2010 - 2011 SCHOOL PLAN

1. Have the current members of the Council/Committee viewed the DVD A Matter of Trust? If not, please provide the opportunity for them to do so. Please click here to have another DVD sent to the school if you no longer have the original or the DVD may be viewed from the homepage of this website.

Yes

2. School's identified most critical need(s) addressed in this 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), only check that area.
Mathematics
Writing
Technology

3. Briefly describe the School LAND Trust Plan. Include specific quantifiable measurements.
   Academic Goals:
Enter specific academic goal(s) Eastmont MD has set to improve student performance with School LAND Trust money. Please describe specifically what part of the goal is being supported by School LAND Trust money. Be certain that these narratives and the Financial Proposal agree.

Eastmont Middle School's Land Trust Plan is based on the school's Comprehensive School Improvement Plan (CSIP), which has a target date of June, 2014. As outlined in the CSIP, three of the goals are:

GOAL 1 – GENERAL ACADEMIC:

The overall academic performance of Eastmont students will increase to at least a 90%* (85% in math) pass rate in each course and CRT by the 2013-2014 school year. Teachers (Data Teams) of courses where this goal has already been reached will set goals to increase pass rates beyond the 90%. Teachers of every course data team have identified the current, average course passing rate for the course and the CRT pass rate for courses with a CRT, and have set yearly incremental goals to increase passing rates with the goal of bringing pass rates to 90% (Math 85%) by the target date of 2014.
The following sub-goals will direct our work:

Increase teacher effectiveness and course rigor through the implementation of professional learning communities (course level and grade level teams) focused on student learning. Teachers use the data generated by the common formative assessments to provide timely remediation for struggling students and to improve instruction.

Implement regular vertical teaming opportunities to improve articulation of curriculum and instruction from elementary through high school.

Develop programs that foster engagement and provide timely academic support for all students. Examples include: The ZAP ("Zeros Aren’t Permitted") homework accountability program, Concept Mastery Program where student receive immediate remediation, the Math Summer School, and the implementation of classroom technology.

Develop a comprehensive, coordinated system of programs to support students identified as at-risk for failure where they will receive timely, monitored assistance. We are implementing a Student Support Team that serves as the “clearing house” for information on students who are struggling and coordinates a tiered program of services to support and monitor these students.

The Math and Writing goals outlined in the CSIP are also 5-year plan goals. For the purpose of the 2010-2011 LAND TRUST PLAN, one-year, short-term goals are outlined below:

**GOAL 1 - WRITING (Language Arts):** We will support our students in improving their writing skills to where 85% of Eastmont students earn an holistic score of 4 or higher by the end of the year for each grade level on the My Access writing program, and on a common, teacher-graded writing sample using the same scoring guide.

The following sub-goals will direct our work:

- Increase teacher effectiveness and course rigor through the implementation of professional learning communities (course level and grade level teams) focused on student learning. Teachers use the data generated by the common formative assessments to provide timely remediation for struggling students and to improve instruction.
- Implement regular vertical teaming opportunities to improve articulation of curriculum and instruction from elementary through high school.
- Develop programs that foster engagement and provide timely academic support for all students. Examples include: The ZAP ("Zeros Aren’t Permitted")
homework accountability program, the Concept Mastery Program where student receive immediate remediation, and after school teacher tutoring during Teacher Enrichment time.

- Increase the opportunity for students to use support technology in the classroom: three computer labs, all equipped with the MY ACCESS software to facilitate an increase in student
- Develop a comprehensive, coordinated system of programs to support students identified as at-risk for failure where they will receive timely, monitored assistance. We are implementing a Student Support Team that serves as the “clearing house” for information on students who are struggling and coordinates a tiered program of services to support and monitor these students.

GOAL 3 - MATH: Student skill development in mathematics will improve to where each math course will have at least an 85% student pass rate, and 85% of students will achieve proficiency (3,4) on their CRT math assessments by 2014. Because the Utah Core Standards and the CRT changed last year, the Spring 2009 math scores were very low compared to other years. Therefore, incremental increases for each course have been set for the years to 2014. The following one-year short term goal for this year’s CRTs were identified (these goals for 2010-2011 may be increased based on spring 2010 CRT performance):

Math 7: 80% of students will perform at proficient level or higher on the 2011 CRT

Pre-Algebra: 70% of students will perform at proficient level or higher on the 2011 CRT

Algebra 1: 72% of students will perform at proficient level or higher on the 2011 CRT

Geometry: 95% of students will perform at proficient level or higher on the 2011 CRT

Algebra 2: We have no baseline data yet so, although goal strategies are in place to facilitate improvement, no percentage improvement goal will be set at this time.

Use of Land Trust Funds:

Land Trust funds are used each year to update the school’s three open computer labs which support the MY ACCESS writing software program. Land Trust funds will be used to hire supervisors for the remedial programs (ZAP and ISS with tutors), and fund the early morning math tutoring program and the math summer school offered during 10 weeks of the summer months. Land Trust funds may be used to pay stipends for the
grade level team leaders, supplies and rewards for the summer school program ($200), and supplies for the “Stretch” learning activities which provide enrichment activities, especially for students who need additional/enhanced learning opportunities.

Planned Steps:
Describe in detail the steps Eastmont MD will take to reach each goal. Describe specific actions (Hire a remediation reading teacher for 20 hours a week, purchase microscopes for AP Biology class, provide professional development to improve writing instruction) that will be taken to achieve the goal. In short, please provide a road map to success.
If you will be spending funds for professional development, please describe the planned training and how it supports the goal and academic area of focus. Please specifically explain what the funds will be used for. For example: Funds will be spent for tuition for three teachers to take the course, for their travel, and for substitute teachers to teach their classes while they are involved in the training.
Some goals may be using other funds to support the planned steps. Be sure to identify any actions that will be funded with revenue other than School LAND Trust funds, so that your narrative will agree your Financial Proposal.

GOAL 1 – GENERAL ACADEMIC:
Teachers collaborate in course-level Data Teams to align their course curricula with the State Standards, develop common formative and summative assessments, and develop appropriate support opportunities for students who are not achieving at a high level.
Teachers collaborate with department colleagues and teachers in the JHS cone elementary schools and teachers in their discipline area at JHS (where appropriate) to improve alignment of curriculum and instruction.
Grade Level teams collaborate to improve instruction and to identify, monitor, address the needs of, and refer, as needed, students who are at-risk for failure.
Student Support Teams (SST) will improve EMS’ Pyramid of Interventions to provide a comprehensive and coordinated program of supports for at-risk students with the goal of facilitating increased engagement and performance
Monitor and improve existing support programs: morning math tutoring, ISS tutoring, weekly teacher enrichment, SST framework, and Math Summer School.
Implement the ZAP program to provide accountability for homework completion
Implement the PATRIOT TIME program with Concept Mastery, Tutorials, and Stretch Learning
Improve our program to support and monitor ELL students’ progress by improving instruction in the ELL language acquisition classes and developing a peer support program.
Improve the quality and increase the use of technology that supports instruction and learning (audio enhancement systems, ceiling-mounted LCD projectors, and, where appropriate, document cameras, digital cameras, Promethean boards, clicker response systems, classroom laptops, etc.)

GOAL 2 - WRITING (Language Arts):
We will implement the “My Access” writing program for use at all grade levels
All LA teachers will receive formal training in the 6-trait model
L.A. teachers will use the 6-Trait framework in student writing instruction
L.A. teachers will explore remediation strategies for students with My Access scores below basic (3 or lower).
We will increase the use and practice of writing in the content areas.
We will increase the quality of classroom instruction and the level of student learning (including RTI) through the work of data teams and vertical teaming within the JHS Cone LA departments.

GOAL 3 - MATH:
Teachers will work in data teams to increase teacher instructional effectiveness and to create common formative assessments that drive instruction and remediation.
Teachers will improve curriculum alignment with State Standards as well as vertical alignment with cone schools.
Teachers will increase connections from concrete mathematical ideas to abstract reasoning by working in data teams to create more relevant lessons.
Remedial support will be provided through outside-of-class tutoring, the Concept Mastery program, ZAP, teacher enrichment, and the math summer school.
Math teachers will assist other teachers in supporting numeracy skill development in all content areas.
Math teachers will provide parents with specific strategies to support student learning outside the classroom.
Newsletter Articles
Skyward Message Center
Instruction given at Parent-Teacher Conferences, Parent Day and Back-to-school nights

Measuring Progress Toward Goals:
Which beginning and ending specific quantifiable measurements is Eastmont MD going to use to measure progress towards each goal? The same measurement (test scores, number of library books checked out, informal teaching assessment, etc) must be used so results can be compared. What is the target to be achieved?

Measuring Goal Progress
GOAL 1 – GENERAL ACADEMIC: Goal progress will be measured by evaluating the course pass rates and the CRT results at the end of each year. Eastmont has a CSIP Goal Committee for each of the CSIP goals. This committee monitors the implementation of the goal strategies throughout the year.

GOAL 2 WRITING (Language Arts): Goal progress will be measured by evaluating the classroom My ACCESS results during and at the end of each year. The LA teachers will compare these results with their students’ performance in the Direct Writing Assessment conducted by the State Office of Education in the spring. Eastmont has a CSIP Goal Committee for this goal that monitors the implementation of the writing goal strategies throughout the year.

GOAL 3 MATH: Goal progress will be measured by evaluating student performance in the State Math CRTs each year and pass rates in the individual math classes. Students pass courses based on mastery of the concepts identified from the State Core, so pass rates should parallel CRT performance. Math teachers are using a concept mastery monitoring system that will aid in early identification of students needing additional support.

Plans for expenditures of increased distribution:
The 2010 - 2011 land trust allocation is an estimate. If the actual distribution is more than the estimate, how will any additional funds be spent to implement the goals described in the plan? Please provide an adequate explanation of academic use so that it will not be necessary to go back to the school board for approval to expend an increased distribution. Please be aware we do not expect the large increases that have been received in prior years.

Additional funds will be used to pay for additional technology and stipends for additional teacher program support (salaries) as outlined in the CSIP.

4. The School LAND Trust plan should be an academic subset of the school improvement plan/strategic plan. How does this plan support the goals of the school improvement plan/strategic plan?

The Land Trust plan is a one-year subset of the four-year CSIP and covers three of the four goal areas. The Land Trust budget provides the bulk of the funding for these three CSIP goals.

5. Financial Proposal - This Financial Proposal must match the narratives provided in the
School Plan.

**ESTIMATED Carry over from 2009-2010** (automatically entered from Progress Report) $5636

**ESTIMATED Distribution in 2010-2011** $31031

**Total ESTIMATED Available Funds 2010-2011** $36667

Salaries and Employee Benefits (100 and 200) $18400

Professional Development and Technical Services (300) $0

Repairs and Maintenance (430) $0

Other Purchased Services (Travel / Admission / Printing) (500) $0

General Supplies (610 and 733) $200

Textbooks (641) $0

Library Books / Periodicals / Audiovisual (644, 645, 646) $0

Software / Technology related Hardware / Other Equipment (670, 734, 739) $18000

**ESTIMATED Total Spent in 2010-2011** (automatically calculated) $36600

**ESTIMATED Carry Over to 2011-2012** (automatically calculated) $67

Please explain any planned expenditures in Other Purchased Services.
Please include each general category with the associated dollar amounts.

A small amount of money is spent on rewards and incentives to make the math summer school more engaging and fun for the students giving up summer vacation time to improve their math skills ($200).

**If you plan to Carry Over more than one third of your distribution, please explain below.**

This question is not applicable.

6. If Eastmont MD has used School LAND Trust funds to acquire matching grants or donations, please explain below.

   **Amount:**
   
   $0

   **Sources:**

7. How will the plan and results be publicized to your community? (Please check all that apply).

   Letters to State Senators, Representatives, Governor, Attorney General, State Treasurer, and Congressional Delegation School newsletter School website Other. Please Explain. Reports to the PTA and School Community Council