

2012-2013 Final Land Trust Report

You may view additional information on Trust Land information at <http://www.schoollandtrust.org/>

Questions regarding parent input can be directed to

- Greg Henson (Community Council chairman) gregh@premiermw.com

Questions regarding Cyprus High School's specific goals can be directed to

- Ember Storrs (Director of Trustlands) at estorrs@graniteschools.org

1. Literacy
2. Numeracy
3. College Readiness – AVID program

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

LITERACY:

1. Warren Child and Becky Kartchner worked as literacy directors.
2. FLEX classes in math and English coordinated grading procedures and expectations. But at the end of the school year, teachers determined that students would do better if they were not sharing math and English classes. For the 2013-2014 help would be available for students separately. This also improved scheduling conflicts with FLEX classes.
3. PLC leaders were expected to teach note taking strategies and literacy strategies to their teams.
4. PLC leaders still struggle with how to help stubborn team members work cooperatively.
5. PLC leaders met monthly as a leadership team.
6. English teachers are working towards Cornell note-taking strategies. The entire staff was retrained on these techniques in August 2013.

LITERACY:

Goal #1-2 not achieved

1. 3% increase in the number of students scoring at "substantial" level or above on the SRI reading test.

Students scoring at Substantial level above

Subjects	2010	2011	2012	New measurement	2013	2014
Lang Arts (10)	69%	78%	75%	SRI (10)	Baseline	
Lang Arts (11)	71%	72%	76%	SRI (11)	Baseline	

2. By April 15, 25% or 3/12 units in each English core had common course outlines. And 25% or 3/12 unit assessments were given in each course.

3. Faculty was somewhat trained in MyAccess writing software and Accuity testing software. But further practice and professional development would be useful.

Goals #2-4 achieved

4. By April 15, 68% of the teaching faculty communicated content and/or language objectives each class period at least 3 times a week as evidenced by administrative walk through.

Please describe the expenditures made to implement this goal. Please list the amount, category and description for each expenditure category.

SSAP focus areas

Expense Description

Total Cost

#1 Literacy	Staff (data collection & analysis)	\$500.00
#1 Literacy	Department Chairs = 53 hours	\$2,400.00
#1 Literacy	PLC (other meetings and planning)	\$4,950.00

#1 Literacy	PLC (weekly Monday meetings)	\$4,950.00	
#1-3 SSAP goals	Create PG&E, data collection = 59 hours	\$200.00	
#1-3 SSAP goals	Director SSAP, Trustlands =103 hours	\$900.00	
#1-3 SSAP goals	New Teacher Mentoring =95hours	\$1,000.00	\$14,900.00
#1 Literacy	FTE Literacy Specialist	\$8,000.00	\$8,000.00
	Benefits 28.61%	\$6,551.69	\$6,551.69
	TOTAL		\$29,451.69

SSAP focus areas

Expense Description

#1 Literacy	Literacy supplies - reading classes	\$1,500.00	
#1 Literacy	Conferences (supplies to implement new data)	\$3,000.00	
	TOTAL		\$4,500.00

SSAP focus areas

Expense Description

#1 Literacy	technology for literacy	\$1,000.00	
	TOTAL		\$1,000.00
	TOTAL Literacy		\$34,951.69

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

NUMERACY:

1. Ember Storrs worked as the numeracy director to fulfill the responsibilities listed above.
2. FLEX classes in math and English coordinated grading procedures and expectations. But at the end of the school year, teachers determined that students would do better if they were not sharing math and English classes. For the 2013-2014 help would be available for students separately. This also improved scheduling conflicts with FLEX classes.
3. Double-blocked math classes are provided for Math II. Starting in the 2013-2014 school year, Math III double blocked math courses will also be provided.
4. Math teachers incorporated weekly cooperative learning strategies.
5. All math teachers use Cornell note-taking in every lesson.
6. After-school math labs were also offered for all levels of mathematics and paid through an SLOC grant.

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

NUMERACY:

Goals #1 achieved

1. 3% increase in the number of students scoring at “sufficient“ level or above on the Common Unit assessments and/or Accuity testing software.

Students scoring at Substantial level above

Subjects	2010	2011	2012	New measurement	2013	2014
Algebra 1	14%	16%	1%	Accuity Math II	Baseline	
Algebra 2	10%	13%	4%	Accuity Math III	Baseline	
Geometry	25%	27%	7%			

Common Unit assessments were given for each Unit Exam in every course in the mathematics department. Test results were discussed in PLC meetings and the units were revised based on the assessment outcomes.

Goal #2 not achieved

2. 66% of students who are identified with both math and literacy deficiencies will be enrolled in a combined RTI program during the school day. 70% of those enrolled will pass their English and math classes as evidenced by data collected by Dottie Alo.

FLEX program (141 students enrolled)	1 st term 2011	2 nd term 2011	3 rd & 4 th terms 2012	2013
% passing English class	76	79	Data was not tracked	Data was not tracked.
% passing math class	57	48		

FLEX program was canceled at the end of the 2013 school year.

Please describe the expenditures made to implement this goal. Please list the amount, category and description for each expenditure category.

SSAP focus areas	Expense Description	Total Cost	
	Course Leaders Math; calendars, common core = 90 hours	\$1,500.00	
#2 Numeracy	Director Numeracy = 90 hours Storrs	\$400.00	\$1,900.00
#2 Numeracy	Benefits 28.61%	\$543.59	\$543.59
	TOTAL		\$2,443.59
SSAP focus areas	Expense Description		
#2 Numeracy	Math student supplies: binder supplies	\$1,400.00	
#2 Numeracy	copy paper	\$2,000.00	\$3,400.00
	TOTAL		\$3,400.00
	TOTAL Numeracy		\$5,843.59

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

COLLEGE READINESS - AVID

1. Ember Storrs and Craig Sudbury collected and reported data on AVID students.
2. AVID team continued to receive professional development. San Diego, CA July 2013
3. AVID students renewed contracts. The AVID met more than once a month.
4. Shawn Neilson worked as the testing director.
5. The leadership team met 7 times to plan the professional development and direction for the Monday PLC meetings..
6. More than 50% of the teaching faculty began class with a self-starter and train students to enter the room and begin the starter independently.

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

COLLEGE READINESS – AVID

Goals #1-3 achieved

Help each student graduate from High School and prepare for College Entrance:

1. AVID certification was achieved.

	Ethnicity	Male	Female	Male	Female
		Entire High School		AVID Students	
1.	American Indian or Alaska Native	10	12	1	0
2.	Asian	17	14	3	7
3.	Native Hawaiian or Other Pacific Islander	22	26	5	4
4.	Filipino	0	0	0	0
5.	Hispanic or Latino	254	193	10	21
6.	Black or African American	11	11	0	1
7.	White (not Hispanic)	499	493	49	87
	Total	813	749	68	120

	Entire School		AVID Students	
	Male	Female	Male	Female
10 th	304	307	29	46
11 th	286	227	16	41
12 th	223	215	23	33
Total	813	749	68	120

	10 th	11 th	12 th
TOTAL 188 AVID students in 2012-2013	75	57	56
Number of AVID students taking honors courses	10	29	55

2. 95% of eligible students took the Utah CRT in English, math and science by May 18th.
3. Number of school wide tardies during the school day decreased. Actual data values were not computed.

Please describe the expenditures made to implement this goal. Please list the amount, category and description for each expenditure category.

SSAP focus	Expense Description	Total Cost
#3 College Readiness	AVID data collection	\$1,800.00
#3 College Readiness	AVID teacher stipends \$700	\$5,600.00

#3 College Readiness	AVID summer professional development	\$2,800.00	\$10,200.00
	Benefits 28.61%	\$2,918.22	\$2,918.22
	TOTAL		\$13,118.22

SSAP focus	Expense Description	Total Cost	
#3 College Readiness	AVID fieldtrips (detail next line)	\$400.00	\$400.00
	school bus to college campus visits		
#3 College Readiness	AVID summer institute 2013	\$5,950.00	\$5,950.00
#3 College Readiness	AVID summer institute	\$6,550.00	\$6,550.00
#3 College Readiness	AVID supplies binder	\$2,768.00	
#3 College Readiness	AVID supplies	\$700.00	\$3,468.00
	TOTAL		\$16,368.00

TOTAL College Readiness \$29,486.22

ITEM B - In the Financial Proposal and Report, there is a carry-over of \$10308 to the 2013-2014 school year. This is 15% of the distribution received in 2012-2013. Please describe the reason for a carry-over of more than 10% of the distribution.

Other Purchased Services (Admission and Printing) (500)	\$1,400	\$0
Travel (580)	\$12,500	\$0
Textbooks (641)	\$3,020	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$10,450	\$270

Description: The expenses listed above were paid by other accounts.
Other Purchased Services. The buses used for the AVID program were paid for with grant money.
Travel budget was planned for the AVID summer professional development. The trip to San Diego, CA for the national AVID training was paid for grant money.
Textbooks were purchased with school funds and math books were postponed because of the new curriculum.
Equipment was postponed and paid with school technology money.

The distribution was about 14% more than 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."

The 15% increase in the Land Trust funding for Cyprus High helped students become more literate and get an initial glimpse at the new Secondary Math II and III cores. We hope the Land Trust money will continue to grow and be spent on public education. Teachers can stretch every dollar you are willing to make available to them.

Description: Projects at Cyprus High that received Land Trust funding:
FTE for a literacy specialist, Professional Development conference, Chinese Program, Latinos in Action Program, textbooks in critical areas, My ACCES for fee waiver students, library books, paper and copy machine supplies for the new math cores, AVID summer institute and textbooks

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

- Letters to policy makers and/or administrators of trust lands and trust funds
- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School newsletter
- School assembly
- School website
- School marquee

Discussed with Parents at 10th grade orientation.
Discussed with Parents on Community Council and/or invited to meetings.
Discussed with the PTSA.

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.

Governor Gary Herbert
350 N State Street, Suite200
Salt Lake City, UT
84114-2220

U.S. Senator Orrin Hatch
104 Hart Office Building
Washington, DC
20510-4403

Board of Education
Precinct 7
Gayleen Gandy
3954 Contadora Cir
West Valley City, UT 84128

U.S. Senator Mike Lee
United States Senate
825 HartOffice Building
Washington, D.C.
20510-4403

Congressman 3rd District
Jason Chaffetz
1032 Longworth HOB
Washington, DC 20515

Utah State School Board
District 6
Michael G. Jensen
4139 S. Aubrey Lane
West Valley City, UT 84128

State Senator **District 12**
Daniel Thatcher
State Capitol, Utah 84114

ITEM F - The State Board Rule requires reporting of the dates when local boards approved the other plans school community councils are responsible for. Please enter the most recent approval date for each plan listed. These approval dates are for plans being implemented in the 2013-2014 school year and require a 2013 approval date.

School Improvement Plan accepted: March 11, 2013
Professional Development Plan accepted: Tuesday June 4, 2013

ITEM G - A summary of this Final Report must be provided to parents and posted on the school website by November 15th of the 2013. When was this task completed?

Final Report provided to parents and posted on school's website: Monday November 11, 2013

SMART goals: Specific, Measurable, Attainable, Realistic and Time bound goals