

COPPER HILLS HIGH SCHOOL 2018-2019 LAND TRUST PLAN

Copper Hills High School is seeking to operate and improve student learning through a collaborative culture and effort by all stakeholders. Collaboration, often referred to as Professional Learning Communities, is a process for studying and understanding students' learning, and then quickly intervening with students who struggled with a standard, skill, or concept (a response to intervention, RTI). This focus on collaboration will require an intense concentration on three main tenets: teacher collaboration (PLC), student learning and intervention (RTI), and results.

In an effort to promote these goals, we have linked LAND Trust funding to the essential questions that drive effective collaboration:

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

Goal #1

State the specific goal.

Our first goal looks at the first essential question:

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

Goal: 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 standards.
- Teachers will develop formative assessments to measure students' learning.
- Teacher trainings will be surveyed/assessed for value and usefulness.

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

- Provide teachers time to create or 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.
- Begin to explore standards-based grading and its benefits to student motivation in the learning process.

- New Teacher Academy – provides opportunities for after-school professional development on mission, vision, purpose, core curriculum & instruction, planning, 504's accommodations, emergency evacuations, testing procedures, instructional strategies, observation of mastery teaching, JPAS evaluations, grading systems, using Skyward, webpage creation, technology use in the classroom, and policies and practices in Jordan District. (New & mentor teachers meet before school starts to become oriented to CHHS practices and procedures as well as to help the teachers begin to establish their guiding philosophies and strategies. New & mentor teachers meet regularly to support new teachers' learning. Additional subs as needed for teachers to observe mentor classrooms.
- Mentor teacher specialists will track the progress of all new teachers and observe their classes regularly throughout the year.

Associated Costs:

- PDD - Substitutes for new teachers to observe classes
- PDD - Substitutes for professional development days to work on products
- PDD - Salaries to work on PLC and RTI products
- PDD - New Teacher Academy
- PDD - Mentor Teacher Specialists
- PDD - Conferences (Solution Tree, Hattie, and others)
- PDD - Trainings provided by the District at the cost of substitutes

Goal #2

State the specific goal.

Our second goal addresses the second essential PLC question:

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

Goal: Administrators, teachers, and counselors will create, evaluate, and analyze common formative and summative assessment data that will provide direction for a schoolwide response to intervention (RTI) model and mastery of standards.

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

- SAGE (or a state-approved assessment) 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 subgroup populations.
- ACT and ASPIRE data will be tracked for 10th and 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 collaboration (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:

PDD - Substitutes to allow teachers time to work on creating and updating assessments
 TRIP - Pre-ACT Test materials
 TECH - Mobile Labs/Technology/Equipment

Goal #3

State the specific goal.

Our third goal addresses the third PLC essential question:

3. How will we respond when some students do not learn?

Goal: Administrators, teachers, and counselors will study and lay the foundation for a school-wide response to intervention (RTI) 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 (or a state-approved assessment) 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 subgroup populations.

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

- Monitor and provide after-school Math classes - making sure to include students who are selected by CHHS teachers in an effort to provide math instruction every day and give them an opportunity to make up previous math credits.
- Include additional FTE for core area teachers to reduce class sizes.
- SRI scores will also be reviewed to determine reading comprehension.
- Explore school-wide intervention models.

Associated Costs:

FTE - for additional core teachers (approximately \$65,000 each)
TECH - Technology/ Software/Equipment
PDD - Substitutes for observation of other schools

Goal #4**State the specific goal.**

Our fourth goal addresses the fourth PLC essential question:

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

Goal: 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 and support the number of students involved in STEM activities, College Tour visits, Science Club, and other similar programs that extend learning opportunities for students who demonstrate mastery.
- Monitor number of students signing up to receive ACT prep help in after-school classes.
- Review and monitor the number of computers to number of students.
- SAGE (or a state-approved assessment) scores for Language Arts, Math, and Science will be reviewed to assess students' summative growth over the course of the year.

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, Science, or college awareness events. (Operational expenses: lab materials, curriculum booklets, supplies for activities, funding for transportation to competitions).
- 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 that will allow for greater numbers of students to access learning software.

Associated Costs:

TRIP - Funding for activities and/or field trips
TRIP – ACT / ASPIRE student preparation materials
PDD – ACT / ASPIRE teacher preparation materials and training
TECH - Mobile labs / Technology/educational software/equipment
TRIP - Substitutes/salaries, as needed

LAND Trust Mid-Year Provisional Amendment:

1. The School Community Council will review the budget at the January 2019 meeting and agree to re-allocate all of the PDD budget leaving \$4,000.00 in PDD and moving the remaining amount to an area of need in the following priority: TECH, TRIP, FTE.

2018-2019 Proposed Budget:



COPPER HILLS HIGH SCHOOL
2018-2019 SCHOOL LAND TRUST BUDGET
PROPOSAL

EXPENSE	2018-2019 PROJECTED (PERCENTAGES)	2018-2019 PROJECTED (DOLLARS)
SALARIES AND BENEFITS (FTE)	40%	\$109,435
PROFESSIONAL DEVELOPMENT FOR TEACHERS (PDD)	20%	\$54,718
FIELD TRIPS, EXPERIENCES, AND TRAVEL FOR STUDENTS (TRIP)	20%	\$54,718
TECHNOLOGY, SUPPLIES, EQUIPMENT FOR CLASSROOMS (TECH)	20%	\$54,718
TOTAL	100%	\$273,588 *

* Based on 2017-2018 LAND Trust distribution.