

School LAND Trust Program 2012-2013 Progress Report and 2013-2014 School Plan for Sunset Ridge MD

2012 - 2013 Progress Report

1. Principal and School

School: Sunset Ridge MD
Name: Travis Hamblin
Email: travis.hamblin@jordan.k12.ut.us

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

Mathematics	Reading
Science	Writing

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

1. Increase the number of students performing at Level 3 and Level 4 on the Science, Language Arts, and Math CRT's by 2%.

Science teachers have used professional development days to collaborate on curriculum, common assessments, and data. The substitutes for these days were funded by Land Trust. Teachers were able to meet in their grade level department teams for this day. The goal is to use data from assessments to inform and direct instruction. Teachers have been implementing standards-based assessments. Expenditures to science teachers have been for the use of implementing standards-based assessments, literacy across the content, and professional learning communities.

Math lab is offered before and after school three days a week. Teacher professionals rotate times being in math lab. Time teachers spend in math lab beyond contract time is reimbursed using Land Trust funds. Teachers are continually working on curriculum and Professional Development opportunities are given to the math teachers more frequently than others – they attend many professional development activities and have met as grade level teams to develop curriculum and provide response to intervention plans and activities. Through Land Trust, professional development days used for working with each other in grade level teams were able, during their contract day, to develop curriculum etc…. Land Trust paid for the substitutes. Additionally, we have developed a math remediation class – implemented at semester for students who are intentional non-learners and failed learners. These students are identified by teachers and placed into this class in lieu of an elective. This was at no cost to Land Trust but funded by FTE. A grade level assistant is utilized to increase instructional effectiveness. This instructional assistant is funded out of Land Trust.

Language Arts teachers have used professional development days offered for them to collaborate on curriculum, common assessments, and data. The substitutes for these days were funded by Land Trust. Teachers were able to meet in their grade level department teams for this professional development. Additionally the Language Arts teachers meet each week after school to further develop their curriculum. The focus is on developing curriculum around the new common core and then using data to inform instruction. They have attended several core standards trainings, standards-based assessment trainings, and literacy strategy professional developments.

Teachers throughout the building use a variety of programs and tools to enhance literacy across the content. PLC's (Professional Learning Communities) are the central figure in this process. Additional planning time for our PLC's is funded by Land Trust.

School LAND Trust Program 2012-2013 Progress Report and 2013-2014 School Plan for Sunset Ridge MD

Each team of teachers (even those who do not give CRT/DWA tests) use the testing data to inform instruction and responses to intervention in their class, on their grade level teams, and their interdisciplinary teams. Teachers used the data to identify not only students who didn't perform at proficiency but what standards were commonly weak amongst all students and made necessary changes to instruction to address the issues.

Intervention personnel are used in each grade level to enhance student learning. Each of these aids work within the professional learning community established (teams) to target students who are struggling with work completion and skill mastery. Each 17 hour intervention assistant is paid through Land Trust (approx. \$8k annually) Each team of teachers in which these Aids work plans who and how they will be utilized to increase student proficiency in completion, retention, and mastery. These Intervention Aids are not "teacher assistants" – they work directly with students for the outcomes listed above.

2. Refine the Response to Intervention (RTI)/Pyramid of Interventions to further assist struggling students. (This would include individual classrooms, teams, and whole-school intervention programs designed to decrease both the number and percent of students who have failing grades or have not achieved concept mastery.

RTI/Pyramid of Intervention implemented two days a week. Each of these two days students receive a grade printout of their progress and students with a D,F, or I are required to go to intervention/remediation to receive help with homework, understanding, making up a test, retaking tests, etc. A 17 hour assistant tracks data, prints out intervention grades, disseminates information to teachers, tracks attendance, and tracks student progress. Land Trust is used to pay for this aid. We have increased the way we approach iFlight through more guided direction from teachers, adding iFlight into the first week of the quarter – to increase our awareness of student progress. Our iFlight aid also prints a weekly "F" list and disseminates this to teachers so they may for adequately be aware of students who are struggling. In this manner teachers are able to see who is failing and if they are failing in more than one class – they can identify failed learners and intentional non-learners to implement RTI procedures more effectively. This allows teachers to intervene versus remediate.

Academic Skills Academy (ASA) – ASA is staffed by a 17 hour assistant who works with both failed learners and intentional non-learners during their lunches and Friday mornings during collaboration time. She also works with our study skills teacher and students by meeting with them weekly, tracking them, and provided guided time and instruction to increase their success in academics. This academy was developed to instill an academic focus in lieu of lunch detention – this area is for academics only – behavior issues will not result in students sitting in ASA. This resource has been adjusted further to enhance its effectiveness by working with all teachers to provide a more timely response to intervention for students.

3. Implement research-based, data-driven middle level best practices that are developmentally responsive and socially equitable through research, planning, parental involvement and professional learning communities.

Teacher teams work off contract time to develop, design, and implement curriculum maps, common assessments, and establish a culture of learning. Trainings and professional development associated with "National Schools to Watch" designation. Land Trust funds used to reimburse teacher time off contract.

Language Arts teachers have implemented a "Book Whisperers" after school program to increase student engagement in reading.

PLC professional development opportunities are given to grade level teams of teachers to further the work they are

School LAND Trust Program 2012-2013 Progress Report and 2013-2014 School Plan for Sunset Ridge MD

doing listed above. Substitutes are paid for with Land Trust funds.

The ISQ survey is currently being implemented. Using Epstein's the school has increased community/parent outreach using the www, quarterly family activities, after school activities, etc.

Teachers have attended training and conferences including but not limited to UMLA, 21stCentury Leadership Conference, Professional Learning Communities, Common Core, Common Assessments, SIOP, Fine Arts, CCSS training, Intervention training, Fine Arts conferences, Science Conferences, Green Energy/Renewable Resources, and Language Instruction. Land Trust funds were used for admission and substitutes.

SRMS has a several parental involvement activities like back to school night and hot diggity dog, performance nights, parent information evenings, registration evenings, etc… The only Land Trust funding used is for minor teacher reimbursement for time off contract.

Several books have been purchase to further the research-base of our school community. The focal point of this is standards-based assessment. However, we are simultaneously implementing RTI, Classroom management, and Love and Logic to name a few. We have several teachers who have implemented Mastery Connect software to enhance mastery-based assessments and RTI. TeachBoost was purchased to enable administrative classroom visits to inform in a timely manner the instruction happening in the classroom.

Experiential learning experiences are being provided to students to increase the culture and climate of the school through learning. These include but are not limited to assemblies, field trips, guest speakers, etc...

4.Increase the use and implementation of instructional technology school-wide.

Computers were purchased for our Math Skills class. This class uses Ascend Math as a diagnostic tool to increase student proficiency. These netbooks are used several times weekly to increase skills and diagnose misunderstandings of students. The money was "roll-over" money from the 11-12 Land Trust plan.

4. Enter the total amount you ESTIMATE spending to implement the current 2012-2013 School Plan.The Carry Over, distribution and total available funds are actual. Please enter the ESTIMATE the school expects to spend in 2012-2013. The ESTIMATES Carry Over to 2013-2014 will be automatically generated to the 2013-2014 School Plan.

Carry Over from 2011 - 2012	\$7,556
Distribution for 2012 - 2013	\$63,748
Total Available Funds	\$71,304
ESTIMATED spending for 2012 - 2013	\$63,000
ESTIMATED Carry Over to 2013 - 2014	\$8,304

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

School LAND Trust Program 2012-2013 Progress Report and 2013-2014 School Plan for Sunset Ridge MD

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

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

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

2013 - 2014 School Plan

1. Briefly describe the School LAND Trust Plan. Plans should be research based and include specific quantifiable measurements.

Identify each goal. Select the academic need(s) the goal addresses. Specifically state the goal, measurement, and the action plan to achieve the goal. Select from the drop down menu each expenditure category needed to implement the action plan, with the amount your expect to expend. Include a short explanation describing the expenditure. Example for an expenditure in Salaries and Employee Benefits: One aide assisting with math instruction.

Goal 1

State the SPECIFIC goal

Increase the number of students achieving proficiency on the Science, Language Arts, and Math CRT's by 2% annually.

Academic areas for this goal.

Mathematics Reading Science Writing

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

* Annual CRT data

* Annual DWA data

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

* Fund teachers and/or assistants as intervention specialists for instructional intervention. These specialists work directly with students and teachers to increase comprehension, work completion and concept mastery. These specialists/teachers may also be data specialists preparing data from common formative assessments for teachers to use in their collaborative teams to inform their instruction and increase standards-based proficiency.

* Fund teachers and/or assistants as math assistants and/or math tutors. Working with the math teachers these assistants will work with students to increase concept mastery, comprehension, and work completion. This work is done during the school day and before/after school.

School LAND Trust Program 2012-2013 Progress Report and 2013-2014 School Plan for Sunset Ridge MD

* Using CRT data – teachers will be provided CRT results for their classes in order to inform their instruction – how/when/where to improve instruction. Using CRT data they will also identify students (using the current year's students with the previous year's CRT results for those students) that are below basic and work to improve instructional practices to most effectively help those students improve. Teachers will use the data in teams.

Planned expenditures

Salaries and Employee Benefits (100 and 200) \$26,000

* Salaries and Employee Benefits (\$26,000)

* Intervention assistants \$24,000 (3 @ \$8,000 each)

* Math Teachers \$2,000

Goal 2

State the SPECIFIC goal

Decrease the number of students receiving a D or F each quarter.

Academic areas for this goal.

Mathematics Reading Science Writing

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

* School-wide intervention data – the number of students participating in Intervention (have a D, F, or I [indicates lack of mastery]) decreases quarterly.

* The number of students on the D/F report decreases as interventions are applied quarterly.

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

* Refine the Response to Intervention (RTI)/Pyramid of Interventions to further assist struggling students. (This would include individual classrooms, teams, and whole-school intervention programs designed to decrease both the number and percent of students who have failing grades or have not achieved concept mastery.)

* An Academic Skills Academy (ASA) for struggling learners will also be utilized. ASA is staffed by a 17 hour assistant who works one on one with students to increase comprehension and work completion. Students that attend ASA have been identified by teachers as both intentional non-learners and failed learners. Students attend this skills center at

School LAND Trust Program 2012-2013 Progress Report and 2013-2014 School Plan for Sunset Ridge MD

lunch time and during Friday morning collaboration time.

Planned expenditures

Salaries and Employee Benefits (100 and 200) \$21,000

* Salaries and Employee Benefits (\$21,000)

* Academic Skills Academy (ASA) assistant \$8,000

* School-wide intervention (iFlight) assistant \$8,000

* Falcon Summer Camp \$5,000

Goal 3

State the SPECIFIC goal

Implement research-based, data-driven middle level best practices that are developmentally responsive, academically rigorous and socially equitable through research, planning, parental involvement and professional learning communities.

Academic areas for this goal.

Mathematics Reading Science Writing

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

* Continue work with Schools to Watch focused on academic rigor, developmental responsiveness, social equity.

* Continue work with Professional Learning Communities implementing a culture of learning and mastery.

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

* Provide/fund staff inservice, conference attendance, professional development and collaboration opportunities. Funds will be used for substitutes, registration fees, travel, accommodations, collaboration work and planning as well as miscellaneous supplies/resources (research, books, etc..) to support such efforts.

Planned expenditures

Salaries and Employee Benefits (100 and 200) \$12,000

School LAND Trust Program 2012-2013 Progress Report and 2013-2014 School Plan for Sunset Ridge MD

* Salaries and Employee Benefits (\$12,000)

* Professional Learning Communities & Collaboration/Planning \$12,000

Other Purchased Services (Admission and Printing) (500) \$6,000

* Other Purchased Services (Admission) (\$6,000)

* Conferences/Professional Development \$6,000

Travel (580) \$1,000

* Travel (\$1,000)

* Conference Travel Schools to Watch \$1,000

Software (670) \$1,500

* Software (\$1500)

* TeachBoost \$1,500

Goal 4

State the SPECIFIC goal

Increase the use and implementation of instructional technology school-wide

Academic areas for this goal.

Mathematics Reading Science Writing

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

* Each instructional area of the school is supplied with adequate instructional technology.

School LAND Trust Program 2012-2013 Progress Report and 2013-2014 School Plan for Sunset Ridge MD

* Inservice provided to teachers and staff regarding the use and implementation of technology.

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

* Purchase technology hardware and software as needed. (data projectors, document camera's, computers, iPads, etc.)

* Provide staff inservice for effective implementation of instructional practices and technology.

Planned expenditures

Equipment (Computer Hardware, Instruments, Furniture) (730)	\$7,200
---	---------

* Technology Related Hardware (\$7,200)

School LAND Trust Program 2012-2013 Progress Report and 2013-2014 School Plan for Sunset Ridge MD

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

Estimated Carry-over from 2012 - 2013	\$8,304
Estimated Distribution in 2013 - 2014	\$66,399
Total ESTIMATED Available Funds for 2013 - 2014	\$74,703

	Goal 1	Goal 2	Goal 3	Goal 4	Total
Salaries and Employee Benefits (100 and 200)	\$26,000	\$21,000	\$12,000	\$0	\$59,000
Professional and Technical Services (300)	\$0	\$0	\$0	\$0	\$0
Repairs and Maintenance (400)	\$0	\$0	\$0	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0	\$6,000	\$0	\$6,000
Travel (580)	\$0	\$0	\$1,000	\$0	\$1,000
General Supplies (610)	\$0	\$0	\$0	\$0	\$0
Textbooks (641)	\$0	\$0	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0	\$0	\$0	\$0
Software (670)	\$0	\$0	\$1,500	\$0	\$1,500
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0	\$7,200	\$7,200
ESTIMATED Total Spent 2013 - 2014					\$74,700
ESTIMATED Carry Over 2014 - 2015					\$3

3. For plans that will carry-over more than 10% of the school 2013-2014 distribution, please explain below.

Funds identified to be carried over should be identified for a specific future need and should not be used as a savings account.

Not Applicable

4. Plans for expenditures of an increased distribution:

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

Additional funds, if received, will be distributed amongst the goal areas according to greatest need. Beginning first with

School LAND Trust Program 2012-2013 Progress Report and 2013-2014 School Plan for Sunset Ridge MD

building, supporting, and sustaining our professional learning communities followed by technology.

5. How will the plan and results be publicized to your community?

School newsletter

School website

Other: Please explain.

Using our electronic notification system a copy of the Land Trust plan will be e-mailed home to each patron.

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

03/13/2013 8 Approved, 0 Not Approved, 2 Absent
