

School LAND Trust Program 2011 - 2012 Sunset Ridge MD Final Report

1. ACADEMIC AREAS

ACADEMIC AREAS AS IDENTIFIED IN THE PLAN

Mathematics
Reading
Science
Writing

ACADEMIC AREAS AS IMPLEMENTED IN THE PLAN

Mathematics
Reading
Science
Writing

2. FINANCIAL PROPOSAL AND REPORT

AVAILABLE FUNDS	PLANNED	ACTUAL
Carry-over from 2010 - 2011	\$7,095	\$14,113
Distribution for 2011 - 2012	\$44,205	\$53,104
Total Available for expenditure in 2011 - 2012	\$51,300	\$67,217
Salaries and Employee Benefits (100 and 200)	\$40,095	\$52,201
Professional Development and Technical Services (300)	\$2,000	\$0
Repairs and Maintenance (400)	\$0	\$0
Other Purchased Services (Admission / Printing) (500)	\$5,205	\$7,460
Travel (580)	\$0	\$0
General Supplies (610)	\$0	\$0
Textbooks (641)	\$0	\$0
Library Books / Periodicals / Audiovisual (644, 650, 660)	\$0	\$0
Software / Technology related Hardware / Other Equipment (670, 730)	\$0	\$0
Total Expenditures	\$51,300	\$59,661
Remaining Funds (Carry-over to 2012 - 2013)	\$0	\$7,556

2. a EXPENDITURES IN OTHER PURCHASED SERVICES AND TRAVEL

Expenditures in Other Purchased Services were used for registration to conferences throughout the year. The conferences were 1) Professional Learning Communities at Work - This conference is put on by Solution Tree - the leaders in Professional Learning Communities. This conference provides

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instruction for collaboration, pyramid response to intervention, teaming, standards-based grading, and many other related topics. Teachers that attended this conference were selected from among the Leadership Committee of the school. 2) Utah Middle Level Association (UMLA) - an annual conference focusing on best-practices for middle level educators. This conference, like the PLC conference, is designed to assist to further the work of the middle school in regard to instructional practice, interventions, and related middle level philosophies. This conference was open to any teacher interested in attending.

2. b EXPENDITURES IN GENERAL SUPPLIES

Expenditures in Other Purchased Services were used for registration to conferences throughout the year. The conferences were 1) Professional Learning Communities at Work - This conference is put on by Solution Tree - the leaders in Professional Learning Communities. This conference provides instruction for collaboration, pyramid response to intervention, teaming, standards-based grading, and many other related topics. Teachers that attended this conference were selected from among the Leadership Committee of the school. 2) Utah Middle Level Association (UMLA) - an annual conference focusing on best-practices for middle level educators. This conference, like the PLC conference, is designed to assist to further the work of the middle school in regard to instructional practice, interventions, and related middle level philosophies. This conference was open to any teacher interested in attending.

2. c EXPLANATION OF CARRY OVER TO 2012-2013

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, we were able to get services, time, and money donated to the school in lieu of using Land Trust money.

3. BOARD APPROVED PLAN

Trust Land funds will be used to support our efforts to increase student proficiency. Each goal and dollar spent using Trust Land funds will directly support these efforts in the following manner:

1. Fund teachers and/or assistants as intervention specialists for each grade level. These specialists work directly with students in small groups and teachers to increase comprehension, work completion and concept mastery.
2. Fund teachers and/or assistants as math assistants and/or math tutors. Working with math teachers these assistants work with students to increase concept mastery, comprehension, and work completion. This work is done during the school day and before/after school.
3. Fund teachers and/or assistants for intervention implementation and monitoring. (RTI) The implementation of our RTI known as iFlight requires personnel to prepare and distribute the paperwork/plans three days a week. Additionally, these assistants track the number and percentage of students with a D or an F.
4. Purchase hardware for RTI implementation.
5. Provide/fund staff inservice, conference attendance, professional development and collaboration opportunities. Funds will be used for substitutes, registration fees, collaboration work and planning.
6. Purchase research materials (books, software) for staff inservice. (Professional Learning Communities)
7. Purchase technology hardware and software as needed. (data projectors, document camera's,

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etc.)

8. Provide staff inservice for effective implementation of instructional technology.

3. a PLAN REPORT

Pay for teachers and/or assistants to serve as intervention specialists. Each grade level had a specialist that assisted instruction and students in a variety of ways. They would assist in mastery activities, work completion, reading comprehension, tracking students with D's and F's, call home and notify parents of their student's progress, provide assistance to teachers by being in the classroom to allow the teacher to address the struggling learners. Intervention specialists were also used to implement and operate the school-wide intervention system called iFlight. Through this program students are directed to intervention if they are struggling with their grades and those who aren't struggling are allowed to go to activity. Students receive their grade printout three times a week. If they have a D, F, or I (for mastery-based concepts) they are required to go the class that they have the low grade in - focusing on their core classes first. If a student has no D's or lower they may go to either activity or intervention. Sunset Ridge has 18 buses so it becomes essential that we control what we can control to assist students succeed and achieve more. We hold iFlight three days a week. Exam View was purchased to assist in our efforts to keep better data regarding standards-based deficiencies.

A 17 hour assistant was used to implement our Academic Skills Academy (ASA). This was implemented to assist struggling students identified by parent, teachers, counselors, and/or administration. Students reported to ASA during their lunch time to work on specific work that needed completion. ASA was also available to students every collaboration time (Friday mornings) for up to 2 hours to focus help on those students who needed it most. ASA was open to any student identified for any subject with priority given to those struggling in the core subjects of math, Language Arts, and Science.

Science Lab was authorized, advertised, and implemented. However, due to lack of attendance before and after school this was canceled. Teachers then focused on directing students needing greater intervention in science to iFlight during the week.

Pay for Math teachers to tutor three mornings and three afternoons per week. Math is a subject area that SRMS needs to increase the number of students on or at grade level as indicated on the CRT's. Teachers came in 1 hour before school and stayed 1 hour after school to support the math lab. Any student may attend no matter the grade level or teacher they may have. Math lab had an average attendance of 15 students per session.

Pay for attendance at conferences that support middle level philosophy and implementation of RTI, class management and instructional strategies. Teachers were provided these opportunities through professional development offered by the district, state, national, and private organizations. In addition, often times we overlook the professional experts in our own building - so to this end teachers enhanced the Professional Learning Community at SRMS through teams and presenting to the entire faculty what was learned by attending conferences. Professional development and conferences attended focused upon school goals (Land Trust goals which are Schools to Watch, middle level best-practices, and professional learning communities' practices/goals). Associated with teacher attendance at these conferences is the cost of the substitute. Most trainings/conferences were paid for out of other funding sources (or were free) so the expenditures in this category were

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used primarily to provide substitute teachers so teachers could attend the trainings.

Teachers were trained in technology in the areas of Google Apps (the district implemented a Google domain), use of classroom response clickers and iPads.

4. BOARD APPROVED GOALS

Sunset Ridge Middle has four academic goals. Each of these goals focus on improving achievement in Language Arts, Math and Science as well as holding high academic standards for each student and creating an effective middle school adhering to research based best-practices. Our development and work is to transform our school into a school of innovation where all students may achieve at high levels and attain mastery of concepts. The Land Trust funds will be used for specific actions steps (see Planned Steps) in those goals:

1. Increase the number of students performing at Level 3 and Level 4 on the Science, Language Arts, and Math CRT's by 2%.
2. Refine the Response to Intervention (RTI)/Pyramid of Interventions to further assist struggling students. (Reduce the number of students failing by 5%)
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.
4. Increase the use and implementation of instructional technology school-wide.

4. a REPORT OF GOAL ACHIEVEMENT

Intervention Specialists - Specialists were hired and put under the direction of the teachers at each grade level. They were used as outlined above and worked directly with students. We are working to use these assistants to increase time teachers can spend with our most struggling students. Intervention Assistants focus on individual students with the same issues, whether it be comprehension, work completion, mastery, and/or study time.

RTI Assistants - Used as outlined above. This assistant ran iFlight from the creation of schedules to the day-to-day management of this school-wide intervention. Having an assistant allowed one person to take ownership over the program and free up teachers to focus on working with the students. Additionally, an assistant was hired to work more one on one with students who struggle. This program is called Academic Skills Academy (ASA). The assistant worked with students who were identified by parents, teachers, counselors, and/or administration as struggling students. Daily students came into her area for academic support during their lunch time. This could be both voluntary and assigned. ASA also occurred on Friday mornings for two hours while teachers were collaborating. Assistants were also used to enhance the math teachers intervention efforts. Math lab was held three days a week before and after school. This was greatly attended and has become an essential part of our assistance to students.

Hardware purchased for RTI - None. We were able to use alternate funding to fill our needs and did not need to use Land Trust money for this purpose, electing to use it on our most important resource…people.

Professional Development - Money was spent to 1) provide additional time for collaborative professional learning communities to meet and discuss their core, unpacking their core, determining

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the big rocks, using backwards design developing common formative assessments and developing RTI strategies. 2) Sending teachers to professional development including Sheltered Instruction, Collaboration workshops, Science-Math-Language Arts professional development, Utah Middle Level Association, Schools to Watch leadership academy, Solution Tree professional development, and several other conferences/trainings to enhance the skill set of teachers. 3) Substitutes for teachers going to trainings and professional development. 4) Teacher teams were able to work together during the summer to build/enhance their instructional strategies and practices.

Purchase Research Materials - None. We were able to use alternate funding to fill our needs and did not need to use Land Trust money for this purpose.

Purchase Technology - None. We were able to use alternate funding to fill our needs and did not need to use Land Trust money for this purpose.

Staff Inservice - Money spent for this goal is categorized under the Professional Development section above. Inservice was provided, however, because we were able to get the trainers for free and provided this training after school - cost was not an issue.

5. BOARD APPROVED MEASURES

Track CRT improvement in science, math, and language arts for overall school improvement as well as performance in sub categories to close the achievement gap.

Track the results of the Indicators of School Quality survey tool.

Track students who are receiving a D or an F through our intervention program to evaluate the effectiveness of the Pyramid of Interventions on grades, GPA, and/or missing assignments/work completion.

Use the DWA to measure progress/growth.

5. a REPORT OF MEASUREMENTS

SRMS CRT Results % Proficient

Grade

Year

Language Arts

Math

Science

7thGrade

2012

78

82

68

2011

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76
69
70

2010
80
73
67

2009
77
64
70
Growth
2%
13%
-2%

8thGrade
2012
89
73
68

2011
88
74
69

2010
87
74
66

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2009

83

61

66

Growth

1%

-1%

-1%

9thGrade

2012

88

55

71

2011

84

80

77

2010

83

85

74

2009

84

63

72

Growth

+4%

-25%**

-6%

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Whole School

2012

85

71

69

2011

83

77

72

2010

83

80

69

2009

82

62

69

Growth

2%

-6%

-3%

DWA Results

Year

Composite

Change

2012

94% proficient

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2011

21.6

-3.6

2010

25.2

3.7

2009

21.5**

The results in 2009 and 2010 are not comparable because 2009 results are 9th grade students whereas 2010 results are 4th grade students. ** 2011-12 new Integrated Core Standards introduced. Math scores in 2012 reflect CRT's taken using the t

6. BOARD APPROVED PLAN FOR ADDITIONAL EXPENDITURES

If there is an increase in distribution of funds, money will be distributed amongst the planned steps according to greatest need.

6. a THE DISTRIBUTION TO SCHOOLS IN 2011 - 2012 WAS APPROXIMATELY 20% MORE THAN SCHOOL COMMUNITY COUNCILS PLANNED FOR IN THE APPROVED SCHOOL PLANS. HOW WERE THE ADDITIONAL FUNDS SPENT?

Increased funds were used to supplement need across the plan. However, due to savings, volunteers, and donations expenditures were minimized.

7. THE SCHOOL PLAN WAS ADVERTISED TO THE COMMUNITY IN THE FOLLOWING WAYS:

School Website

Other

OTHER: PLEASE EXPLAIN.

Notification to community about how to access the plan on both the school www and the schoollandtrust.org www.

8. POLICY MAKERS WE HAVE COMMUNICATED WITH

State Leaders

US Seanators

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Governor: Gary R. Herbert.

STATE SENATORS

Dist 6 - Michael G. Waddoups

US REPRESENTATIVES

STATE REPRESENTATIVES

Dist 42 - Jim Bird

DISTRICT SCHOOL BOARD

Leah Voorhies

STATE SCHOOL BOARD

Joel Coleman

9. THE STATE BOARD RULE REQUIRES REPORTING OF THE DATES WHEN LOCAL BOARDS APPROVED THE OTHER FOUR PLANS COMMUNITY COUNCILS ARE RESPONSIBLE FOR. PLEASE ENTER THE MOST RECENT APPROVAL DATE FOR EACH PLAN LISTED.

2012 - 2013 SCHOOL PLANS	Available
SCHOOL IMPROVEMENT PLAN (required for all schools)	05/24/2012
PROFESSIONAL DEVELOPMENT PLAN (required for all schools)	05/24/2012
READING ACHIEVEMENT PLAN (required for all schools with K-3 grades)	Not Required
CHILD ACCESS ROUTING PLAN (required for all elementary, middle & jr high)	05/02/2012

10. A SUMMARY OF THIS FINAL REPORT MUST BE PROVIDED TO PARENTS AND POSTED ON THE WEBSITE WITHIN THE FIRST SIX WEEKS OF THE 2012-2013 SCHOOL YEAR. WHEN WAS THIS TASK COMPLETED?

Not required for Charter Schools.

10/23/2012