

Land Trust

2009-10 School Plan Final Report

- 3.a Describe all expenditures in Other Purchased Services and how each was supported by the plan.

Expenditures in other purchased services were used for registration of Utah Association of Secondary School Principals which is the representative professional organization for educational leadership in the state. This registration allows the school to attend conferences, purchase books and supplies at discount prices. In addition to discounts, this professional organization also represents and assists the function of schools through two local conferences annually, provides newsletters and information about best practices in educational leadership. Membership in this professional organization also provides publications such as Impact Magazine, Principal Leadership, newsletter's, specialized research based educational materials – like the Bulletin and access to volumes of research through website links.

- 3.b Describe each expenditure in General Supplies and how it supported the plan.

Expenditures in the General Supplies category were use for the process and fees associated Schools to Watch re-designation. Schools to Watch is a national designation for high performing middle schools that are academically excellent, developmentally responsive, socially equitable, and have organizational structures and processes in place to promote success for all. Sunset Ridge Middle was re-designated as a Schools to Watch and was invited to and participated in a ceremony in Washington D.C. celebrating this designation.

- 3.c Explain the reason for carry over to 10-11

Carry over occurred because the estimated costs of goods and services changed as new budgets, new challenges, and opportunity facilitated a change in the way these things were able to be funded. Additionally, in the 09-10 Land Trust budget developed in the 08-09 school year, expenditures were estimated and planned, however, in 09-10 more money was provided than planned for. As a result of the additional money intervention aids were hired in addition to those already in use. However, the hiring of these assistants was not enough to cover the increased funding and carry over occurred.

- 4.a what did the school do and how was the money spent to improve student academic performance?

Sunset Ridge Middle School established academic goals through examination of school data including CRT's and the ISQ (Indicators of School Quality) survey. Academic areas of need are as follows:

1. Reduce the number of students performing at Level 1 and 2 on the Language Arts CRTs by 5%.

Expenditures:

- A. Professional Development,
 - Teachers were provided time and money for additional team planning to enhance their curriculum and assessment to increase student achievement.
- B. Collaboration

- Expenditures were used for teacher teams and departments to establish common curriculum, common assessments, and other collaboration.
- 3. Paraprofessionals for individual help
 - People were hired to be intervention aides. These paraprofessionals worked in each team area to support individual students through homework help, understanding concepts, missing work, and in testing make-ups.
- C. Supplies and materials to support curriculum and media center.
 - As explained in other purchased services and supplies above.
- 2. Increase the number of students performing at Levels 3 and 4 on the math and science CRT's by 5%.
 - Expenditures:**
 - A. Professional Development
 - Teachers were provided time and money for additional team planning to enhance their curriculum and assessment to increase student achievement.
 - B. Collaboration
 - Expenditures were used for teacher teams and departments to establish common curriculum, common assessments, and other collaboration.
 - C. Teachers to offer before and after-school tutoring
 - Math lab was provided for students before and after school two days a week. Teachers were paid for the time they spent in math lab with students.
 - D. Supplies and materials to support curriculum.
 - As explained in other purchased services and supplies above.
- 3. Hold high academic standards for each and every student through a rigorous and relevant curriculum in order to engage students in learning. Progress will be measured by common assessments and ISQ.
 - Expenditures:**
 - A. Professional Development
 - Teachers were provided time and money for additional team planning to enhance their curriculum and assessment to increase student achievement.
 - B. Collaboration
 - Expenditures were used for teacher teams and departments to establish common curriculum, common assessments, and other collaboration.
 - C. Paraprofessionals to give individual support to struggling students
 - People were hired to be intervention aides. These paraprofessionals worked in each team area to support individual students through homework help, understanding concepts, missing work, and in testing make-ups.
 - D. Supplies and materials to support hands on learning
 - As explained in other purchased services and supplies above.
 - E. Travel and admission to appropriate field experiences to enhance learning.
 - No expenditures due to anticipated expenditures for Intervention assistants.
- 4. Create a middle school that is collaborative, developmentally responsive and socially equitable. This will be measured by resubmission for Schools to Watch Status.

Expenditures: A. Professional Development
- Teachers were provided time and money for additional team planning to enhance their curriculum and assessment to increase student achievement.

B. Professional supplies and materials.
- As explained in other purchased services and supplies above.

5. Increase the participation of families in the educational process at Sunset Ridge Middle School. This will be measured by Epstein's Six Types of Involvement and ISQ results.

Expenditures: A. Mailings (printing and postage)

B. Supplies and materials for family events at school
- As explained in other purchased services and supplies above.

C. Educational programs for families.
- No expenditures – programs were obtained at no cost

5.a explain how the goals described above were achieved or not achieved and why.

1. Reduce the number of students performing at Level 1 and 2 on the Language Arts CRTs by 5%.

a. School made AYP

- i. Overall student mastery in Language Arts increased 3%
- ii. Economically disadvantaged students increase in proficiency by 4%
- iii. LEP students increased 9%
- iv. Students with disabilities increased 3%

b. CRT Scores

- i. Students at level 1 and 2 in 7th grade decreased by 3%, 8th grade 5%, 9th grade increased by 1%.

The overall reduction of students at level 1 and 2 was not at 5%. However, the fact that students were moving in the right direction and increasing is encouraging. We still have much work to do to decrease the total number of students at level 1 and 2. We are using SRI to evaluation reading comprehension, have a school-wide license for My Access rather than just the 9th grade, and will be conducting CBT on all CRT's in 2011. Having all students use My Access will increase fluency and comprehension in reading and writing across the content areas in all grades not simply the 9th grade.

2. Increase the number of students performing at Levels 3 and 4 on the math and science CRT's by 5%.

a. School made AYP in math

- i. Overall student mastery in math increased 15%
- ii. Economically disadvantaged students increased by 17%
- iii. LEP students increased 27%
- iv. Students with disabilities increased 13%

b. The number of students at levels 3 and 4 in science decreased by <2%

c. The number of students at levels 3 and 4 in math had marked increases but this was due to the cut scores of the CRT's being reduced artificially inflating the number of students at levels 3 and 4.

Although the number of students proficient in science did not increase this year, the number of students moving within the proficiency levels and from levels 1 to 2 did increase. Math scores were not reflective of actuality due to the reason stated above. However, using the CRT reports students increased >15% across the board at levels 3 and 4 in math.

3. Hold high academic standards for each and every student through a rigorous and relevant curriculum in order to engage students in learning. Progress will be measured by common assessments and ISQ.
 - a. Departments are working on common assessments in collaboration time. Additionally, grade level and small team collaborative groups are working together to create common units of instruction to deepen comprehension and mastery of particular subjects.
 - b. Each team (department, grade level, small team) have high standards for student work (zeros aren't permitted) and work to establish a culture of high academic achievement.
 - c. The ISQ survey given in the spring of 2010 indicated that teachers are superior (as indicated by students, parents, and teachers) at knowledge about content areas, students are cared about, teachers are well organized, and teachers have high expectations for good behavior.

The ISQ also indicates that parents feel that the school prepares students for adult life, that all stake holder groups feel that the school provides a superior quality education, that innovation is occurring, and that SRMS challenges students in a superior way.

4. Create a middle school that is collaborative, developmentally responsive and socially equitable. This will be measured by resubmission for Schools to Watch Status.

In June 2010, Sunset Ridge Middle School applied for re-designation as a National Schools to Watch school. The application process involved a self-analysis of what the school is currently doing that would make them eligible for a National Schools to Watch which included evidence that SRMS is academically excellent, developmentally responsive, and socially equitable. Sunset Ridge Middle was re-designated as a National Schools to Watch school and was presented with an award at the national conference in Washington D.C. in June of 2010.
5. Increase the participation of families in the educational process at Sunset Ridge Middle School. This will be measured by Epstein's Six Types of Involvement and ISQ results.

The ISQ survey indicated that:

 - a. Parents felt that parents were superior in their support of their child's education while teachers felt that support was typical and students felt that it was superior like their parents.
 - b. Parents felt "typical" about knowing what happens at school as did the students', teachers felt, however, that this was an area that needed improvement.
 - c. Parents felt "typical" in the areas of parent participation in parent teacher conferences and that they supported extracurricular activities. This feeling was shared by students and teachers except teachers felt "superior" that parents were participating in parent teacher conferences.

6a. Please show the before and after measurements and how academic performance was improved.

SRMS CRT Results % Proficient				
Grade	Year	Language Arts	Math	Science
7 th Grade	2010	80	81	67
	2009	77	64	70
Growth		3%	17%	-3%
8 th Grade	2010	87	72	66
	2009	83	61	66
Growth		5%	11%	0%
9 th Grade	2010	83	69	74
	2009	84	63	72
Growth		-1%	6%	2%
Whole School	2010	83	75	69
	2009	82	62	69
Growth		1%	13%	0%
DWA Results				
	Year	Composite	Change	
	2010	25.2	3.7	
	2009	21.5**		
The results in 2009 and 2010 are not comparable because 2009 results are 9 th grade students whereas 2010 results are 8 th grade students. However, in 2010, SRMS 8 th grade students scored the highest on the DWA results when compared to all other middle schools in the Jordan District.				

7.a The distribution to school in 09-10 was approximately 10% more than School Community Councils planned in the approved School Plans. How were the additional funds spent?

Increased money's were use to double the paraprofessionals working as Intervention Aids to work in each team area to support individual students through homework help, understanding concepts, missing work, and in testing make-ups.