 5,000 Free period for the building mentor 13000 Sub coverage for data team days and conference attendance 10000 In house professional development	\$28,000
Professional and Technical Services (300)	Allocated for conference registration to such conferences as the Literacy Conference in Utah County, content area conferences, UMLA, UASCD, Solution Tree's PLCs at Work Institute, etc.	\$14,000
	Total:	\$42,000

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

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 growth in writing and reading competency. Grading data will be used to measure achievement.

Action Plan Steps

There are a number of action steps associated with this goal.

- o 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.
- o 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, 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.
- o We will continue to provide after school tutoring beyond teacher contract time to assist students in their learning or re-learning of the core standards.
- o 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.
- o 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. She will provide small group instruction centered on specific, targeted topics as well as individual tutoring for students as determined by supervising teachers. As in years past, we anticipate that this reading aide will spend over 75% of her time with students fulfilling various instructional roles as described above.
- o We will provide one 17-hour aide to work in our math department. This aide will work with 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 specialty math TAs 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.
- o 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. In addition, the science aide will work with students in various formats (small group instruction, individual tutoring, or whole-class support) as indicated by the supervising teachers to help students learn the material and fill their learning gaps. We anticipate that the science aide will spend more than 90% of her time with students in various instructional roles.
- o We will also fund two additional classes in one or two of the core areas (English language arts, science, social studies, and/or math) to help lower class sizes so that students have greater access to their teachers for extra help and support and so that teachers can provide more differentiated and individualized instruction. At this point in time, it cannot be determined which of the four core areas will need class sizes reduced until after our master schedule has been created.

Expenditures

Category	Description	Estimated Cost
Salaries and Employee Benefits (100 and 200)	\$8000 for a reading aide, \$8000 for a math aide, \$8000 for a science aide, and \$16000 for our two Learning Center aides. \$1500 for after school tutoring, \$5000 for a math study skills class, and \$10000 for two additional core classes in order to reduce class sizes.	\$56,500
	Total:	\$56,500

Goal #3 Goal

Our third goal addresses the final PLC question: How will we respond when some students have learned the material? 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

The following instruments will be collected as evidence of this goal: Attendance data during FLEX will indicate how students are using time for enrichment activities, 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, and grading data will be used to measure the hopeful increase in achievement as compared to previous years.

Action Plan Steps

South Hills already provides a number of enrichment opportunities through our FLEX program, MESA, debate, Science Olympiad, Lego Robotics, Art Matters, Jazz Band, and after school musical theatre programs that are funded through other budget sources. We would like to add on an opportunity for all students to participate in meaningful academic-based field trips that provide hands-on, authentic experiences in the core academic areas. Thus, we will create hands-on, meaningful enrichment opportunities for students through various field trips funded by the Landtrust budget. We anticipate using the funding for the following as possible field trips: a visit to the Loveland Living Planet Aquarium as part of their EcoVenture program (this program has ties to science, language arts and social studies) with our 7th grade students, a visit to Antelope Island with our 8th graders, and a possible visit to the Clark Planetarium with our 9th graders.

Expenditures

Category	Description	Estimated Cost
Other Purchased Services (Admission and Printing) (500)	4000 for the cost of bussing 3135 for admission	\$7,135
	Total:	\$7,135

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Employee Benefits (100 and 200)	\$84,500
Professional and Technical Services (300)	\$14,000
Other Purchased Services (Admission and Printing) (500)	\$7,135
Total:	\$105,635

Funding Estimates

Estimates	Totals
Estimated Carry-over from the 2016-2017 Progress Report	\$5,020
Estimated Distribution in 2017-2018	\$100,615
Total ESTIMATED Available Funds for 2017-2018	\$105,635
Summary of Estimated Expenditures For 2017-2018	\$105,635
This number may not be a negative number Total ESTIMATED Carry Over to 2018-2019	\$0

Increased Distribution

The 2017-2018 distribution in this plan is an estimate. If the actual distribution is more than the estimate, how will additional funds be spent to implement the goals described in the plan?

If there is an increase in funding, we would anticipate purchasing additional aides for classroom support in reading and math. We would also like to provide additional funding for conference attendance and in-house professional development. We would also provide more after school tutoring, an additional math study skills class, an additional period for one of the core areas to reduce class size, or an additional field trip.

Publicity

- School website
- Other: Please explain.
 - A hard copy of the plan and results will be made available to the community in the school's main office.

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
10	0	4	2017-03-02

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