

Summit Academy Independence Land Trust Final Report 2020-21

Summit Academy Independence will continue to improve proficiency and growth in math, reading, and science. The school will increase proficiency by 10% annually as measured by RISE EOY assessments until the percentage meets or exceeds state proficiency goals based on a needs assessment in our LEA Improvement Plan and school-specific data.

	2017-18 SAGE proficiency	2018-19 RISE proficiency	2020-21 RISE proficiency
Language Arts	39%	38.8%	43.6%
Mathematics	43%	45.2%	45.2%
Science	41%	49.9%	52.1%

Acadience Reading 2020-21		
Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
71% at or above grade level	72% at or above grade level	80% at or above grade level

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

(1) Provide quality professional development and instructional coaching to increase student engagement by facilitating highly effective instruction. (2) Employ intervention and support staff to increase achievement in reading, science, math and SEL. (3) Purchase math, reading, writing, science, and SEL resources for effective instruction including online resources. (4) Provide stipends for teachers to prioritize standards, develop CFAs, create curriculum maps, and develop intervention time more fully. (5) Assess students throughout the year, monitor progress, and hold PLCs for teachers to examine data and plan for student achievement. (6) Support ELL students in English Language proficiency by providing a coordinator and instructional resources.

**Following is how the action plan was implemented:**

(1) Staff was trained in best practices and coached on their instruction (\$5,600). (2) Paraeducators were employed to support small group instruction skill-by-skill (\$73,200). (3) Texts for science (\$2,111), reading (\$405), math (\$32,012) and social emotional learning (\$6,609) were purchased to support instruction. Supplies for science, reading, and math were purchased with the majority being spent on science supplies (\$3,969) to run labs. A set of 30 Chromebooks (\$5,178) for the English department was purchased. (4) Teachers were paid stipends (\$9,800) to prioritize standards, create common formative assessments (CFAs), and refine curriculum maps to target what students need most in their learning, particularly given the impact of COVID. (5) Students were assessed regularly, and weekly PLCs were held for teachers to identify highest areas of need. (6) A coordinator for English Language Learners (ELL) was employed, though no funds from Land Trust were used for this purpose.

## **Behavioral**

Needs Assessment, Rationale, & Effect on Student Academic Achievement: School data shows there has been an increase this year in classroom support calls. In evaluating the situation, we had a change in instructional delivery format that placed para-educators and interventionists who do not have expertise in Social & Emotional Learning (SEL) with children more and in the case of interventionists, with children who have Tier III learning needs including social-emotional needs. In addition, students are working with multiple adults they do not know as well. Our Summit Academy Improvement Plan (SAIP) has a component to build SEL in conjunction with Positive Behavioral Intervention & Supports (PBIS) and a committee is currently finishing identifying the standards we will be instructing with in the 2020-21 school year. The behavior component that will be funded through School Land Trust in partnering with matching funds is to hire a part-time social worker who can instruct para-professionals and interventionists AND students to build social-emotional intelligence and capacity of all. According to Hattie's research, student efficacy has a very high effect size of .92 and students who have a strong sense of efficacy are more likely to engage in difficult tasks and be intrinsically motivated. The social worker would be able to build student efficacy as he/she increased their social-emotional learning. Additionally, RTI (effect size 1.29) effectiveness would increase as the social worker teaches paras, interventionists, and teachers. Finally, teacher-student relationships with an effect size of .52 would improve. The social worker would include current best practices of restorative justice for conflict resolution as well. Student academic achievement is directly affected as student efficacy is built and a safe learning environment created. Adults who work with students will become skilled in addressing student social-emotional needs, so students are able to engage in learning because their basic social-emotional needs are met and/or skills to manage them are developed. A final impact on student achievement is that administration may have more time for instructional leadership as student capacity is built and disruptive behaviors decrease. If a social worker were not able to be hired, behavior technicians could be hired to provide some of the same supports.

### **Please explain how this component was completed to support the goal.**

As a whole school, we had a goal to build a more positive climate and open more lines of communication with all stakeholders. As part of this goal, the junior high counselor, dean of students, and our social workers held focus groups to hear from students on what would improve the way they feel about interactions in the school. All grade level teams in the elementary examined our annual student climate survey to see what students felt most needed improved and then focused on improving that area. Additionally, social workers and administration continued to build social emotional learning giving mini-lessons with visits in the grades. In junior high, we increased the number of students taking our social emotional learning class as a pilot. Office discipline referrals dropped by 61%, some of which may be attributed to other factors related to Covid; however, staff and parent surveys also showed the concerted effort in this area made a positive impact upon our school culture as well. Funds were not used from Land Trust to hire a social worker because other funds were available for that purpose. Curriculum for the upcoming school year was the only purchase made with Land Trust funds.