

School LAND Trust - Hillcrest Jr. High School

2011-2012 Final Report

1. School's identified most critical academic need(s) addressed in the plan.

Please check only the primary area(s). Improvement in some academic areas may improve all other academic areas, but if the goal is to improve reading (or technology), please check only that area.

Academic areas as identified in the plan

Mathematics
 Reading
 Science
 Writing
 Technology

Academic areas as implemented in the plan

- Mathematics
- Reading
- Fine Arts
- Science
- Writing
- Technology
- Health
- Foreign Language
- Social Studies

2. Financial proposal and report - This report is automatically generated from the School Plan entered in the Spring of 2011 and from the District Business Administrator's data entry of the School LAND Trust expenditures from the 2011 - 2012 school year.

Available Funds	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-over from 2010 - 2011	\$9,379	\$1,201
Distribution for 2011 - 2012	\$32,797	\$39,403
Total Available for expenditure in 2011 - 2012	\$42,176	\$40,604
Salaries and Employee Benefits (100 and 200)	\$20,000	\$17,744
Professional Development and Technical Services (300)	\$15,000	\$0
Repairs and Maintenance (400)	\$2,000	\$0
Other Purchased Services (Admission / Printing) (500)	\$0	\$366
Travel (580)	\$0	\$0
General Supplies (610)	\$4,000	\$3,007

Textbooks (641)	\$0	\$0
Library Books / Periodicals / Audiovisual (644, 650, 660)	\$0	\$0
Software / Technology related Hardware / Other Equipment (670, 730)	\$1,000	\$0
Total Expenditures	\$42,000	\$21,117
Remaining Funds (Carry-over to 2012 - 2013)	\$176	\$19,487

2. a Please describe all expenditures in Other Purchased Services (Admission / Printing) and Travel and how they supported the plan.

The \$366 for Other Purchased Services was for travel expenses to take the teachers of Hillcrest Junior High School to see the Response to Intervention Model at both Lakeridge Junior High School and South Davis Junior High School. Four trips were made in total for the year which allowed the entire faculty along with a school board member to see the model in action. This supported our plan goal of Fostering a Learning Community by giving hands-on professional development to the faculty of Hillcrest Jr. High School on the Response to Intervention Model (RTI) to be implemented in the 2012-2013 school year.

2. b Please describe each expenditure in General Supplies and how it supported the plan.

\$2200 was spent on purchasing a site license for the program Mastery Connect to be used as a formative and summative assessment tool in the classroom. This supported our plan of Academic Goal #2: Fostering a Learning Community. We used this program to create assessments and use the data from those assessments to restructure teaching and learning in the classroom. The Mastery Connect program allowed teachers to have immediate access to their results. It also allowed them to collaborate with teachers outside of our school district and state on assessments.

\$807 was spent on supplies for literacy: teaching materials, reference books, conference registration. These all supported our plan of supporting reading across the curriculum.

2. c Please explain the reason for the carry over of more than 10% of the distribution for 2012 - 2013.

In our plan, we had set aside \$10,000 for supporting Response to Intervention. Our intent was to use this money to pay for training on this model. We were able to work with two schools that were willing to train us for no cost. These two schools had been using the model for several years and were willing to work with our teachers and share all of their resources and materials. The only item we paid for was transportation to get to the schools. This saved us a considerable amount of money that we had budgeted.

In our plan we had also set aside \$10,000 for professional development for all teachers in essential teaching strategies. In October of 2011, our district purchased a license for the ObserverTab program which gave us many of the resources we had budgeted for. Due to the district's implementation of the ObserverTab program, we were able to save this money in our School LAND Trust account.

This money will be rolled over to the 2012-2013 school year and be used to support our plan goals.

3. This is what the School Community Council or Trust Lands Committee planned to do and how they planned for the money to be spent.

Academic Goal #1: Literacy

Student achievement data continues to show a need to improve the literacy skills of all students across all content areas. Hillcrest Jr. High will continue to use the School LAND Trust monies to support reading and writing across the curriculum. With the implementation of the new Language Arts and Mathematics Common Cores, this will be an essential focus.

Academic Goal #2: Fostering a Learning Community

Student achievement data continues to show that there are students who are struggling academically. We will maintain use of the School LAND Trust money to fund academic supports for students. We will also be taking the next steps in implementing of a Response to Intervention Model to build intervention time into our school day for the 2012-2013 school year. This will require a considerable amount of time and training the faculty on using creating and using data driven assessments to channel students into the intervention model.

3. a What did the school do and how was the money spent to improve student academic performance? (Be specific)

The School LAND Trust money was used to support literacy through the use of aids in the area of literacy and math, through professional development for teachers, and through our continued focus on reading and writing across the curriculum. We saw a great return on our state administered tests because of this focus on literacy. On our 8th Grade Direct Writing Assessment, 95% (233) of our students were proficient with 65% (159) receiving a substantial score and 30% (74) receiving a sufficient score. Only 5% (11) of our students were non-proficient with 4% (9) receiving a partial score and 1% (2) receiving a minimal score. We had 15 students who received a perfect score on the Direct Writing Assessment.

The School LAND Trust money was used to foster a learning community by providing supports to our students who were struggling academically. These supports included aids and professional development for the faculty on good teaching. It also was used for us to develop a Response to Intervention System to be implemented in 2012-2013 to help all students succeed. We saw improvement in all areas of our CRT scores and a marked improvement of students who were non-proficient in the previous year who moved into the proficient area.

4. The following are the committee's specific goals for student improvement entered in the plan.

- Academic Goal: Literacy

School LAND Trust funds will be used to:

(1) Fund a 15 hour/week Literacy Aid. This aid will assist all teachers with the school-wide focus on literacy with a specific emphasis on vocabulary and reading both literary and information texts. This aid will have the responsibility of coordinating the school-wide word-of-the-week. They will also work with teachers and students on writing, reading and vocabulary strategies. This Literacy Aid supports our school DRSL of Effective Communication. The funding for this aid is reflected in the *Salaries & Employee Benefits* section of the financial proposal.

(2) Fund professional development to train teachers in the following two areas:

1. Reading informational texts across the curriculum. This supports our DRSL of Effective Communication and ties directly in with a focus of the new Language Arts Common Core.

2. Argumentative writing across the curriculum. This supports our DRSL of Effective Communication and ties directly in with a focus of the new Language Arts Common Core. We have spent School LAND Trust money in the past to focus on Persuasive writing and this will take us to the next level of our school-wide writing initiative.

The funding for this professional development is reflected in the *Professional Development and Technical Services* section of the financial proposal.

- (3) Purchase a resource guide for all teachers on how to implement reading across the curriculum. Two titles that are being considered at this time are: *Do I Really Have to Teach Reading* by Cris Tovani and *Literacy in Context (LinC)* by Mimi Miller and Nancy Veatch. The funding for these materials reflected in the *General Supplies* section of the financial proposal.
- (4) Fund a 15 hour/week Math Aid. This aid will work with our mathematics department to assist students. This aid will provide one hour of tutoring after school each day, one-half hour of tutoring two mornings per week, and be available to assist students and/or teachers for two additional hours each day (one hour on our short day – Wednesday). This tutor will be available to answer questions, re-teach concepts, give small group instruction, and administer test/quizzes/etc. This Math Aid supports our school DRSL of Effective Communication and Thinking & Reasoning. The funding for this aid is reflected in the *Salaries & Employee Benefits* section of the financial proposal.
- (5) Fund a 3 hour/week Computer Aid. This aid will staff an open computer lab for students to use before school three days per week. This aid will give students the opportunity to access a computer lab before school for academic use. This aid supports our school DRSL of Effective Communication and Technology. The funding for this aid is reflected in the *Salaries & Employee Benefits* section of the financial proposal.
- (6) Fund a \$120 stipend for nine English teachers to grade our school-wide common writing assessment in both the Fall 2011 and Spring 2012. Data from these assessments will be used by school departments throughout the year. The funding for this aid is reflected in the *Salaries & Employee Benefits* section of the financial proposal.

Academic Goal: Supporting a Learning Community
School LAND Trust funds will be used to:

- (1) Fund professional development for the faculty of Hillcrest Jr. High School on the Response to Intervention Model (RTI) to be implemented in the 2012-2013 school year. This model will require teachers to have clearly defined Essential Learning Outcomes (ELOs), a strong understanding of designing common assessments, and the ability to decipher data from these assessments to discern who is and is not learning. During the 2010-2011 school year, School LAND Trust money was used for teachers to develop Essential Learning Outcomes. This year we will use the School LAND trust money to continue to move to the RTI model by:
 1. Paying for substitutes so that teachers may visit local schools that have successfully implemented an RTI model in the school day to gather data and information as we move forward with our model.
 2. Paying for a trainer to work with the faculty of Hillcrest Jr. High School on how to design common assessments.
 3. Paying for a trainer to work with the faculty of Hillcrest Jr. High School on how to use the data from common assessments to decipher who is and who is not learning and where the deficits in learning are.
 4. Purchase reading materials/manuals (as needed) to support the work of teachers in designing common assessments and data disaggregation.
 5. Purchase software (as needed) to support the work of teachers in designing common assessments and data disaggregation.

The funding for this professional development is reflected in the *Professional Development and Technical Services* section of the financial proposal (steps a, b and c), the *General Supplies* section of the financial proposal (step d), and the *Software* section of the financial proposal (step e).

(2) Fund a 2 hour/week Gladiator Tutor. This aid will run our after school tutoring program. This free tutoring will be open to all students in all subject areas for one hour after school two days per week. This tutoring gives students the opportunity for re-teaching or tutoring in all subjects (except math which has a specific tutor for that subject.) The tutor will make calls home to parents as needed to encourage students who are failing or in danger of failing to attend the tutoring. This aid supports our DRSL of Personal & Social responsibility. The funding for this aid is reflected in the *Salaries & Employee Benefits* section of the financial proposal.

(3) Fund a 15 hour/week Science Aid. This aid will assist the science teachers with those students who are struggling in science. This aid supports our DRSL of Life Long Learner. The funding for this aid is reflected in the *Salaries & Employee Benefits* section of the financial proposal.

(4) Continue to maintain the classroom projectors that were installed several years ago with School LAND Trust money. The funding for this maintenance is reflected in the *Repairs and Maintenance* section of the financial proposal.

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

Hillcrest Jr. High School used the School LAND Trust money to improve academic performance in the following manner:

Academic Goal: Literacy

1. Literacy Aid. A 15 hour per week aid assisted school-wide with our focus on literacy through reading and vocabulary. This aid coordinated our school-wide word-of-the-week which introduced a new vocabulary word to students each week. This aid worked in classrooms with teachers on literacy implementation through book talks and literature circles. This aid worked with our librarian to coordinate a once a month book club. We saw students' academic performance increase through the word-of-the week participation and use of literacy concepts taught across all content areas.

2. Fund professional development to train teachers in the following two areas:

- 1. Reading informational texts across the curriculum. Our literacy aid went into academic classrooms and worked with teachers and students on how to read information texts. Teachers also worked with students in their own content areas on specific strategies to read their core specific textbooks.*
- 2. Argumentative writing across the curriculum. Our Language Arts teachers along with our Literacy Aid worked with the faculty in professional development meetings on the argumentative writing process. All teachers were asked to have students write one argumentative paper in their subject each term and turn the data into the administration.*

3. Purchase a resource guide for all teachers on how to implement reading across the curriculum. We did not purchase a resource guide for all teachers. We felt our time was better spent being led by our Language Arts Teachers and Literacy Aid in how to implement reading across the curriculum. We felt we would be able to specifically tie this to the new common core standards which our teachers were already engaged in.

4. Math Aid: A 15 hour per week math aid assisted our students after school through tutoring. This aid was available to re-teach concepts to students who were struggling with math. This aid also worked with our

students to do CRT prep prior to taking the CRT test. The average number of students attending math tutoring each day was 12. Students who attended math tutoring report they felt assisted.

5. *Computer Aid:* A 3 hour per week computer aid assisted our students before school in the computer lab. Students were able to come into the lab to work on assignments, print out assignments, check grades, or receive additional academic help using the technology. The average number of students attending each day was 24. This open lab allowed those students who do not have access to technology at home to be able to complete their academic work as needed.

6. *Fund a \$120 stipend for nine English teachers to grade our school-wide common writing assessment in both the Fall 2011 and Spring 2012. These English teachers met together to anchor the papers based on our school-wide writing rubric and then read each paper. The data from these assessments were used to assess where we needed additional professional development to help our students grow.*

Academic Goal: Foster a Learning Community

1. *Fund professional development for the faculty of Hillcrest Jr. High School on the Response to Intervention Model (RTI) to be implemented in the 2012-2013 school year. We were fortunate enough to be able to work with Lakeridge Junior High School and South Davis Junior High School on this. They were very helpful in providing us with time in their schools to see the model in action. They provided us with all of the resources they had used and developed free of charge. We did purchase a site license for Mastery Connect to help teachers with designing common assessments and data disaggregation.*

2. *Gladiator Tutoring Aid:* A 2 hour per week general academic aid assisted our students after school with their academic studies in all subjects (except for math.) The average number of students attending each day was 12.

3. *Fund a 15 hour/week Science Aid. We did not achieve this. After talking with our science department and analyzing how the aid had been used in past years, they did not feel it was necessary.*

4. *Continue to maintain the classroom projectors. We did not achieve this. There was no maintenance required in the 2011/2012 school year.*

5. The following is how the committee planned to measure/assess academic improvement.

Academic Goal #1: Literacy

- **School-Wide Writing Assessment:** This assessment will be given to all students in the fall and spring of the school year. The target to be achieved is at least a 1 point improvement in each of the three areas assessed (Ideas/Content, Organization, Conventions).
- **Direct Writing Assessment:** This assessment will be given to all 8th grade students in March. The target to be achieved is a continued improvement in writing over the past years score.
- **CRT Data:** The data from our CRT tests will be used to measure progress in Math, Science and Language Arts. The target to be achieved is to increase the percentage proficient over the previous year.
- **Attendance at Math Tutoring:** A sign-in log will be used to track students attending tutoring and the length of time being spent in tutoring. The target to be achieved is increase student use of this support by 10% over the previous year.

Academic Goal #2: Supporting a Learning Community

- Common Assessments: Development of common assessments in all core classes. Non-core teachers will also be required to create assessments for and of learning. Use the data from these assessments to generate information on who is and is not learning. The target to be achieved is the creation and use of these assessments.
 - CRT Data: The data from our CRT tests will be used to measure progress in Math, Science and Language Arts. The target to be achieved is to increase the percentage proficient over the previous year.
6. a Please show the before and after measurements and how academic performance was improved.
 7. School-Wide Writing Assessment: All grade levels improved from the Fall 2011 to Spring 2012 administration. (Total possible was 9 points)

2011-2012 School-Wide Writing

	7th	8th	9th
Fall Administration	3.64	4.51	5.70
Spring Administration	5.41	5.63	6.67
Improvement	1.77	1.12	0.97

Direct Writing Assessment: This chart shows our DWA scores for the past 11 years. During the 2011-2012 school year, we saw our biggest gain.

HJH Direct Writing Assessment
5 points possible per area

HJH DWA**

	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Ideas and Content	3.2	3.2	3.5	3.3	3.6	3.5	3.6	3.6	3.6	3.4	4.1
Organization	3.3	3.2	3.5	3.3	3.5	3.5	3.6	3.6	4.1	3.9	4.2
Voice	3.2	3.3	3.3	3.5	3.7	3.6	3.6	3.6	3.8	3.6	4.1
Word Choice	3.4	3.2	3.5	3.4	3.5	3.5	3.6	3.6	3.9	3.8	4.1
Sentence Fluency	3.3	3.3	3.5	3.4	3.5	3.5	3.7	3.5	3.7	3.6	4
Conventions	3.4	3.2	3.4	3.4	3.5	3.5	3.6	3.6	3.6	3.3	3.8
School Average	19.8	19.4	20.7	20.3	21.3	21.1	21.7	21.5	22.7	21.6	24.3

CRT Data:

	Level 4	Level 3	Level 2	Level 1	Proficient	Non Proficient
LA 7	58%	29%	7%	6%	87%	13%
LA 8	75%	16%	5%	4%	91%	9%
LA 9	64%	28%	4%	4%	92%	8%
Algebra I*	32%	26%	30%	12%	58%	42%
Algebra II	63%	27%	5%	5%	90%	10%
Geometry	75%	17%	8%	0%	92%	8%
Math 7	52%	33%	9%	6%	85%	15%
Pre Alg*	53%	22%	12%	13%	75%	25%

Biology	87%	13%	0%	0%	100%	0%
Science 7	55%	30%	10%	5%	85%	15%
Science 8	55%	23%	13%	9%	78%	22%
Earth Sys.	34%	33%	26%	7%	67%	33%

6. In the school plan, there was an opportunity to explain how additional funds, exceeding the estimated distribution would be spent. The following is what was approved by Murray School District.

The Hillcrest Jr. High School Improvement Plan supports the need for additional technology and literature within the school and professional development opportunities for teachers. Extra School LAND Trust funds would be used to (1) install a voice enhancement system in classroom #33, (2) purchase additional laptop carts or iPad carts to be used across the curriculum in all classrooms (3) purchase additional literature to be used in the classroom and (4) pay for teachers to be able to attend professional development opportunities that enrich and enhance their curriculum and professional practices.

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?

The additional funds were intended to be spent on purchasing a laptop cart for the school to increase student access to technology. The Murray School District bonded for a new Hillcrest Junior High School in June of 2012 and as such, the council decided to wait until the 2012-2013 school year to purchase the new technology so that it could be in-line with the technology goals of the new building. The additional 20% was part of the rollover to the 2012-2013 school year and will be spent on technology.