



T. H. BELL JR. HIGH SCHOOL LAND TRUST PLAN 2025/26 SCHOOL YEAR:

Expected Distribution: \$96,124.14

Expected Carry-Over from 2024/25: \$8.88

GOAL 1: Providing professional development as well as individualized instructional coaching to teachers at T.H. Bell Jr. High, we expect to improve teachers' capacity to implement the following instructional and engagement strategies: 1) increasing opportunities to respond, 2) increasing positive v. corrective statements, and 3) increasing active v. passive engagement in the classroom, as compared to the observation data collected during the 2024/25 school year. We expected that by improving overall instructional capacity for all teachers we can increase the percentage of students that demonstrate proficiency on the RISE and ASPIRE end-of-level tests by at least 2%, and we expect that we will increase the median growth percentile on the RISE and ASPIRE by at least 2% in the 2025/26 school year.

DATA INDICATOR TO EXPLAIN WHY:

The RISE and ASPIRE Plus tests administered to students in 7th - 9th grades measure the expected proficiency of students in the academic areas listed above. Historically, T.H. Bell Jr. High School has fallen below the Weber School District and state averages for the percentage of students demonstrating proficiency. Proficiency averages: STATE: 44.3% ELA, 41.1% Math, 46.7% Science; WSD: 38.8% ELA, 38.2% Math, 41% Science; T.H. Bell Jr. High: 21.8% ELA, 16.7% Math, 22.5% Science. The goal is to increase student achievement on the RISE and ASPIRE Plus tests, as measured by: overall proficiency rates, grade level proficiency rates, cohort proficiency rates and median growth percentile rates for all grade levels and cohorts. Individual teachers' growth and proficiency rates will also be measured and compared year to year. Our goal will be met when we can demonstrate a 2% increase in the median growth percentile as well as a 2% increase in our proficiency rates as compared to the 2024/25 RISE and ASPIRE Plus scores.

In order to meet and exceed our expected target of 2% growth in proficiency and median growth percentile, we need to build the capacity of our teachers and increase overall student engagement. Using the Basic 5 Teacher Observation Tool, which measures ratios of positive to corrective interactions, students opportunities to respond, and student active vs. passive engagement in the classroom we were able to determine the overall trend of teachers/students behavior in the classroom. Observations using the Basic 5 Observation Tool, were conducted for every teacher in our building in September 2024, January 2025, and February 2025. During the first half of the 2024/25 school year these are the average scores for all teachers: 1) Positive to corrective interactions: Teachers averaged 64.95% positive statements to 35.05% corrective statements. The overall goal is for teachers to have at least 80% positive statements. 2) Opportunities to respond: During a 10 minute interval in the classroom, students at T.H. Bell

had an opportunity to respond on average 15.5 times. The overall goal is for students to have at least 20 opportunities to respond within a 10 minute interval. 3) Passive v. active engagement: On average, students were passively engaged 51% of the time and actively engaged 49% of the time. The overall goal is for students to be actively engaged at least 70% of the time. By providing support to teachers through observational data collection, targeted professional development and individualized support and coaching, we expect to increase rates of all classroom engagement measures, which we expect will result in students that are more well prepared for and thus perform better on the RISE and ASPIRE tests.

EXPENDITURES:

1. To ensure all teachers are receiving observational data and professional development and to ensure our newest teachers are receiving individualized coaching and support, we will fund one-half of a teachers salary in order to provide an additional half-time Instructional Coach to our faculty. (\$50,000) (\$38,000)
2. Provide opportunities for teachers to attend off-site professional development conferences and associated expenses, including travel and substitutes and to cover expenses associated with providing in-district professional development opportunities to teachers. (\$5,000) (showed \$4,000 on the plan)
3. Provide teachers with needed instructional materials in the classroom, such a science lab experiment equipment that will allow teachers to extend student learning. (\$3,000) (showed \$2,000 on the plan)
4. Provide students with needed instructional materials, through a personally assigned chromebook provided free of charge for students to use in the classroom and at home to ensure students have access to educational material when needed. Additional funding is set aside to assist families with financial hardships with the cost of repairing broken chromebooks. Any funds not used to assist with chromebook repairs will be used to provide teachers with technology needs in the classroom, such as document cameras, digital whiteboards, etc. (\$22,000) (\$26,300)
5. Of the three core subjects that RISE and ASPIRE test, student proficiency scores are the lowest in math. Use funds to buyout a math teachers prep which will lower the overall class size in the math classes in that grade, allowing the teacher to provide more individualized support to struggling students. (\$13,000)
6. Provide summer work day or extra collaboration time stipends for teachers during the summer/non-contract time to plan out their scope and sequence and PLC work (\$4,400)

TOTAL EXPECTED EXPENDITURES FOR GOAL 1: \$91,000.00 (\$89,700)

GOAL 2: Students in school are learning how to interact with peers and authority figures. Students in jr. high need to have structures and resources in place that allow them to develop skills that will help them to not only be successful in the classroom, but will prepare them for life beyond school. Students that are able to build healthy, positive and pro-social skills during these formative years, will be better prepared in both their academic as well as their personal pursuits. By implementing a school-wide positive behavior support system at the beginning of the 2024/25 school year, our student survey data, as measured through the Panorama survey indicate that for the first half of the 24/25 school year, students have had a significant increase in their sense of belonging, their positive interactions with teachers, and more respectful and caring interactions with their peers. Using Panorama data our goal is to continue to build upon these increases in students' positive experiences at school, shaping pro-social behaviors that result in increased belonging, increased positive interactions with teachers and peers. We expect that Panorama scores will indicate at least a 2% increase in these areas as compared to the 2024/25 school year.

DATA INDICATOR TO EXPLAIN WHY:

During the 2024/25 school year, T.H. Bell Jr. High implemented a school-wide positive behavior support system, which included clearly stated and displayed school-wide rules and expectations for student behavior including time and support to train students on expectations. Teachers were expected to create and display classroom expectations that align with and support the school-wide expectations for student behavior. In addition, we created a way for all school staff to reward students that were meeting our behavior expectations, through a school-wide reinforcement system. Using a token economy, students are able to earn “Bell Bucks” in any location and at any time during the school day. We have a school store in which students can spend their “Bell Bucks”. Not only have we received many, many reports from students, parents and teachers that “Bell Bucks” and the school store are positively motivating for students, our Panorama student survey data indicates that student experiences and interactions are more positive. Students' responses to questions regarding their sense of belonging increased in every area with an average increase across all questions of +7.2% overall. When asked specifically about positive teacher and peer interactions, students' positive responses increased an average increase of +11% and +5.3% respectively. With continued implementation of these programs, we expect to increase student positive responses by at least 2% during the 2025/26 school year.

EXPENDITURE:

1. Supplies to continue to stock the school store with items of interest to the students
(\$2,000) (\$6,000)

TOTAL EXPECTED EXPENDITURES FOR GOAL 1: \$2,000(\$6,000)