South Hills MD Final Report 2013-2014

Financial Proposal and Report - This report is automatically generated from the School Plan entered in the spring of 2013 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2013-2014.

Available Funds	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2012 - 2013	**$7,153**	**$31,879**
Distribution for 2013 - 2014	**$52,456**	**$57,099**
Total Available for Expenditure in 2013 - 2014	**$59,609**	**$88,978**
Salaries and Employee Benefits (100 and 200)	$30,500	$26,491
Professional and Technical Services (300)	$0	($5,225)
Repairs and Maintenance (400)	$0	$0
Other Purchased Services (Admission and Printing) (500)	$3,000	$15,096
Travel (580)	$500	$5,633
General Supplies (610)	$0	$88
Textbooks (641)	$0	$388
Library Books (644)	$0	$0
Periodicals, AV Materials (650-660)	$0	$0
Software (670)	$1,000	$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	$9,324	$0
Total Expenditures	**$44,324**	**$42,471**
Remaining Funds (Carry-Over to 2014 - 2015)	**$15,285**	**$46,507**

ITEM A - Report on Goals

Goal #1

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 to 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.*
Identified academic area(s).
Mathematics
Reading
Fine Arts
Science
Writing
Technology
Health
Foreign Language
Social Studies
This was the action plan.

- 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.

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

- Teachers attended several content related conferences and district in-services to help them learn their core and implement evidence-based instructional practices in their individual classrooms. A number of teachers attended their content area conferences. We also took a contingent of teachers to the Solution Tree PLCs at Work Institute, which helps teachers implement their core through the professional learning community framework. The teachers then returned and conducted a two-part professional development activity with the rest of the faculty on the things that most resonated with them. The PD activities resulted in six breakout sessions with several classes provided in each session revolving around core implementation and PLC work.
- 28 teachers, some more than once, spent a day in their Data Teams working on their common scope, sequence and pacing guides, common formative and summative assessments, data analysis from those common assessments, and common strategies and activities. Substitutes were paid for out of the Trustlands budget for this. Teachers reported that this was an extremely valuable time that resulted in a more guaranteed, viable curriculum across departments and grade levels.
- A 17-hour assistant was purchased to assist teachers in their data collection from their common formative and summative assessments. She worked through the ExamView program, which analyzes students' answers and desegregates the data for teachers. They then use this data to identify students who need extra time and support and who needs enrichment. Teachers also use this data to inform and change their instruction for the future as well as to make any changes on the assessment.
- Trustlands paid for three teachers and three administrators to attend the ATI Summer Institute on Grading and Assessment, which included a pre-conference workshop on standards-based grading. Based on information gained from this conference, the first of several professional development activities was provided to the faculty prior to the start of the 2014-15 school year on standards-based grading. The faculty was also provided Ken O'Connor's book A Repair Kit for Grading: 15 Fixes for Broken Grades, which was paid for out of Trustlands funds as well. We will be studying standards-based grading as a faculty out of the context of this book. Also, a number of teachers volunteered for a pilot group to start implementing some of these grading fixes in their classrooms this year and then meeting several times during the year to debrief and assist each other with working out the bugs.

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 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.

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

- 29 common scope, sequence and pacing guides were created and refined last year. They are constantly in evolution of development as teachers refine their art of instruction. Several more are in the process of being developed this year, particularly those content areas that have not previously had an opportunity to work in a data team because they are the only one teaching that particular content. Also, some of our teachers have multiple subjects that they teach and are still working towards developing a scope, sequence and pacing guide for each of those contents. The faculty will continue to refine and create their pacing guides during the 2014-15 school year.
- Common formative assessments are a much more recent push with the faculty - just in the last year. Teachers must develop their common scope, sequence and pacing guides before they can create reliable common formative assessments. To date, we have collected 24 common formative assessments, though many, many more are in the process of being created, vetted, and refined during the 2014-15 school year.
- Each Data Team meets during our Friday morning collaboration. One of their tasks is to analyze the achievement data resulting from their latest assessment. This has been done in the form of pre- and post-tests so as to measure growth. Often, Data Teams will analyze their data and notice that a question was faulty or misleading. They identify the holes and strengths in their instruction, re-teach to fill the gaps of knowledge, and adjust their curriculum for future use. With the district's purchase of the Mastery Connect program, teachers are working to upload all of their common formative and summative assessments. Many of them spent hours off contract to upload and create new common formative assessments on Mastery Connect. This program will take the place of ExamView and will provide achievement data in real-time without the two-week delay so that teachers can identify students needing help much sooner. This program will enhance our data analysis power in a significant manner.

- For the first time, our specialty teachers (those who are the only ones who teach their subject in the building) were able to meet with their specialty counterparts at our sister school, Oquirrh Hills Middle. They began work by analyzing the cores and drawing out the most important standards. From that, they began developing their common scope, sequence, and pacing guides and formative assessments. This process will continue during the 2014-15 school year, though the other 8 middle schools have joined in the effort.
- Prior to the implementation of this plan, no common scope, sequence and pacing guides had been collected and no school-wide effort had been made for all departments and data teams to create one. Also, no common formative assessments had been collected and no push from the administration had been made to develop and analyze the resulting data.
- Data from the common assessments, especially the pre- and post-test data, showed sometimes dramatic improvement. While it is impossible to list the data from every common assessment in this format, we can show a typical example:

From Science 7:
End of Unit test averages for Pre, Post and % Change 7th grade Science 2013-14

	Pre	post	%change
Atoms =	55	81	26
Density =	56	86	30
Particles =	62	83	21
Earth =	59	78	21
Cells =	42	79	37
Systems =	37	72	35
Heredity =	49	88	39
Adaptations =	82	86	4
Classification =	51	73	22

The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:

Amount	Category	Description
17000	Salaries and Employee Benefits (100 and 200)	Teacher aide, professional development for core, creation of common formative assessments, school observations, drop-out prevention methods, standards-based grading and pacing guides.
500	Travel (580)	Expenses for conferences, school visits, etc.

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.
Salaries and Employee Benefits: $17,000 allocation
- $9,000 was spent on a 17-hour aide.
- $8,599 was spent on substitutes so teachers could attend conferences or work in Data Teams.
- $3,296 was spent on teacher in-service hours for additional training/use on Master Connect.

Professional and Technical Services: $23,978 amended allocation
- $9,871 was spent on the registration to various conferences including the PLCs at Work Institute, the Self-Regulation Conference, Literacy Promise, UCET, UMLA, and various content area conferences. 51 teachers and administrators were sent to these conferences.

Travel: $500 allocation
- $5,633 was spent on travel expenses to the Pearson ATI Summer Conference on Grading and Assessment in Portland, OR.

Textbooks: $5,000 amended allocation
- $475 was spent on the purchase of Ken O'Connor's A Repair Kit for Grading: 15 Fixes for Broken Grades, which was distributed to the faculty.

Goal #2

Our second goal addresses the third essential PLC question:
- How will we respond when some students to 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.*

Identified academic area(s).

Mathematics
Reading
Science
Writing

This was the action plan.

- 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.

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

- The FLEX program continued during the 2013-14 school year in full operation. A 30-minute period was set aside on Tuesdays and Thursdays that allowed for some flexible scheduling to meet students' needs. Through the use of common formative assessments, and the resulting achievement data, teachers identified students who needed extra instruction on a specific concept. Those students were assigned to come in for intervention during FLEX to receive that extra support. Also, those students who had earned a D or F in any of their classes, were also assigned to go to those classes during FLEX and make up their missing work and low scores.
- A 17-hour aide was funded through our Comprehensive Guidance budget to provide the academic coaching originally proposed through the Trustlands plan. We purchased another 17-hour aide funded by Trustlands during 4thquarter to assist kids primarily with their math homework in groups or one-on-one through our ZAP (Zeroes Aren't Permitted) homework accountability pilot program. This program basically provided a venue and adult help for students who did not complete their math homework at home. Time was set aside for them to have a working lunch to work on those missing homework assignments and still get full points on their grade while taking advantage of the learning opportunity the assignment provided in time for the quiz or test on the concept.
- After school tutoring is already provided as part of teachers' contract time after school. However, in looking at our achievement data for math, it became evident that we needed to provide more time in math. Two of our math teachers ran an hour-long tutoring session twice a week that students at any grade level could receive tutoring, instruction or homework help in math.
- We implemented a math study skills class for 9thgraders at the beginning of the 2013-14 school year. The purpose of this class was to front load students with knowledge that would be introduced later in their regular math classes while still providing homework help and individual tutoring. To enhance this program for the 2014-15 school year, we purchased the Ascend Math program to help us close our math achievement gaps even more. We have implemented this program in our 8thand 9thgrade math study skills classes, which will take a three-pronged approach: 1) The teacher front loads the class on prerequisite skills and vocabulary before they are introduced in their regular math classes. Then, based on feedback from the students' regular math teachers, the study skills teacher will work with students in small groups, based on the concept or skills they were struggling with, to get them up to level. Meanwhile, students will work off of Ascend Math, which is a program that tailors video-based math instruction to the needs of students. It assesses where they are based on the core and then designs lessons to fill the gaps. Students watch a video while filling out a study guide and then work through several practice problems with the program providing immediate feedback on the students' efforts. In order to make this program work within a classroom, we also purchased a 40-station Chromebook lab and a charging cart funded through Trustlands.

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

- 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.

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

- Here is the average 2013-14 FLEX attendance data by quarter for Intervention (students assigned for re-teaching based on formative assessment) and D/Fs (students with a D or F making up work or re-taking assessments) based on an average p of 1,030 students:
  - Quarter 1:
    - 286 students or 28% assigned to intervention
    - 200 students or 19% D/F support
    - 486 total students or 47% on average attended FLEX academic support activities
    - 546 total students or 53% on average attended FLEX stretch activities
  - Quarter 2:
    - 194 students or 19% assigned to intervention
    - 250 students or 24% D/F support
    - 444 students or 43% on average attended FLEX academic support activities
    - 586 total students or 57% on average attended FLEX stretch activities
  - Quarter 3:
    - 159 students or 15% assigned to intervention
    - 238 students or 23% D/F support
    - 397 students or 39% on average attended FLEX academic support activities
    - 633 students or 61% on average attended FLEX stretch activities
  - Quarter 4:
    - 136 students or 13% assigned to intervention
    - 255 student or 25% D/F support
    - 391 students or 38% on average attended FLEX academic support activities
    - 639 students or 62% on average attended FLEX stretch activities
  - Totals by average:
    - 194 students or 19% assigned to intervention
    - 236 students or 23% D/F support
    - 430 students or 42% on average attended FLEX academic support activities
    - 600 students or 58% on average attended FLEX stretch activities
  - Grand Totals:
    - There were 775 incidents where students were re-taught concepts
    - There were 943 incidents where students were able to make up work or re-take assessments to raise their grad
    - There were 2,404 incidents where students were able to attend a stretch activity

- 2013-14 SAGE results are provided below. Since last year was the first time SAGE has been implemented, there is no bef after data available and CRTs are not a valid comparison as they measured minimal skills while the SAGE measures skills preparation for post-high school education. The SAGE scores are as follows:
  - English Language Arts:
    - ELA 7: 47% proficient; average scaled score – 442
    - ELA 8: 57% proficient; average scaled score – 478
    - ELA 9: 48% proficient; average scaled score – 479
    - Math 7: 38% proficient; average scaled score – 432
    - Math 8: 37% proficient; average scaled score – 474
    - Secondary Math 1: 33% proficient; average scaled score – 507
    - Secondary Math 2: 88% proficient; average scaled score – 630
    - Science 7: 50% proficient; average scaled score – 839
    - Science 8: 49% proficient; average scaled score – 841
    - Earth Systems: 63% proficient; average scaled score – 849
    - Biology: 83% proficient; average scaled score - 861

- Here are the 8thgrade Direct Writing Assessment scores:
  - South Hills Average out of 30:
    - 2014 = 26.5
    - 2013 = 24.6
  - District Average out of 30:
    - 2014 = 25.1
    - 2013 = 24.7
  - State Average out of 30:
    - 2014 = 23.5
    - 2013 = 23.1
  - Development of Ideas:
    - 2014 = 4.4
    - 2013 = 4.1
  - Organization:
    - 2014 = 4.6
    - 2013 = 4.3
  - Style:
    - 2014 = 4.5
    - 2013 = 4.2
  - Word Choice:
    - 2014 = 4.5
    - 2013 = 4.1
  - Sentence Fluency:
    - 2014 = 4.3
    - 2013 = 4.2
  - Conventions:
    - 2014 = 4.1
    - 2013 = 3.9
- Here are the SRI scores for last year's students:
  - College and Career Ready: 35%
  - Proficient: 39%
  - Basic: 22%
  - Below Basic: 3%
  - Percentage of students who were proficient or College and Career Ready by the end of 2013-14:
    - White: 78% (out of 588 students)
    - Pacific Islander: 43% (out of 7 students)
    - Hispanic: 40% (out of 27 students)
    - African American: 29% (out of 7 students)
    - Asian: 88% (out of 6 students)
    - Native American: 100% (out of 1 student)
    - Male: 75% (out of 319 students)
    - Female: 75% (out of 319 students)
    - Students with Disabilities: 31% (out of 53 students)
    - ESL: 0% (out of 5 students)
- Here are the proficiency growth scores between when the SRI was administered in the fall of 2013 and the spring of 2014:
  - College and Career Ready:
    - Fall: 26%
    - Spring: 36%
  - Proficient:
    - Fall: 39%
    - Spring: 39%
  - Basic:
    - Fall: 30%
    - Spring: 21%
  - Below Basic:
    - Fall: 5%
    - Spring: 4%

- Our Early Warning System identified students who were at-risk based on three criteria: 1) One or more failing grades; 2) Ch
  absenteeism (i.e., missing 10% or more of school); and 3) Office disciplinary referrals:
    - Distribution of grades earned:
      - 2012-13: 91% of students earned a C- or better
      - 2013-14: 94% of students earned a C- or better
      - 38 students or 12% of our 9thgraders were credit deficient last year
    - Attendance:
      - 2012-13: 77,800 periods of unexcused or guardian excused absences were recorded. That's approximately 9,7
      - 2013-14: 35,772 periods of unexcused or guardian excused absences were recorded. That's approximately 4,4
        which is a 46% reduction from the previous year.
      - The administration intervened personally with 89 chronically absent students last year.
      - 310 parents and students were notified that there was an attendance concern.

    - Office Disciplinary Referrals:
      - Discipline by Race and Ethnicity:
        - 2013-14:
          - African American: 10 incidents
          - American Indian: 5 incidents
          - Asian: 8 incidents
          - Hispanic: 394 incidents
          - Pacific Islander: 55 incidents
          - White: 1,607 incidents
        - 2012-13:
          - African American: 10 incidents
          - American Indian: N/A
          - Asian: 21 incidents
          - Hispanic: 363 incidents
          - Pacific Islander: 32 incidents
          - White: 1,981 incidents
      - Bullying Totals:
        - 2013-14: 12 incidents
        - 2012-13: 38 incidents
      - Disruptive Behavior Totals:
        - 2013-14: 44 incidents
        - 2012-13: 107 incidents
      - Insubordination Totals:
        - 2013-14: 33 incidents
        - 2012-13: 48 incidents
      - Harassment Totals:
        - 2013-14: 54 incidents
        - 2012-13:54 incidents
      - Fighting Totals:
        - 2013-14: 35 incidents
        - 2012-13: 66 incidents
      - Tobacco, Drugs, or Alcohol Totals:
        - 2013-14: 14 incidents
        - 2012-13: 10 incidents
      - Weapons Violations Totals:
        - 2013-14: 7 incidents
        - 2012-13: 8 incidents
      - Vandalism Totals:
        - 2013-14: 8 incidents
        - 2012-13: 14 incidents
- Each Data Team meets during our Friday morning collaboration. One of their tasks is to analyze the achievement data resu
  their latest assessment. This has been done in the form of pre- and post-tests so as to measure growth. Often, Data Team
  analyze their data and notice that a question was faulty or misleading. They identify the holes and strengths in their instruct
  re-teach to fill the gaps of knowledge, and adjust their curriculum for future use. With the district's purchase of the Mastery
  program, teachers are working to upload all of their common formative and summative assessments. Many of them spent h
  contract to upload and create new common formative assessments on Mastery Connect. This program will take the place o
  ExamView and will provide achievement data in real-time without the two-week delay so that teachers can identify students
  help much sooner. This program will enhance our data analysis power in a significant manner.

- For the first time, our specialty teachers (those who are the only ones who teach their subject in the building) were able to m
  their specialty counterparts at our sister school, Oquirrh Hills Middle. They began work by analyzing the cores and drawing
  most important standards. From that, they began developing their common scope, sequence, and pacing guides and forma
  assessments. This process will continue during the 2014-15 school year, though the other 8 middle schools have joined in

- Prior to the implementation of this plan, no common scope, sequence and pacing guides had been collected and no school-
  had been made for all departments and data teams to create one. Also, no common formative assessments had been colle
  no push from the administration had been made to develop and analyze the resulting data.

- Data from the common assessments, especially the pre- and post-test data, showed sometimes dramatic improvement. Wh
  impossible to list the data from every common assessment in this format, we can show a typical example:

From Science 7:
End of Unit test averages for Pre, Post and % Change 7th grade Science 2013-14

	Pre	post	%change
Atoms =	55	81	26
Density =	56	86	30
Particles =	62	83	21
Earth =	59	78	21
Cells =	42	79	37
Systems =	37	72	35
Heredity =	49	88	39
Adaptations =	82	86	4
Classification =	51	73	22
Order:	Pre	post	%change

The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:

Amount Category

Description

13500   Salaries and Employee Benefits (100 and 200)

- 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.

1000   Software (670)

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.

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

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.

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.
Salaries and Employee Benefits: $13,500 allocation
- $9,000 for a 17-hour aide to help us run our FLEX program (as stated in Goal #1).
- $4,750 was spent for a 17-hour aide later in the year to supplement the academic coaching that was already occurring through the use of another 17-hour aide funded through the Comprehensive Guidance budget.
- $847 was spent for teachers to provide after school tutoring, particularly in math, to those students who required the extra help.

Software: $1,000 allocation

- Nothing was spent out of the 2013-14 Trustlands budget from this allocation. Please see the carryover section for an explanation of how this allocation was spent as part of the 2014-15 budget.

Equipment (Computer Hardware, Instruments, Furniture): $10,000 amended allocation
- No money was spent out of this allocation for the 2013-14 Trustlands budget. Please see the carryover section for an explanation of how this allocation was spent as part of the 2014-15 budget.

Goal #3

Our third goal addresses the final PLC essential question:
- How will we respond when some students have clearly achieved the intended outcomes?

1. *1.   Administrators, teachers, counselors, and classified assistants will organize, operate, and refine extended learning opportunities for students who have demonstrated mastery of the standards.*

Identified academic area(s).
Mathematics
Reading
Science
Writing
This was the action plan.

- 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.

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

- Along with the intervention and grade make-up portions of our FLEX program, we also continued the stretch portion, which allows students whose grades and academic understanding are proficient to participate in enriching activities that stretch their knowledge and experience. Almost half of FLEX encompasses various stretch activities.
- We also purchased several science apps to be used with our iPad lab and some of the department's iPads. These apps visually explore science content such as cells, matter, simple machines, energy, and geology in a fun, interactive way thereby stretching students' imagination and adding one more technological ingredient into the science department's repertoire.
- The science and math departments also continued to offer enriching after school programs such as Math Counts and Science Olympiad. Both activities are competitive-based programs that require students to extend their math and science skills beyond the core requirements to real-world, authentic applications. We had about 12 students participate in Math Counts and over 35 students participate in Science Olympiad. It was originally planned that the Trustlands budget would cover the registrations, transportation, and materials costs for these two programs, but we were able to cover the funding through a STEM grant.

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

- 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.

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

- Here is the average 2013-14 FLEX attendance data by quarter for Intervention (students assigned for re-teaching based on formative assessment) and D/Fs (students with a D or F making up work or re-taking assessments) based on an average p[...] of 1,030 students:
  - Quarter 1:
    - 286 students or 28% assigned to intervention
    - 200 students or 19% D/F support
    - 486 total students or 47% on average attended FLEX academic support activities
    - 546 total students or 53% on average attended FLEX stretch activities
  - Quarter 2:
    - 194 students or 19% assigned to intervention
    - 250 students or 24% D/F support
    - 444 students or 43% on average attended FLEX academic support activities
    - 586 total students or 57% on average attended FLEX stretch activities
  - Quarter 3:
    - 159 students or 15% assigned to intervention
    - 238 students or 23% D/F support
    - 397 students or 39% on average attended FLEX academic support activities
    - 633 students or 61% on average attended FLEX stretch activities
  - Quarter 4:
    - 136 students or 13% assigned to intervention
    - 255 student or 25% D/F support
    - 391 students or 38% on average attended FLEX academic support activities
    - 639 students or 62% on average attended FLEX stretch activities
  - Totals by average:
    - 194 students or 19% assigned to intervention
    - 236 students or 23% D/F support
    - 430 students or 42% on average attended FLEX academic support activities
    - 600 students or 58% on average attended FLEX stretch activities
  - Grand Totals:
    - There were 775 incidents where students were re-taught concepts
    - There were 943 incidents where students were able to make up work or re-take assessments to raise their grad[...]
    - There were 2,404 incidents where students were able to attend a stretch activity

- 2013-14 SAGE results are provided below. Since last year was the first time SAGE has been implemented, there is no bef[...] after data available and CRTs are not a valid comparison as they measured minimal skills while the SAGE measures skills i[...] preparation for post-high school education. The SAGE scores are as follows:
  - English Language Arts:
    - ELA 7: 47% proficient; average scaled score – 442
    - ELA 8: 57% proficient; average scaled score – 478
    - ELA 9: 48% proficient; average scaled score – 479
    - Math 7: 38% proficient; average scaled score – 432
    - Math 8: 37% proficient; average scaled score – 474
    - Secondary Math 1: 33% proficient; average scaled score – 507
    - Secondary Math 2: 88% proficient; average scaled score – 630
    - Science 7: 50% proficient; average scaled score – 839
    - Science 8: 49% proficient; average scaled score – 841
    - Earth Systems: 63% proficient; average scaled score – 849
    - Biology: 83% proficient; average scaled score - 861

- Here are the 8thgrade Direct Writing Assessment scores:
  - South Hills Average out of 30:
    - 2014 = 26.5
    - 2013 = 24.6
  - District Average out of 30:
    - 2014 = 25.1
    - 2013 = 24.7
  - State Average out of 30:
    - 2014 = 23.5
    - 2013 = 23.1
  - Development of Ideas:
    - 2014 = 4.4
    - 2013 = 4.1
  - Organization:
    - 2014 = 4.6
    - 2013 = 4.3
  - Style:
    - 2014 = 4.5
    - 2013 = 4.2
  - Word Choice:
    - 2014 = 4.5
    - 2013 = 4.1
  - Sentence Fluency:
    - 2014 = 4.3
    - 2013 = 4.2
  - Conventions:
    - 2014 = 4.1
    - 2013 = 3.9
- Here are the SRI scores for last year's students:
  - College and Career Ready: 35%
  - Proficient: 39%
  - Basic: 22%
  - Below Basic: 3%
  - Percentage of students who were proficient or College and Career Ready by the end of 2013-14:
    - White: 78% (out of 588 students)
    - Pacific Islander: 43% (out of 7 students)
    - Hispanic: 40% (out of 27 students)
    - African American: 29% (out of 7 students)
    - Asian: 88% (out of 6 students)
    - Native American: 100% (out of 1 student)
    - Male: 75% (out of 319 students)
    - Female: 75% (out of 319 students)
    - Students with Disabilities: 31% (out of 53 students)
    - ESL: 0% (out of 5 students)
- Here are the proficiency growth scores between when the SRI was administered in the fall of 2013 and the spring of 2014:
  - College and Career Ready:
    - Fall: 26%
    - Spring: 36%
  - Proficient:
    - Fall: 39%
    - Spring: 39%
  - Basic:
    - Fall: 30%
    - Spring: 21%
  - Below Basic:
    - Fall: 5%
    - Spring: 4%

- Our Early Warning System identified students who were at-risk based on three criteria: 1) One or more failing grades; 2) Ch
  absenteeism (i.e., missing 10% or more of school); and 3) Office disciplinary referrals:
  - Distribution of grades earned:
    - 2012-13: 91% of students earned a C- or better
    - 2013-14: 94% of students earned a C- or better
    - 38 students or 12% of our 9thgraders were credit deficient last year
  - Attendance:
    - 2012-13: 77,800 periods of unexcused or guardian excused absences were recorded. That's approximately 9,7
    - 2013-14: 35,772 periods of unexcused or guardian excused absences were recorded. That's approximately 4,4
      which is a 46% reduction from the previous year.
    - The administration intervened personally with 89 chronically absent students last year.
    - 310 parents and students were notified that there was an attendance concern.

  - Office Disciplinary Referrals:
    - Discipline by Race and Ethnicity:
      - 2013-14:
        - African American: 10 incidents
        - American Indian: 5 incidents
        - Asian: 8 incidents
        - Hispanic: 394 incidents
        - Pacific Islander: 55 incidents
        - White: 1,607 incidents
      - 2012-13:
        - African American: 10 incidents
        - American Indian: N/A
        - Asian: 21 incidents
        - Hispanic: 363 incidents
        - Pacific Islander: 32 incidents
        - White: 1,981 incidents
    - Bullying Totals:
      - 2013-14: 12 incidents
      - 2012-12: 38 incidents
    - Disruptive Behavior Totals:
      - 2013-14: 44 incidents
      - 2012-13: 107 incidents
    - Insubordination Totals:
      - 2013-14: 33 incidents
      - 2012-13: 48 incidents
    - Harassment Totals:
      - 2013-14: 54 incidents
      - 2012-13:54 incidents
    - Fighting Totals:
      - 2013-14: 35 incidents
      - 2012-13: 66 incidents
    - Tobacco, Drugs, or Alcohol Totals:
      - 2013-14: 14 incidents
      - 2012-13: 10 incidents
    - Weapons Violations Totals:
      - 2013-14: 7 incidents
      - 2012-13: 8 incidents
    - Vandalism Totals:
      - 2013-14: 8 incidents
      - 2012-13: 14 incidents
- Each Data Team meets during our Friday morning collaboration. One of their tasks is to analyze the achievement data resu
  their latest assessment. This has been done in the form of pre- and post-tests so as to measure growth. Often, Data Team
  analyze their data and notice that a question was faulty or misleading. They identify the holes and strengths in their instruct
  re-teach to fill the gaps of knowledge, and adjust their curriculum for future use. With the district's purchase of the Mastery
  program, teachers are working to upload all of their common formative and summative assessments. Many of them spent h
  contract to upload and create new common formative assessments on Mastery Connect. This program will take the place o
  ExamView and will provide achievement data in real-time without the two-week delay so that teachers can identify students
  help much sooner. This program will enhance our data analysis power in a significant manner.

- For the first time, our specialty teachers (those who are the only ones who teach their subject in the building) were able to m
  their specialty counterparts at our sister school, Oquirrh Hills Middle. They began work by analyzing the cores and drawing
  most important standards. From that, they began developing their common scope, sequence, and pacing guides and forma
  assessments. This process will continue during the 2014-15 school year, though the other 8 middle schools have joined in

- Prior to the implementation of this plan, no common scope, sequence and pacing guides had been collected and no school-
  had been made for all departments and data teams to create one. Also, no common formative assessments had been colle
  no push from the administration had been made to develop and analyze the resulting data.

- Data from the common assessments, especially the pre- and post-test data, showed sometimes dramatic improvement. Wh
  impossible to list the data from every common assessment in this format, we can show a typical example:

From Science 7:
End of Unit test averages for Pre, Post and % Change 7th grade Science 2013-14

	Pre	post	%change
Atoms =	55	81	26
Density =	56	86	30
Particles =	62	83	21
Earth =	59	78	21
Cells =	42	79	37
Systems =	37	72	35
Heredity =	49	88	39
Adaptations =	82	86	4
Classification =	51	73	22

The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:

Amount Category   **Description**

3000   Other Purchased Services (Admission and Printing) (500)

- 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.

5162   Equipment (Computer Hardware, Instruments, Furniture) (730) 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.

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.
Other Purchased Services: $3,000
- The funding originally planned for this budget category was to be used to cover the registration, transportation, and material costs to fund our Science Olympiad; however, these costs were covered through a STEM grant that was awarded to the school after the start of the 2013-14 school year.

Equipment: $5,162
- No money was spent for this allocation from the 2013-14 budget. Please see the carryover section for an explanation of how this money was spent from the 2014-15 budget.

ITEM B - In the Financial Proposal and Report, there is a carry-over of $46507 to the 2014-2015 school year. This is 81% of the distribution received in 2013-2014. Please describe the reason for a carry-over of more than 10% of the distribution.

The main reason it looks like so much was carried over into the 2014-15 school year is that some of the higher ticket purchases occurred at the end of the 2013-14 school year or during the summer. These higher ticket items were approved through an addendum to the Trustlands plan and budget submitted and approved in the last spring of 2014. In Jordan District, the school purchases the items and then seeks reimbursement through the district from its Trustlands budget, which does sometimes create a longer time frame. Since the budgets rollover on July 1, the Trustlands expenditures for the 2013-14 school year do not show the following purchases:

- $5,041 was spent on the registration for three teachers and three administrators to attend the Pearson ATI Summer Conference on Grading and Assessment in Portland, OR on July 5-9, 2014.
- $5,179 was spent on the Ascend Math program for use in our 8thand 9thgrade math study skills classes.
- $17,443 was spent on a 40-station Chromebook lab and charging cart for our math study skills classes. This was part of an amendment to the Trustlands plan submitted in the spring of 2014. Due to the bid procedure and purchasing approval process along with the reimbursement from the Trustlands account, this purchase wasn't recorded on the Trustlands budget until September 2014.
- Also, there were a couple of purchases made during the school year that, due to their unique nature, we did not seek for reimbursement from the Trustlands plan. We purchased Ken O'Connor's book A Repair Kit for Grading: 15 Fixes for Broken Grades. We purchased enough books for the faculty and obtained the best pricing through Amazon. They shipped the books across three shipments, which means that they charged the school for the amount shipped each time. Only one of those shipments was actually charged to the Trustlands budget ($475); we are working to charge the other two shipments (remaining $1,403) to the Trustlands budget as well.
- We also purchased 12 science apps for our 40-station iPad lab from Kids Discover. The original purchase was funded, as per district policy for purchasing apps, through our Apple VPP account. We did not reimburse the Apple VPP account for the amount of the purchase ($955), which we are currently working to remedy as well.

If we add these amounts together, the total expenditures not recorded on the Trustlands Financial Proposal and Report comes to $30,021 making the carryover to the 2014-15 school year $16,486. This carryover amount is $4,187 under the projected carryover amount of $20,673 in the amended Trustlands plan and budget.

As explained in Goal #3, we anticipated paying for the costs (registration, transportation, materials, etc.) to run our Science Olympiad after school program through the Trustlands funding. However, we were delighted to obtain a STEM grant that covered those costs. We also did not purchase John Hattie's Visible Learning for Teachers as we discovered another book that met our needs in a better way that we will purchase and distribute to our teachers at a future time. We anticipated spending about $3,000 on the purchase of this textbook. We were also able to acquire some of our items at a cheaper rate than anticipated – such as the travel expenses to the Pearson ATI Summer Conference on Grading and Assessment. We also spent less money on a second 17-hour aide since we were able to purchase that second aide through funding from our Comprehensive Guidance budget.

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

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.

The distribution was about 14% more that the estimate in the school plan. Please explain how the additional money was spent, if it was spent for items other than expenditures described in the approved goals above. If all expenditures were spent for items in the goals, please enter "Not applicable."

Not applicable.

ITEM D - The school plan was advertised to the community in the following way(s):
• School newsletter
• School website

ITEM E - Please select from the pull down menus the names of policymakers the council has communicated with about the School LAND Trust Program. To choose more than one name on a list, use CTRL while selecting. To unhighlight a selected name, choose another name or use CTRL and select it.

State Leaders

U.S. Senators

State Senators

U.S. Representatives

State Representatives

District School Board
S. Kayleen Whitelock
Susan Pulisipher

State School Board
Peggy Jo Kennett
Richard S. Osborn
Corbin White
J. Lynn Crane
Janice Leavitt Voorhies

ITEM G - A summary of this Final Report must be provided to parents and posted on the school website by October 20th of the 2014. When was this task completed?
Not required for Charter Schools.
10/20/2014