SCHOOL LAND TRUST
ADMINISTRATION FOR DISTRICTS & SCHOOLS

School Plan 2015-2016 - South Hills MD

School Plan Approved

School Plan Approval Details

Submitted By:	Ben Jameson
Submit Date:	2015-07-01
Admin Reviewer:	Heather Gross
Admin Review Date:	2015-05-25
District Reviewer:	Nadine Troxel
District Approval Date:	2015-07-29
Board Approval Date:	2015-07-28

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 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 through the creation and refining of common scope, sequence and pacing guides, common formative and summative assessments, data analysis of those assessments to provide more instruction or enrichment for students, assess/grade according to the standards, and implement high-value instructional strategies. Deadline: Ongoing, though teachers will need to turn in their refined scope, sequence and pacing guides, new common formative or summative assessments, and two peer Coach and Reflect activities at the end of the year.

Academic Areas

- Reading
- Mathematics
- Writing
- Technology
- Science

- Fine Arts
- Social Studies
- Health
- Foreign Language

Measurements

The following instruments will be collected as evidence to measure the progress of this goal: Teachers will provide an updated copy of their common scope, sequence and pacing guide for their grade level subject area that outlines the curriculum, its relationship to the core standards, and the daily student-friendly learning targets. Teachers will develop standards-based common formative and summative assessments for each unit (at least two formative and one summative per unit). Teachers will use the 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 and inform instruction. Teachers will begin to implement research-based, high-value instructional strategies (student self-assessment, student, peer and teacher feedback, active learning strategies, explicit instruction, etc). They will participate in at least one Coach and Reflect activity each semester using one of these instructional strategies.

Action Plan Steps

We will support teacher understanding of the core, PLCs, data analysis, and high-value instructional strategies through (Land Trust funding will support the cost of substitute teachers, conference registration, travel costs to visit schools or attend conferences, cost and expenses of professional speakers, etc.): Conference attendance, school professional development activities, professional speakers, district in-service trainings, data team collaboration time, peer coaching, modeling, observing, and reflecting. We will continue to send teachers to their content area conferences as they tailor professional development specifically to each content area's core implementation needs. We also plan to send a group of educators to the Solution Tree PLC Institute in November of 2015 as well as the BYU CITES literacy conference in the spring of 2016. We are also working on booking either Ken O'Connor or Jan Chappuis as guest speakers to address standards-based grading or student self-assessment and feedback. This, of course is dependent on availability, cost and travel expenses. We will also be visiting various schools across the state who have implemented solid tier 1 instructional practices and tier 2 interventions that we would like to research more. These schools include but are not limited to: Eastmont Middle, Lakeridge Junior, Ecker Hill Middle, Mt. Logan Middle, and Tonaquint Intermediate schools. We will also 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, work through the data analysis of the results from those assessments and continue to fully implement the Mastery Connect assessment and data program, and implement standards-based grading, research and implement high-value instructional strategies. We will also provide one period for one of our master teachers to work as a building mentor. As part of this role, she will: Provide an orientation to new teachers at the start of the year, observe classrooms and provide feedback to teachers and set goals for improvement, provide opportunities to new or struggling teachers to observe other effective classrooms, provide monthly trainings to new teachers on effective first-year strategies, provide information, data and counsel to the administration on the progress of her caseload of teachers.

Expenditures

Category	Description	Estimated Cost
Salaries and Employee Benefits (100 and 200)	Funding will be provided for the building mentor, professional development pay, and the cost of substitutes.	$16,973
Professional and Technical Services (300)	Funding for conference registrations.	$12,000
Other Purchased Services (Admission and	Funding for professional speakers and professional development activities.	$9,000

Printing) (500)		
Travel (580)	Funding for school visits, conference travel expenses, and the travel expenses of professional speakers.	$1,000
	Total:	$38,973

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. 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 interventions. 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. At-risk indicators data (failing grades, chronic absenteeism, and office disciplinary referrals) will be reviewed throughout the year. Grading data will be used to measure the hopeful increase in achievement. Departments will create and implement departmental SMART goals linked to student achievement and review those goals on a regular basis.

Action Plan Steps

We will continue the implementation of our FLEX program during the day that allows teachers to focus on those students who are not understanding the core standards. We will provide two 17-hour aides to work with students in our Learning Center that have been identified as at-risk by our Core and Encore Teams as well as the TAT team. These aides will focus on organizational and study skills, grade recovery, 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 Aren't 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. We will continue to provide after school tutoring beyond contract time to assist students in their learning or re-learning of the core standards. We will continue to provide structured math study skills classes that focus on prerequisite knowledge, gaps of knowledge, study skills and homework habits as well as individual tutoring. We will provide one 17-hour aide to work as a reading tutor in our reading 7 and reading 8 classes. This tutor will conduct

diagnostic testing for reading students to better identify their critical reading needs. They will provide small group instruction centered on specific, targeted topics as well as individual tutoring for students as determined by their supervising teachers. In order to lessen or eliminate credit deficient students entering high school, we will provide funding to create credit recovery packets/assignments for 9th graders that earn a failing grade in secondary math 1, earth systems, geography, and English language arts 9. After these packets are created, 9th grade students will have the option to work on these packets at home, during TA, on Friday mornings in the Learning Center, or as part of a study skills elective class.

Expenditures

Category	Description	Estimated Cost
Salaries and Employee Benefits (100 and 200)	Funding for two Learning Center aides and one reading aide, after-school tutoring, the design of credit recovery packets for ELA 9, earth science, secondary math 1, and geography, and a math study skills class.	$44,000
	Total:	$44,000

Goal #3

Goal

Our third goal addresses the final PLC question: How will we respond when some students have clearly achieved the intended outcomes? 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 interventions, 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, grading data will be used to measure the hopeful increase in achievement as compared to previous years, departments will create and implement departmental SMART goals linked to student achievement and review those goals on a regular basis, participation and survey data from our student-driven culture program will be gathered to establish a baseline of success for this year and to set improvement goals for future years.

Action Plan Steps

We will continue the implementation of our FLEX program during the day that allows teachers provide enrichment activities to stretch students? learning above and beyond the level of proficiency. We will continue to support after school programs that give students opportunities to extend their learning. Examples of existing programs that would be funded are Science Olympiad, Math Counts, and Debate. We will provide teachers with additional materials for hands-on projects and/or field trip experiences that enrich concepts in the core curriculum or allow for differentiated learning. We will purchase software that enhances and differentiates instruction or engages students who are learning at a faster pace in meaningful ways with the core curriculum. We are looking at increasing our site license availability for Nearpod to increase our engagement through the use of interactive presentation technology. We are also looking at purchasing a yearly subscription to Britannica Pathways: Science, which is an online, interactive program that meshes structured writing and reading skills with science investigation. We will create a student-driven program that enhances a positive school culture and focuses on acceptance, leadership, random acts of kindness, and that promotes an atmosphere where bullying is not cool. While the program will be run by a core team of students, the goal will be to get as many students involved as possible.

Behavioral Component

Category	Description	Cost
Behavioral/Character Education/Leadership Component	We will create a student-driven program run out of our PTSA student board that focuses on the following activities: An introductory assembly at the beginning of the year for the entire student body, an additional intensive training for student leaders from each teacher?s TA, random acts of kindness activities organized by students on a monthly or bi-monthly basis that improve confidence, celebrate differences, and promote acceptance, trainings and lessons in TA on how to stand up for one another, prevent bullying behaviors, and how to stand up for yourself or someone else that is being bullied, a safe, low-risk atmosphere will increase the willingness of students to take risks in their learning and will promote an environment where it?s OK to make mistakes and learn from them whether it?s an academic or social situation.	$4,322

Expenditures

Category	Description	Estimated Cost
Other Purchased Services (Admission and Printing) (500)	Funding for curriculum-based field trips, programs, and/or assemblies.	$2,000
General Supplies (610)	Funding for materials for hands-on projects.	$1,000
Software (670)	Funding for the purchase of software for the enrichment and differentiation of instruction.	$2,000
	Total:	$5,000

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Behavioral/Character Education/Leadership Component	$4,322
Salaries and Employee Benefits (100 and 200)	$60,973
Professional and Technical Services (300)	$12,000
Other Purchased Services (Admission and Printing) (500)	$11,000
Travel (580)	$1,000
General Supplies (610)	$1,000
Software (670)	$2,000
Total:	$92,295

Funding Estimates

Estimates	Totals

Estimated Carry-over from the 2014-2015 Progress Report	$35,680
Estimated Distribution in 2015-2016	$57,293
Total ESTIMATED Available Funds for 2015-2016	$92,973
Summary of Estimated Expenditures For 2015-2016	$92,295
Total ESTIMATED Carry Over to 2016-2017	$678

Increased Distribution

The 2015-2016 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?

Goal 1: Additional funding will be spent on more opportunities for professional development through conference attendance, district trainings, or school trainings to enhance knowledge of the PLC process, tier 1 instruction, core implementation and instruction, and standards-based grading. Additional funding will be spent on the cost of substitute teachers to allow time for teachers to work in data teams to develop their common scope, sequence and pacing guides, common formative and summative assessments, data analysis, high-value engagement and instructional strategies, standards-based grading, etc. Additional funding will be spent on extra travel expenses to visit schools, pay for the expenses of a professional speaker, or travel to a conference. Goal 2: Additional funding will be used to purchase another 17-hour aide to be used as a reading tutor in our reading 7 and reading 8 classes. Additional funding will be spent on more opportunities for after school tutoring. Additional funding will be spent to provide more study skills classes for students that need the extra time and support. Goal 3: Additional funding will be spent on materials for hands-on activities and differentiated learning opportunities. Additional funding will be spent on more opportunities for curriculum based field trips, activities, programs, and assemblies to enhance and differentiate learning. Additional funding will be spent on the purchase of software that enriches and differentiates students learning.

Publicity

- School website

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
7	1	0	2015-04-15
7	0	0	2015-04-15
8	0	0	2015-04-15

Plan Attachments

Upload Date	Title	Description
2015-04-16	15-16 Trustlands Plan	This document is formatted with the Trustlands Word template for easier reading.

Amendment
Need to amend this school plan?

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

Comments

Date	Name	Comment
2015-05-25	Heather Gross	NOTE: Goal #1- Considering the extensive amount of money being put into this fund, it may be helpful to include an outline of specific conferences and trainings planning to attend that would require travel, registration, etc. and specific speakers planning to bring in. NOTE: Goal #3- May be helpful to include an outline of specific software planning to purchase.
2015-07-01	Nadine Troxel	See above comments. Please make appropriate adjustments.

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