

2012-2013 Final Report

Available Funds	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2011 - 2012	\$4,604	\$19,487
Distribution for 2012 - 2013	\$36,285	\$41,248
Total Available for Expenditure in 2012 - 2013	\$40,889	\$60,735
Salaries and Employee Benefits (100 and 200)	\$10,600	\$9,398
Professional and Technical Services (300)	\$5,000	\$0
Repairs and Maintenance (400)	\$2,000	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0
Travel (580)	\$0	\$0
General Supplies (610)	\$500	\$6,329
Textbooks (641)	\$0	\$0
Library Books (644)	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0
Software (670)	\$5,500	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$15,600	\$17,565
Total Expenditures	\$39,200	\$33,292
Remaining Funds (Carry-Over to 2013 - 2014)	\$1,689	\$27,443

ITEM A - Report on Goals

Goal #1

Goal #1: Literacy (Writing & Reading)

Student achievement data (CRT, DWA and School-Wide Writing Assessment) continues to show a need to address and strengthen the literacy of students across all content areas. School LAND Trust money will be used to support the continued focus of writing across the curriculum by purchasing user licenses for all 7th and 9th grade students for the Utah Write Program. (8th grade is not included in this as the Utah State Office of Education already supplies licenses for all 8th grade students.) School LAND Trust money will also be used to support this goal through classroom aids along with professional development for teachers in the areas of Reading, Writing and the Common Core.

Identified academic area(s).

Reading Writing

This was the action plan.

Goal #1: Literacy (Writing & Reading) Action Plan

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 reading and vocabulary. This aid will coordinate the school-wide word-of-the-week for students. This aid will work with teachers and students on reading, writing and vocabulary strategies. This 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) Purchase user licenses for the online writing program Utah Write. Licenses will be purchased for all 7th and 9th grade students (8th grade students receive licenses through the Utah State Office of Education.) Students will use this program to write to persuasive, informational and argumentative prompts in the following curriculum areas: Math, Science, Social Studies, English, and CTE. This program will also be used to administer, assess and collect data for the school-wide fall and spring writing assessments. This program supports our school DRSL of Effective Communication. The funding for this program is reflected in the *Software* section of the financial proposal.

(3) Fund professional development opportunities for teachers that directly support literacy across the curriculum. This funding will include fees related to the professional development as well as substitutes for the teachers to attend. Specific emphasis will be given to professional development opportunities that directly support the implementation of the Common Core. This professional development supports our school DRSL of Effective Communication. The funding for this aid is reflected in the *Professional and Technical Services* section of the financial proposal.

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

(1) Our literacy aid worked with teachers in the English, Social Studies, Theatre, and Math departments on reading, writing, and vocabulary strategies. The aid spent a large amount of time doing book talks and presentations in these classes as well as assisting with student projects to strengthen student literacy. The aid also facilitated the Word-of-the-Week vocabulary word and worked with students during lunch to understand and use the word.

(2) The school purchased licenses of the Utah Write program for all 7th and 9th grade students. This allowed us to have all students (grades 7 - 9) use the program to produce argumentative writing in every content area. Core teachers had their students write an argumentative essay in their content area one per term and non-core teachers did it one per semester.

(3) Four English teachers attended professional development on reading and writing strategies and how to integrate those with the new common core standards. These teachers share their ideas with others in their department as well as with the entire faculty during school professional development time.

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

Goal #1: Literacy (Writing & Reading) Progress Measures

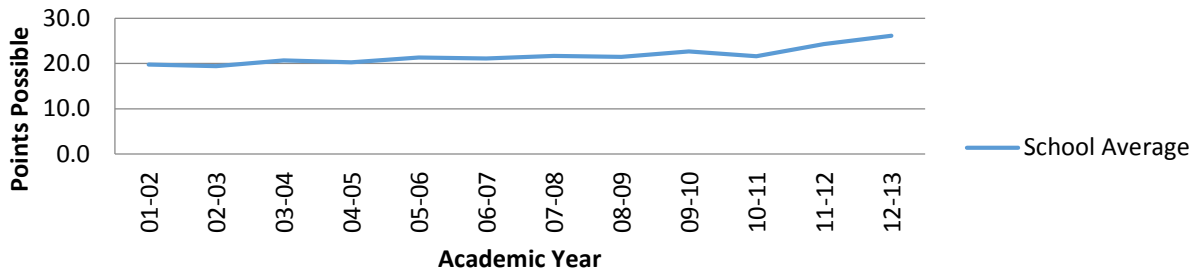
- School-Wide Writing Assessment: This assessment will be given to all students in the fall and spring of the school year. The target to be achieved is a 1 point improvement from fall to spring in each of the three areas assessed (Ideas/Content, Organization, Conventions.)
- Curriculum Specific Writing Assessments: Data from these assessments will be collected from the beginning to the end of the school year. The target to be achieved is an increase in at least one of the following areas – Ideas/Content, Organization, Conventions – from the beginning to the end of the year.
- Direct Writing Assessment: This assessment will be given to all 8thgrade students in March. The target to be achieved is a continued improvement in writing over the previous years.
- CRT Data: The data from our CRT exams will be used to measure progress in Language Arts. The target to be achieved is an increase in the percent proficient over the previous years.

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

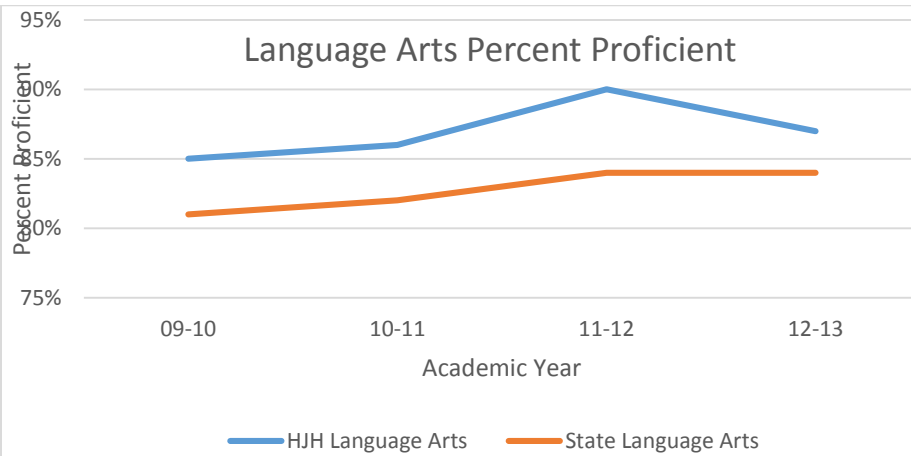
Through our continued focus on writing across the curriculum with the use of the Utah Write program, our literacy aid, and professional development opportunities for our teachers, we have continued to see gains in our Direct Writing Scores. We increased our overall average from a 24.3 in the 2011-2012 school year to a 26.1 in the 2012-2013 school year for a gain of 1.8 points. All but 7 of our students were proficient on the DWA which resulted in a 94% pass rate for the 2012-2013 school year. This data is consistent with our school-wide writing assessment results in which all grade levels increased their writing proficiency score in Utah Write by at least 85%.

Although our Language Arts proficiency scores declined this past year, we continue to be above the state average. As a faculty, we looked in-depth at the scores and feel we have a better understanding as to why our overall proficiency level dropped. We have made course corrections for the 2013-2014 school year to rectify this. We did maintain or improve our CRT proficiency in Math and Science. We feel this is a significant measurement as reading and vocabulary knowledge was required to complete these tests. Our literacy aid worked very hard on reading and vocabulary strategies in all content areas this past year.

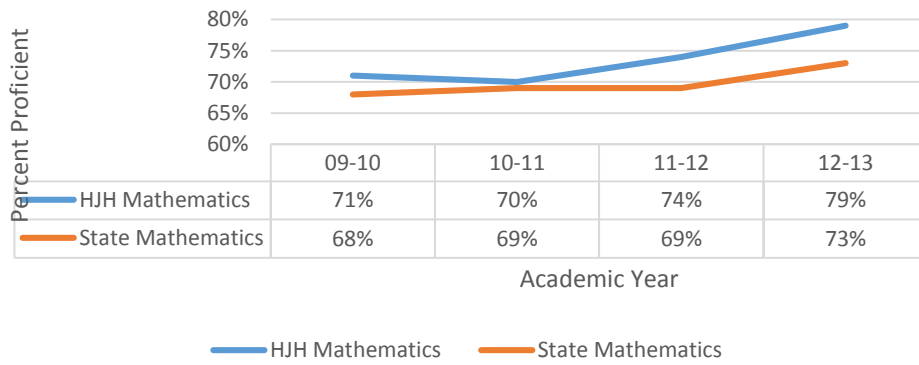
School Average

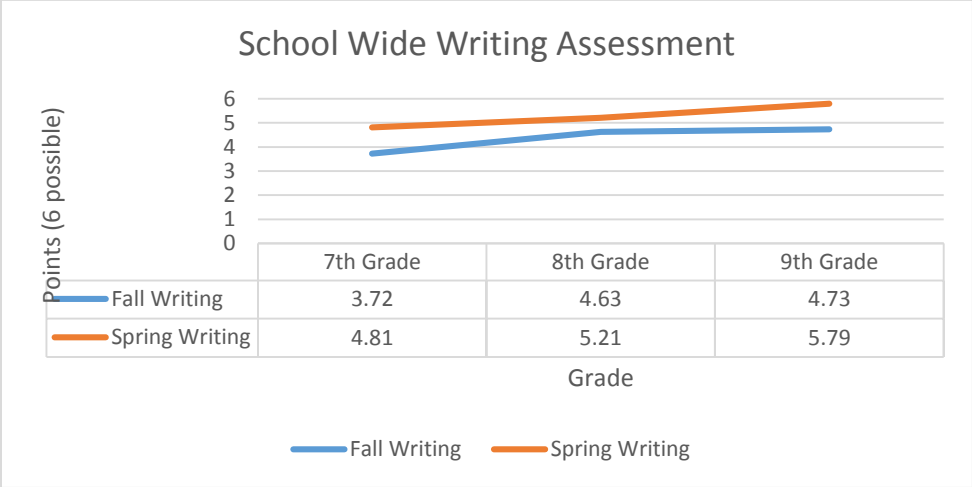
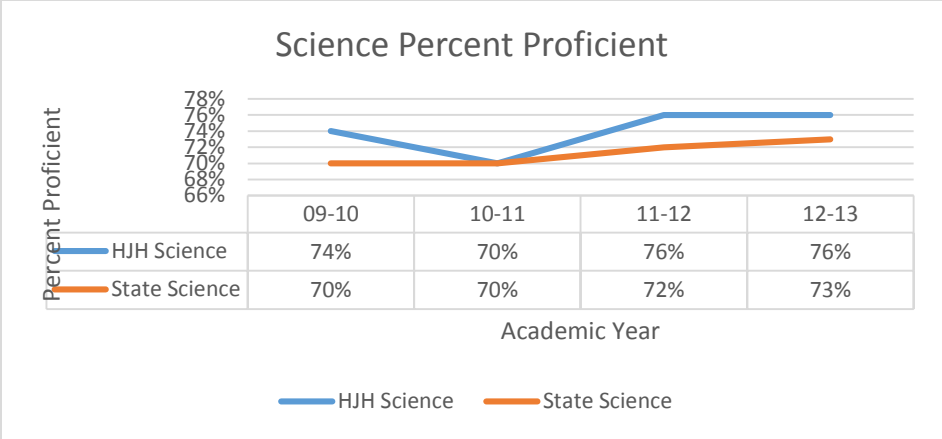


Language Arts Percent Proficient



Mathematics Percent Proficient





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

Category	Amount	Description
Software	\$2881.50	Measurement Incorporated: Utah Write Licenses for 7 th & 9 th Grade Students
Professional & Technical Services	\$280.00	English Teachers Professional Development: Reading & Writing Strategies
Salaries & Employee Benefits	\$9398.00	Reading & Computer Aid Salaries and Benefits

Goal #2

Goal #2: Foster a Learning Community

Student achievement data (CRT, quarterly grades, failing rates, and attendance) continue to show that there are students who are struggling academically. School LAND Trust money will be used to fund academic supports for students. These supports include tutors, aids, and supplies for classroom use along with professional development in Response to Intervention for staff.

Identified academic area(s).

Mathematics Reading Writing Technology

This was the action plan.

Goal #2: Foster a Learning Community Action Plan

(1) 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, Thinking & Reasoning Skills and Personal & Social Responsibility. The funding for this aid is reflected in the *Salaries & Employee Benefits* section of the financial proposal.

(2) Purchase 20 TI-84 Plus Graphing Calculators for student use in mathematics classes. A grant was used to purchase 10 calculators during the 2011-2012 school year. This additional purchase of 20 calculators will provide for a classroom set to be used primarily in the Secondary I Mathematics classes for implementation with the Common Core. This purchase supports our school DRSL of Thinking and Reasoning Skills. The funding for this purchase is reflected in the *Equipment* section of the financial proposal.

(3) Purchase 35 Netbook Computers. These computers will be used in classrooms to support learning in all areas of the curriculum. These computers will be on a mobile cart for teachers to check out and use as needed in their classroom for instruction. This purchase supports our school DRSL of Life Long Learner, Thinking & Reasoning Skills and Effective Communication. The funding for this purchase is reflected in the *Equipment* section of the financial proposal.

(4) Fund professional development for the faculty of Hillcrest Jr. High School on the Response to Intervention Model (RTI) Plus Period 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. School LAND Trust money will be used as follows:

- Purchase reading materials/manuals (as needed) to support the work of teachers in designing common assessments and data disaggregation.
- Purchase software (as needed) to support the work of teachers in designing common assessments and data disaggregation.
- Provide professional development (as needed) on designing common assessments, data disaggregation, and best practices.

This supports our school DRSL of Life Long Learner, Interpersonal Skills and Personal & Social Responsibility. The funding for this professional development is reflected in the *Professional and Technical Services*, *General Supplies*, and the *Software* sections of the financial proposal (step e).

(5) 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.

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

As a school, we worked very hard to foster a learning community within the walls of Hillcrest Jr. High School. Our computer lab was opened three days a week before school for academic student use. This lab was staffed by a certified teacher who helped student's complete assignments in all curriculum areas. The purchase of 20 TI-84 graphic calculators helped to strengthen our math curriculum – and especially provided support in implementing the new common core Secondary I math course. The calculator technology allowed teachers to further student's understanding of how to use tools in mathematics. A large amount of our focus on this goal was implementing a Response to Intervention model that we call Plus Period. School LAND Trust money was used for professional development to continue to train teachers on this model. We purchased 35 Dell Laptop computers to be used by teachers in the classroom for projects, assignments, and other curriculum related activities. Through these supports, along with the dedication of the faculty and staff at the school, we feel we were able to foster a learning community and the data we collected verifies that.

We decreased the percentage of students failing one or more classes over the previous year. We maintained or improved the percentage of students proficient on the Math and Science CRT tests.

Failing One or More Classes

