

Goal:

Almost the entire salary and benefits section of the land trust money is dedicated to the school's effort in the establishment of its professional learning community and professional development. Our goals are to move more students to the proficient levels in all tested areas and feel the establishment of our PLC's is the most viable research based system to do so. Our goal is that test scores will be at 90% proficiency in Science, Mathematics, Language Arts, and Mastery for all other subjects. We will focus on learning, collaboration, and using results to guide our high quality instruction and hope to reach our goal in 5 years. Teachers will use professional development days to attend team collaboration meetings, core specific conferences (including the USTA Science and State Literacy conferences), and district provided training.

Measurements

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

We will use end of level assessments to show progress towards our goal in Science, Mathematics, and Language Arts. We will also use formative and summative assessments on Mastery Connect to track growth and mastery in all other subject areas. We will use SRI's to show growth with a school-wide improvement of moving students that score below basic in Reading to basic by 2% or more by the end of the year. Utah Write writing assessment will be used with a holistic improvement every year. Tutoring attendance will rise with numbers matching the growth of the school. After-school and summer programs participation counts will be used to assess improvement of attendance and interest. Professional development efforts, and its impact on student learning, will be measured using pre-post assessment data, overall improvement in benchmarks, end of level testing, surveys, and attendance numbers.

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

SAGE

Science

- 73% of students were proficient in Science overall (up 2% from last year)
- 72% of students were proficient in Biology
- 75% of students were proficient in Earth Science

- ❑ 70% of students were proficient in 8th Grade Science
- ❑ 77% of students were proficient in 7th Grade Science

Math

- ❑ 58% of students were proficient in Math overall (down 1% from last year)
- ❑ 92% of students were proficient in Secondary Math II
- ❑ 51% of students were proficient in Secondary Math I
- ❑ 58% of students were proficient in 8th Grade Math
- ❑ 61% of students were proficient in 7th Grade Math

English Language Arts

- ❑ 54% of students were proficient in Science overall (up 1% from last year)
- ❑ 50% of students were proficient in ELA 9th
- ❑ 55% of students were proficient in ELA 8th
- ❑ 56% of students were proficient in ELA 7th

❑ SRI

❑ 2014-15

- ❑ 70% of students are at or above proficiency level
- ❑ 21% of students are at a basic level
- ❑ 9% of students are at a below basic level

❑ 2015-16

- ❑ 72% of students are at or above proficiency level
- ❑ 20% of students are at a basic level
- ❑ 8% of students are at a below basic level

❑ Tutoring Attendance

- ❑ 2014 - 3,650 students attended after school tutoring
- ❑ 2015 - 11,624 students attended after school tutoring

❑ Summer Program Attendance

- ❑ 2014 - 148
- ❑ 2015 -125

Action Plan Steps

This is the Action Plan Steps identified in the plan to reach the goal.

All teachers will use team planning days to work on curriculum and assessments to support student learning as it relates to State Standards and Mastery. All subject areas will have access to Professional Development days during the school year and summer. Student mastery is not solely measured by success in only math,

science and language arts. All teachers will analyze data to assess levels of student learning, and establish re-teaching or extend methods, for student progress. It is the collective belief that the work with professional learning communities will positively impact the results of our end of year assessments in all subjects. Teachers will work at the school during the summer, to set the curriculum, and common assessments for the year. We are dedicated to continuing implementation of middle level philosophy complete with integrated curriculum, developmentally responsive instruction, and collaboration between staff members. Funds will also be used for in-school mentor training with substitutes to cover. Copper Mountain has several new teachers on staff that need extra support with the State standards, curriculum, assessments, class management, remediation, and extend activities. We will continue to purchase computers, software, equipment, and mobile devices for classroom use in all subject areas. Teachers will use tutoring, after and before school activities, and summer programs to assist students with remediation and extension in all subjects. Students struggling with attendance issues can use this time to make-up missing work and receive help on standards. Also, teachers will use after school and summer programs, to extend students talents and interest in school. We believe this will build motivation and a strong connection to school.

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

The plan was implemented by establishing a schedule for after school tutoring and enrichment. Each department coordinated specific days, staffing assignments, and logs of attendees to show growth. The tutoring sessions were advertised to students and parents, and were encouraged with individual students when appropriate. Keeping data on attendance gives the SCC an idea of how extensively the tutoring program is used and gives us an opportunity to follow-up on individual student progress. Students and parents continue to request more after-school and summer learning opportunities to help improve student connection with the school.

We are dedicated to continuing implementation of middle level philosophy complete with integrated curriculum, developmentally responsive instruction, and collaboration time. CMMS is in our third year of using Standards Based Grading with the focus on not only what students know, but what they can do. To continue with this philosophy, funds were used for conference registration, professional development team days, mentoring, substitute teachers, and student support when needed. SRI, Tutoring Attendance, SAGE and *Utah Write* will be used to assess student improvement at the end of the year. Using that data, teachers will then use PLC time, and team curriculum days, to develop instructional strategies and assessments to monitor, and improve, student achievement.

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

Increased money will be used for salaries for staff to run after school tutoring and summer catch up programs in several content areas (specifically math, science, and Language Arts). Also, increased distribution monies will be used to purchase chromebook labs for each pod area. The areas will use the chromebooks for student testing and research.

Description of how any additional funds exceeding the estimated distribution were actually spent.

Additional funds were used to address one-to-one computer needs by purchasing two more Chromebook mobile labs for student use. We also purchased one more I Pad mobile lab for teacher and student use. Additional money was also spent on salaries and benefits for employees who provided after school tutoring in Math, Science, Language Arts, Social Studies, and Elective classes, taught a Summer Catch-up course in Math, attended professional development conferences (including the UTSA Science and State Literacy conferences), and participated in curriculum planning meetings.

The following items are the proposed methods of how the Plan would be publicized to the community:

- School newsletter
- School website
- School marquee

The school plan was actually publicized to the community in the following way(s):

- School website
- School newsletter
- School marquee (notice of School Community Council Mtg.)
- Notice of Council Mtg. was posted in the entrance to the school