School Trust Land Plan
Final 2017-2018 – with Final Report

Goal #1

State the specific goal.

Riverton High School operates through means Professional Learning Communities as a process for studying and understanding students' learning. As a result we are focused on three main tenets: teacher collaboration, student learning, and results.

In an effort to promote these goals, we have linked Trust Lands funding to the essential questions that drive effective Professional Learning Communities:

- What knowledge and skills should every student acquire as a result of instruction?
- How will we know when each student has learned the essential knowledge and skills?
- How will we respond when some students do not learn?
- How will we respond when some students have clearly achieved the intended outcomes?

Our first goal looks at the first essential question:

- What knowledge and skills should every student acquire as a result of instruction?

  Teachers will clearly understand their specific core curriculum and will produce pacing guides and formative assessments based on state and national standards. Incoming teachers will also receive specific mentor training and assistance.

Identify the measurement(s) you will use to determine if you are making progress toward the goal.

The following instruments will be collected as evidence of progress toward the goal:

- Teachers will provide a common pacing guide or curriculum map for their grade-level subject area that outlines learning outcomes and their relationship to the core.
- Teachers will develop standards-based formative assessments to measure students' learning.
- Teacher Mentor trainings will be assessed for value and usefulness

Outline the steps of the action plan to reach the goal:

- Provide teachers time to *refine* common pacing guides that will help them align their instruction and establish the use of common assessments.
- Support teacher understanding of the core through various strategies to implement best practices in their classrooms.
- Through conference attendance, district in-service trainings, modeling and observation of other teachers' practices.
- Explore standards based grading and its benefits to student motivation in the learning process.
- New Teacher Academy – provides opportunities for after school PDD on mission, vision, purpose, core curriculum & instruction, planning, 504's, emergency evacuations, testing procedures, instructional strategies, observing mastery teaching, JPAS evaluations,

grading systems, using Skyward, webpage creation, using technology in the classroom, policies/practices in Jordan District. (New & mentor teachers meet before school starts to become oriented to RHS practices and procedures. New & mentor teachers meet regularly to support new teachers' learning: 1-2 full days; 30 min x9 non-contract time.) (Additional subs as needed for teachers to observe mentor classrooms.)

- Mentor teacher specialist will track the progress of all new teachers and observe their classes regularly throughout the year.

Associated Costs:
- Substitutes for new teachers to observe classes
- Substitutes for PDD to work on products – Track using Excel document and
- Salaries to work on PDD products – Track using Excel document
- Teacher Academy
- Mentor Teacher Specialist
- **Conference** (Solution Tree, Other?)

Final Report:

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

SAGE

Language Arts 39%
Math 34%
Science 44%

ACT

ELA 19.9 (Our teams focused specifically on the writing portion of the ACT which is not included here)
Reading 20.7
Math 20.2
Science 20.5
Composite 20.5

Academic performance dropped slightly in 2018 for both the SAGE and ACT. However, teachers SLO data that they submitted to the district showed that students made growth in their courses. There was also a significant focus on the writing portion of the ACT which is not listed among the scores that were reported.

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

Teachers focused on writing and spent time working with all students to improve writing. They prepared several sample essays that would be similar to the ACT prompt. However, the writing portion of the ACT was not listed among the state-reported scores. Common assessment data and comments from students showed that they were much more prepared for the writing portion of the ACT.

Teachers also focused using common assessments to better understand students needs.

Goal #2

State the specific goal.

Our second goal addresses the second essential PLC question:

- How will we know when each student has learned the essential knowledge and skills?

    Administrators, teachers, and counselors will create, evaluate, and analyze common formative and summative assessment data that will provide direction for a school-wide response to intervention model and mastery of standards.

Identify the measurement(s) you will use to determine if you are making progress toward the goal.

- SAGE scores for Language Arts, Math, and Science will be reviewed to assess students' summative growth over the course of the year. Base-line data must initially be established.
- At-risk student data will be kept to review progress throughout the year with sub group populations.
- ACT and pre-Act data will be tracked for 10th & 11th graders.
- Teachers will create and use common assessments and work with a grade-level, content area teacher (where available) to provide regular data throughout the school year that will be used to discuss student progress during PLC meetings.

Outline the steps of the action plan to reach the goal:

- Provide teachers time to work with grade-level, content area teachers and/or whole departments to develop common formative assessments to determine student learning.
- Provide resources to assist teachers in the creation of effective common formative assessments.
- Create unit plans for each course that will direct student learning and self-reflection on the material to be learned throughout the class.
- Provide access to testing materials and opportunities that allow teachers to assess student progress, achievement, and growth.
- Assist teachers in the collection and analysis of data that they will use to refine instructional practices and create additional formative assessments.
- Provide technology, equipment, and software for testing to assess student progress, achievement and growth.

Associated Costs:

- Substitutes to allow teachers time to work on creating and updating assessments
- Salaries to allow teachers time to work on creating and updating assessments
- Pre-ACT Test materials

- Mobile Labs/Technology/Equipment

Final Report:

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

Teachers focused on writing and spent time working with all students to improve writing. They prepared several sample essays that would be similar to the ACT prompt. However, the writing portion of the ACT was not listed among the state-reported scores. Common assessment data and comments from students showed that they were much more prepared for the writing portion of the ACT.

Teachers also focused using common assessments to better understand students' needs.

Please explain how the action plan was implemented to reach this goal.
Teachers worked with grade-level content area teachers to develop common assessments.

Each quarter teachers were expected to create a goal related to any of the action items listed above. Teachers were allowed to work in groups or alone and submitted their quarterly goal for review via Google classroom. Once their goal was reviewed they worked toward it for the quarter and then submitted their results via Google classroom as well at the end of the quarter.

Goal #3

State the specific goal.

Our third goal addresses the third PLC essential question:

- How will we respond when some students do not learn?

    Administrators, teachers, and counselors will study and lay the foundation for a school-wide response to intervention model that will assist students in their learning and/or re-learning of core standards.

Identify the measurement(s) you will use to determine if you are making progress toward the goal.

- Teachers will use common assessments and work with a grade-level, content area teacher (where available) to provide regular data throughout the school year that will be used to discuss student progress during PLC meetings.
- SAGE scores for Language Arts, Math, and Science will be reviewed to assess students' summative growth over the course of the year.
- At-risk student data will be kept to review progress throughout the year with sub group populations. It is anticipated that these numbers will drop as awareness and targeted intervention increases.
- Track the size specifically of sophomore classes in core classes to level out high numbers.

- In an effort to make learning more visible, departments are preparing "collaboration spaces" where student and department data can be reviewed and monitored to identify by the student what essential standards are necessary to re-teach.

Outline the steps of the action plan to reach the goal:

- Continue the Math Essentials class to include students who are selected by RHS teachers in an effort to provide math instruction every day and give them a chance to make up previous math credits. Continue to monitor passing rates and credits earned in Supplemental Math classes.
- Include additional FTE for a core area teacher to reduce class sizes.
- Provide after school tutoring in multiple subjects (math, ACT prep, writing, reading) to assist students in their learning or re-learning of core standards.
- Provide technology (either hardware or software) that will allow teachers to differentiate instruction for students who are learning at a different pace: Math XL, software).
- Explore school-wide intervention models.
- Associated costs for materials for "collaboration spaces."

Associated Costs:
- **FTE for one additional core teacher**
- **FTE for .5 credit recovery teacher/PLC director/core teacher**
- Math tutoring
- Technology/ Software/Equipment
- Substitutes for observation of other schools
- Equipment and materials for collaboration purposes

Final Report:

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Sophomore class sizes are larger this year than in the past. While tracking was kept to note the size of classes, we received more students this year due to new homes in the area. Thus we included adding new staff into our plan for this current year.

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

We received information from both feeder middle schools about students who had a) passed math with a C or lower and b) were in attendance most of the days in their math classes. This data helped us to determine who should be enrolled in the supplemental math classes. We have since enrolled students in this math class although we are interested in obtaining a more specific diagnostic tool to help us understand what skills students are missing to better target needs in the class.

Unfortunately, the teacher for supplemental math class passed away in December of last year. From that point on we had a long term sub in the class. As a result, we did not measure or track data from that class.

We planned to add an additional teacher into math and language arts, but not just to lower class sizes. We intent to use these teachers as assistants in the RTI process. Thus, adding a new math teacher will allow for 4 teachers to have RTI periods where they will act as a second teacher within others classrooms. This is help with reteaching students who do not understand the first time around.

After school tutoring was provided.

We were able to purchase many more mobile labs. We are not currently working to go one to one, but rather to have teachers have greater access to computers within the classroom. This will provide better access to technology while helping us maintain control over the maintenance over the computers.

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Goal #4

State the specific goal.

Our fourth goal addresses the fourth PLC essential question:

- How will we respond when some students have clearly achieved the intended outcomes?

    Administrators, teachers, and counselors will organize, operate, and refine extended learning opportunities for students who have demonstrated mastery of the standards.

Identify the measurement(s) you will use to determine if you are making progress toward the goal.

- Monitor number of students involved in STEM activities: MESA, Science Olympiad, and Academic Decathalon.
- Monitor number of students signing up to receive ACT prep help in after school classes.

- Review number of computers to numbers of students. Attempt to move closer to one-to-one.
- SAGE scores for Language Arts, Math, and Science will be reviewed to assess students' summative growth over the course of the year. Base-line data must initially be established.
- SRI scores will also be reviewed to determine reading comprehension.

Outline the steps of the action plan to reach the goal:

- Support after school programs that give students opportunities to extend their learning primarily in math and science. (STEM) (i.e. MESA, Science Olympiad, & Academic Decathalon) (Operational expenses: lab materials, curriculum booklets, supplies for activities, funding for transportation to competitions, student awards and incentives.)
- Provide teachers with additional materials for hands-on projects and/or field trip experiences that enrich concepts in the core curriculum. (Transportation expenses, entry fees, materials to be used on site, upgraded technology, and student awards and incentives.)
- ACT Preparation materials and salaries for teacher tutoring
- Provide technology (software) that will allow teachers to differentiate instruction for students who are learning at a different pace. (Math XL)
- Provide technology (hardware) that will allow for greater numbers of students to access learning software. (Mobile labs)
- Provide one to two 17-hour assistant who assists teachers in the use of technology and computer labs.
- Support teachers' creativity and learning through professional conference attendance for Utah teacher organizations. ($1600 for conference attendance to match PDD days.)

Associated Costs:

- Funding for MESA, Science Olympiad & Academic Decathalon – after school activities and/or field trips
- **ACT preparation materials**
- ACT preparation – teacher salaries for tutoring
- **Mobile labs / Technology/educational software/equipment**
- Conference registration for professional development
- 17 hour assistant
- Substitutes/salaries as needed

Final Report:

Numbers of students in the following organizations:

MESA: 10
Science Olympiad: 8
Academic Decathlon: 11

After school tutoring: approx 250 students per quarter.

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Please explain how the action plan was implemented to reach this goal.
We were able to purchase supplies and cover some travel expenses for MESA, Science Olympiad, and Academic Decathlon.

We paid teachers to tutor after school.

We purchased more mobile labs and educational software.

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