

# 2012-13 Final Trust Lands Report

This year for Trustlands we had three goals:

1. Have 90% of students obtain mastery in Math and 92% obtain mastery in English on the end of level CRT assessments.
2. Develop adult capacity and vision in carrying out the Professional Learning Community process for school improvement.
3. Goal is to have 12 students or fewer entering 10th grade with a failing grade their 9th grade year.

This is how we accomplished these goals:

**GOAL 1.** Lakeridge Junior High School has a strong focus on the Professional Learning Community Model and follows the principles and philosophy of a PLC to accomplish this goal.

1. The did up front work on 1) Determining what students should learn with a desired pacing guide, 2) Creating formative and summative assessments to determine if students have learned the desired outcomes.
2. The school put in place a system to help student that do not learn the expected learning outcomes to get additional time and support to ensure the desired learning. This involved having students who need extra support getting math every day with a teacher one day and an aide on the opposite day to help them understand better and get their math done.
3. We did collect and analyze the results of our assessments to determine areas where improvement of instructional practices and school wide efforts can improve.

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

The goal is to reach the same pass rate on the new Utah State Core as we have on the old Utah State Core as measured by teacher developed standard based formative assessment, three week benchmark assessments, and CRT tests.

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

## CRT DATA

Percent Proficient

Subject	2012	2013
Mathematics	91%	92%
Language Arts	94%	92%
Science	87%	88%

As you can see, in Math and Science, we met the goal, but in Language Arts, we missed it by 2%.

If you look at the SGP or Student Growth Percentile, our goal was to be above 60 in each area.

Language Arts—63                      Math—59                      Science--65

We met that goal in Language Arts and in Science and barely missed the mark in Math.

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

1. \$13,554 for summer and continuing throughout the year collaboration for our core teachers. We paid our Math, Social Science and Science teachers hourly pay to come in during the summer and t year to work on their pacing guides and formative and summative assessments so they align with the Common Core. Many teachers took advantage of this opportunity and a great deal of work was accomplished.
2. \$3,878 to pay for subs so teachers could continue to work on standards, pacing guide and formative assessments. This was critical because the core was new and teachers needed more time than the summer allowed to continue to work.
3. \$12,062 to pay for two math aide salaries so they can run the 2nd half of math intervention for students who are below proficiency. Students are double dosed--one day with a math teacher and the other day with one of the math aides who reteach, answer questions and help with homework.

**GOAL 2.** Develop adult capacity and vision in carrying out the Professional Learning Community process for school improvement.

***This was the action plan.***

1. Take teachers to the Professional Learning Community Summit, McReal Research Institute and Spanish AP conference.
2. Build a guiding coalition of leaders to lead out on the work of PLC's

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

1. Lakeridge took 9 teachers to the Solution Tree Summit. This was designed to help them better understand PLC's and their role as leaders in a PLC.
2. One of the main concepts in a Professional Learning Community is to build Leadership Capacity. We felt it was very important to have many leaders in our school because PLC's require continually researching and refining practices for improvement. We also felt it was very important to compensate them for their time so when we needed them, it became a priority, not just another task to complete. Our leaders are phenomenal.

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

We will utilize the Learning Community Culture Indicator to determine growth in the critical aspects of a high functioning professional learning community.

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

Language Arts

	Whole School	Caucasian	Hispanic	ELL	Low Income	Spec. Education
2002	65	71	31			
2004	83	89	49	46	67	35
2005	86	91	59	57	77	52
2006	88	92	64	59	77	52
2007	88	92	70	60	77	45
2008	88	92	70		77	43
2009	89	93	76	56	83	56
2010	91	94	81	65	87	61
2011	91	94	87	74	86	65
2012	95	96	90	60	92	69
2013	92		87	43	89	69

Mathematics

	Whole School	Caucasian	Hispanic	ELL	Low Income	Spec. Education
2002	55	59	31			
2004	77	81	49	52	61	26
2005	79	85	59	45	70	29
2006	79	83	64	56	65	51
2007	82	85	65	58	71	45

2008	84	75	46	61		39
2009	68	74	44	34	56	43
2010	81	87	65	26	73	46
2011	90	93	83	73	87	51
2012	92	94	84	47	88	56
2013	92		83	60	87	64

***The amounts, categories and descriptions of expenditures planned to implement this goal this goal as identified in the Financial Proposal and Report displayed above.***

1. \$6,000 for Collaboration leaders. We paid our collaborative team leaders to lead out with the changes inherent to PLC's.
2. \$0 for mentors to train new teachers. We did not accomplish our goal of training new teachers in PLC's. We had a new assistant administrator and it was decided that it was more important for the team to attend training in Denver, which conflicted with the time that the mentoring should have happened.
3. \$17,412 for a total of for increasing leadership capacity. We took 9 teachers to the PLC Summit Conference in Arizona and took 3 administrators to the McReal Research Institute in Denver to find out about "Nine High Yield Strategies" that improve teaching, and we also sent our new Spanish teacher to Spanish AP conference.

### **GOAL 3**

Have 12 students or fewer entering 10th grade with a failing grade their 9th grade year.

We have dropped the number of students entering 10th grade with a failing grade drastically. This is due to very specific efforts of the school from the moment they enter 7th grade to the time they leave in 9th grade.

***This was the action plan.***

1. Build in a system of student leadership to help the adults attack any failure in the school.
2. Enhance a systemic approach to address failing grades.

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

1. We have created a leadership class that teaches 8th grade students how to be a leader but also trains them how to help other be successful. When they become 9th graders, they are placed with a student who needs an intervention. This allows the student to have a role model, be able to ask questions and have the intervention necessary to be successful in school.

These interventions include:

Peer Mentor--a trained student who would sit next to the student, help them with assignments and the student would ask questions to this person at any time.

Proximity--a trained student who would sit next to the student and help keep them on task and help the student focus on learning.

Co-learner--a student who models learning by taking the class with the student, does all the work along with the student so the student learns how a good student learns.

Inclusion--a class with the teacher and Special Ed teacher in the class followed by a lab class with the Special Ed teacher to review concepts taught and complete homework.

2. We have been tracking grades every three weeks and meeting with students and contacting parents of those students who are failing. Teachers work with those students to help them get caught up. The last three weeks of the term, students who are still failing are assigned a staff member to mentor/parent them until they get the work in.

	<b>% of 9th Grade</b>	<b># of Students</b>
2006-07	46%	179
2009-10	18%	79
2010-11	7%	27
2011-12	2%	9
2012-13	3%	13

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

**\$17,000** --It was decided that this funding would go to help support leadership and building capacity in our team.

***ITEM B - In the Financial Proposal and Report, there is a carry-over of \$17526 to the 2013-2014 school year. This is 32% of the distribution received in 2012-2013. Please describe the reason for a carry-over of more than 10% of the distribution.***

- Our school community council was very aware of the challenges the new core presents so they felt saving part of the funding would be a prudent and appropriate action in case students needed additional support. Additional funds would be utilized to make mid-year adjustments to get additional support for struggling students in language arts.