### Salem Hills High Final Report 2013-2014

#### Financial Proposal and Report
- This report is automatically generated from the School Plan entered in the spring of 2013 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2013-2014.

<table>
<thead>
<tr>
<th>Available Funds</th>
<th>Planned Expenditures (entered by the school)</th>
<th>Actual Expenditures (entered by the District Business Administrator)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carry-Over from 2012 - 2013</td>
<td>$15,891</td>
<td>$19,833</td>
</tr>
<tr>
<td>Distribution for 2013 - 2014</td>
<td>$57,811</td>
<td>$72,671</td>
</tr>
<tr>
<td>Total Available for Expenditure in 2013 - 2014</td>
<td>$73,702</td>
<td>$92,504</td>
</tr>
<tr>
<td>Salaries and Employee Benefits (100 and 200)</td>
<td>$63,200</td>
<td>$67,869</td>
</tr>
<tr>
<td>Professional and Technical Services (300)</td>
<td>$0</td>
<td>$1,227</td>
</tr>
<tr>
<td>Repairs and Maintenance (400)</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other Purchased Services (Admission and Printing) (500)</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Travel (580)</td>
<td>$2,500</td>
<td>$0</td>
</tr>
<tr>
<td>General Supplies (610)</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Textbooks (641)</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Library Books (644)</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Periodicals, AV Materials (650-660)</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Software (670)</td>
<td>$500</td>
<td>$0</td>
</tr>
<tr>
<td>Equipment (Computer Hardware, Instruments, Furniture) (730)</td>
<td>$7,500</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td><strong>$73,700</strong></td>
<td><strong>$69,096</strong></td>
</tr>
<tr>
<td><strong>Remaining Funds (Carry-Over to 2014 - 2015)</strong></td>
<td><strong>$2</strong></td>
<td><strong>$23,408</strong></td>
</tr>
</tbody>
</table>

#### ITEM A - Report on Goals

**Goal #1**
To ensure each student at Salem Hills High School is being taught the state, Concurrent Enrollment or AP curriculum and that students understand what it is they are learning, each course will have Curriculum Maps created and “I can” statements for each learning objective by the end of the school year. Teachers will communicate daily with students what “I Can” statement they will be working on for that day.

- **Identified academic area(s).** Mathematics, Fine Arts, Science, Health, Foreign Language, Social Studies
- **This was the action plan.**
  - We have nearly accomplished the first part of this goal in that most courses have a mapped curriculum turned into Administration, so we will finish this goal up and move to the next part of this goal.
  - Begin the process of having Collaborative Teams create “I can” statements for each course.
  - Celebrate when each course at Salem Hills High School has published their “I Can” statements and use them daily.
  - We will send AP Teachers to conferences to improve student learning in their classes.

**Please explain how the action plan was implemented to reach this goal.**
Teachers created Curriculum Maps or modified existing Curriculum Maps at the beginning of the school year. These maps were designed in relation to Core as directed by the State Office of Education. At the first of the year in our faculty collaboration we reviewed Nebo Districts Non-Negotiables which include Team Norms, Curriculum Map, I Can Statements, Common Formative Assessments, and Data Assessments. In working with the faculty it really seemed that each team followed Norms, and had their Curriculum Maps created. We also would conduct straw polls through the year as to how many teachers were putting up I Can Statements on the board, we did this by visiting the classrooms.

**This is the measurement identified in the plan to determine if the goal was reached.**
Files containing all course Curriculum Maps and I Can statements, this data will be compiled in the Principals office. I Can statements communicated daily to all students for each course, either written or spoken, this will be measured during administrative classroom visits.

**Please show the before and after measurements and how academic performance was improved.**
We did not create another file to contain the Curriculum Maps, in working with our teachers we could see that they all had a direction or Curriculum Map in which they were working toward. We did count how many teachers would write
Check on I Can statements Percent of faculty using I can statements

<table>
<thead>
<tr>
<th>Term</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd Term</td>
<td>66%</td>
</tr>
<tr>
<td>4th Term</td>
<td>74%</td>
</tr>
</tbody>
</table>

We still need to help teachers understand that the simple concept of writing on the board the I can statement gives the student a visual goal of what they are learning in the classroom that day. It clarifies their goals.

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

<table>
<thead>
<tr>
<th>Amount</th>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1200</td>
<td>Salaries and Employee Benefits (100 and 200)</td>
<td>Teacher Stipends.</td>
</tr>
<tr>
<td>2500</td>
<td>Travel (580)</td>
<td>Teacher Travel.</td>
</tr>
</tbody>
</table>

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.

We did send 2 teachers and 1 administrator to the Literacy Promise Conference in Salt Lake City this year. The cost for this was $1227.

Goal #2

To improve student learning and to enhance teacher collaboration and instruction, Common Formative Assessments will be developed within Collaborative Teams for each course taught at Salem Hills High School by the end of the year.

Identified academic area(s).
- Mathematics
- Fine Arts
- Science
- Health
- Foreign Language
- Social Studies

This was the action plan.

Identify which courses have existing Common Formative Assessments.
Ensure each teacher understands what a Common Formative Assessment is.
Give time for teachers to create Common Formative Assessments.
Help teams by researching and identifying technology (hardware or software) to help teams give Common Formative Assessments.
Have each team turn in the Common Formative Assessment for each course.

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

To help gather this information about collaboration the teachers were emailed a Weekly Collaboration Report from the Principal and asked to fill it out and email it back.

After each collaborative team meeting each teacher emailed back their weekly collaboration report to the Principal.

The data gathered by the teachers in their Common Formative Assessments would be interpreted and discussed. For many teachers, the Common Formative Assessments were only common to the classes they taught because they were the only teacher teaching the course. These reports are then shared with the Administrative Team and the Counselors. It identifies what the teacher was collaborating about and specific data about who they are working with and how they have been working with. This data gives very student specific information about their struggling students and what they have been doing to help them. When they feel the teacher need additional help for this student they submit the information on this same form.

It was decided that it would be best if the individual teachers maintain all of their Common Formative Assessments.

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

Collaborative Team logs.
File containing all teams Common Formative Assessments and student data.

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

It was decided that it would be best if the individual teachers maintain all of their Common Formative Assessments.

Total # of Courses Taught at Salem Hills Total # of Courses with Common Formative Assessments Total # of Courses being taught by 2+ teachers

<p>| 172   | 162  | 20  |</p>
<table>
<thead>
<tr>
<th>Amount</th>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>500</td>
<td>Software (670)</td>
<td>Formative assessment software.</td>
</tr>
</tbody>
</table>

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.

We did not purchase any Formative Assessment Software using Trustlands Monies.

**Goal #3**

To help motivate students achieve high academic standards, Salem Hills High School will provide recognition for students' success in a variety of areas and provide further intervention procedures that meet individual student needs throughout the school year.

Identified academic area(s).
- Mathematics
- Reading
- Fine Arts
- Science
- Writing
- Technology
- Health
- Foreign Language
- Social Studies

**This was the action plan.**

Continue with current student recognition programs and create new ways to recognize a more diverse student population.

Continue to build and create more interventions for our Pyramid of Interventions.

Adopting a change to the course schedule to allow students more time for intervention, this is known

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

Current Student recognition programs are: Skyhawk of the month, Principals Pick of the Week, Golden Ticket Parties, Sterling Scholar, Keys To Success, Soaring Skyhawk.

We continued to operate the Homework Help Lab which was a tutoring Lab staffed with our own students who were having great success in their current classes. This was a paid position.

For additional student Intervention we also created a class call SOAR, This class was supervised by a retired Administrator who was very skilled with helping students achieve goals from expectations. Students who did not find adequate success in regular classes and Study Halls could be assigned to this SOAR class for more intervention. Each week the Principal sent out a Google Doc to all teachers asking them which students they were concerned and/or worried about, academically or otherwise. This was part of the weekly collaboration report. Teachers would identify the students and the concerns they had with them. After the report was collected the Administrative Team and the Counseling Team would divvy up the students and talk with them about the concerns their teachers had for them. The teams would then report back to the teachers as to the situation.

We also hired 3 Intern teachers that were paid out of Trustlands monies to help us reduce our class sizes. We hired an additional Art teacher who specialized in 3D art, a history intern, and a Math Intern. The changing of or our class schedule to 5 periods each block also helped reduce class size in a minimal way.

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

Number of students recognized for academic improvement

Completed Pyramid of Interventions for as many different scenarios as we can identify and come across.

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

Recognitions: The data for proof of academic improvement is difficult with this goal. Reward systems like these help to improve the happiness, culture, and health of the school in general. If the culture of a school is healthy and happy then the academics are also better than when otherwise. The data shown below will only identify the number of recognitions given for each type.

- Skyhawks of the Month - 42 students recognized. (6 each month for 7 months)
- Principals Pick of the Week - 174 Students recognized (6 each week for 29 weeks)
- Golden Ticket Parties ~ 1200 students recognized (400 students each of terms 1, 2, &3)
- Sterling Scholars - 14 students recognized
- Keys to Success - 500+ Students Recognized with a Key Card
- Soaring Skyhawk - 46 Students Recognized

Pyramid of Interventions
- Tier 1 - For all students.
  - Common Curriculum for all similar classes with different teachers. Teachers using "I Can" statements for each class. Teachers using common data to improve student learning, updated Aspire, CCR's, Differentiation, Classroom Interventions, Student Planners, School Policies, SHHS Time, Honors Assemblies, & Best
Teaching Practices.
Tier 2 - For about 20% of students
Tier 3 - For about 5% of students
SOAR class, Counseling Groups, Attendance Court, Administrative Contracts.

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

<table>
<thead>
<tr>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>62000</td>
<td>Salaries and Employee Benefits (100 and 200) 3 Intern teachers Supervisory pay for Homework Help Lab.</td>
</tr>
</tbody>
</table>

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.
We spent $67,869 to hire our 3 interns, one for Math, one for Art (ceramics), one for Math, and another for History. This was just over $5,000 more than we budgeted.

Goal #4
Salem Hills High School will increase the percentage of students passing each class each term.
Identified academic area(s).
Mathematics
Fine Arts
Science
Technology
Health
Foreign Language
Social Studies
This was the action plan.
Create an opportunity for students to have more time to learn core curriculum.
Do this with creating a new schedule.
Use the 5x5 schedule to help achieve this.
Have Collaborative Teams sharing data to help students achieve this.

Please explain how the action plan was implemented to reach this goal.
We created more opportunities for students to learn in a few different ways. First, we modified our 4x4 block schedule by increasing the classes taught each day by 1. We call this new modified block schedule our 5x5. This created more sections of most classes which gave students more opportunity to take more classes in which they were interested in taking. Second, we double blocked all Secondary Math 2 classes. The success of our students learning Math was of particular concern for us. Third, we offered AP Labs for our Literature, Language, and US History classes. This Lab was optional for students in those classes. We were concerned about some students needing more time and help in these particular AP classes. Fourth, we offered 28 periods of Study Hall called Learning Strategies. These classes were designed to allow students more time with a teacher present to complete work in other classes. This was especially helpful for students who had jobs and/or practices after school.

This is the measurement identified in the plan to determine if the goal was reached.
Student grades each term will be thoroughly looked at to determine if the students are passing their classes, if not the data will be identified to help us identify where we need to improve.

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

<table>
<thead>
<tr>
<th>Term Passing Rates for School Years 2013 &amp; 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
</tr>
<tr>
<td>Term 1</td>
</tr>
<tr>
<td>Term 2</td>
</tr>
<tr>
<td>Term 3</td>
</tr>
<tr>
<td>Term 4</td>
</tr>
<tr>
<td>Yearly Average</td>
</tr>
</tbody>
</table>

The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:
Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above. There was money set aside for technology (Chromebooks) but it was not spent, it was carried over. We didn't feel this was a valid expense for this goal.

ITEM B - In the Financial Proposal and Report, there is a carry-over of $23408 to the 2014-2015 school year. This is 32% of the distribution received in 2013-2014. Please describe the reason for a carry-over of more than 10% of the distribution.

There was a surplus of $7500 because we did not use the set aside Chromebook Monies. We were also given 14% more money through the Trustlands account than we were anticipating.

ITEM C - The school plan describes how additional funds exceeding the estimated distribution would be spent. This is the description.

These funds would be applied to goal number 3. We will use them to help intervene with students who are not learning. This would most likely be in the form of another Chromebook lab to put into one of our ETA classes.

The distribution was about 14% more that the estimate in the school plan. Please explain how the additional money was spent, if it was spent for items other than expenditures described in the approved goals above. If all expenditures were spent for items in the goals, please enter "Not applicable."

Not Applicable

ITEM D - The school plan was advertised to the community in the following way(s):
• School website

ITEM E - Please select from the pull down menus the names of policymakers the council has communicated with about the School LAND Trust Program. To choose more than one name on a list, use CTRL while selecting. To unhighlight a selected name, choose another name or use CTRL and select it.

State Leaders U.S. Senators

State Senators U.S. Representatives

State Representatives District School Board

State School Board

ITEM G - A summary of this Final Report must be provided to parents and posted on the school website by October 20th of the 2014. When was this task completed?

Not required for Charter Schools.
10/13/2014