

1. Diggers:

Casey Sutera is the teacher of the four sections of Study skills classes here at Jordan High School. This is a reflection of the class for the 2014-2015 school year. Overall I believe the Diggers class has gone well. Many students have showed improvement in GPA and attendance. As a first year teacher of Study Skills Casey has made a few changes as the year has progressed and I believe the current structure of the class has been a big reason for the Improvement in students.

The class is built around Goal Setting and Motivation. Students set Long term, intermediate, and daily goals. The majority of lessons taught in class have to deal with Motivation or team building. Each day they do a short lesson in which we talk about different aspects of motivation (Change, Mindset, Commitment, Etc). Some lessons will also have to do with different skills such as Note taking and study environment.

The other part of the Diggers class is helping students with work from other classes. After lessons students have time to work on assignment from other classes in a study hall environment. Each student is required to have a binder to help them keep class work organized. Also weekly grade checks are done with each student to help track progress. Students in class also set Goals for GPA and attendance each Quarter.

A couple students to note that have showed great improvement are C.K. who was failing most classes last year and now has a cumulative GPA of 2.6 this year. D.R. has gone from a 2.0 GPA first Quarter to a 2.9 third Quarter. L.G. has gone from a 2.0 GPA and several no grades for attendance to a 3.0 GPA and very good attendance. T.O. has gone from a 1.75 GPA and multiple failing classes to a 2.7 GPA and no failing classes. C.H. joined the class in the third quarter his 2nd quarter GPA was a .524 with multiple failing grades. He received a 2.75 GPA third quarter and did not fail any classes.

These are just a few students that have really benefited from the class. There are other students that the class has helped to keep on track as well, by providing them a good environment to study and one that keeps them motivated.

2. Data Analyst: Our Data Analyst has been a great addition to our school. Below, I have summarized some of her duties and accomplishments:

ACT and PLAN

Conduct training and ethics meetings for teachers.

Organize pre-administration of ACT in all history classes.

Adhere to all state and district testing policies and procedures.

Select and reserve testing rooms as per requirements (writing surfaces, bulletin boards, clocks, phones, room set-up and seating arrangements).

Identify any staff conflicts (relatives, coaches, etc.)
Assign teacher duties (room supervisor, room proctor, hall monitors, etc.).
Insure security of testing materials.
Coordinate testing for students with accommodations.
Analyze PLAN and ACT benchmark scores.
Analyze PLAN exam test item questions.
Coordinate with district travel department for busing schedule for late start days.
Create letter to be sent home to parents informing them of exam date and procedures.
Create, monitor and advertise school testing incentives. (shmoop)
Order make-up ACT tests, supervise and proctor exam.

SAGE Testing

Coordinate with ED Tech to conduct teacher training and ethics meetings.
Provide all necessary materials to teachers in order to proctor exams.
Develop and refine testing schedule, computer lab room assignments.
Provide teacher support for proctoring, printing tickets, technology needs, headphones, etc.
Oversee all make-up testing, including proctoring, assessing percentage completion and daily changes.
Work with ELL and Special Education teachers to make insure testing accommodations per student needs.
Work with technology specialist with any computer issues that arise.

Additional:

Coordinate rooms and proctors with counselors for PSAT.
AP exams – assist counselor with duties.
Attend all 10th grade College and Career Readiness Meetings conducted in history classes. Pass back and explain PLAN results and encourage student review of test questions.

3. Math Lab:

Math Lab 9 has three main goals for its students

1. Pre-teach and reteach current Secondary I math materials to prevent failing math grades
2. Remediate basic math skills using and topics from 6th through 8th grade math core
3. Credit recovery for failed Secondary I quarters

Throughout the year the lab has had 81 students, with around 55-60 students per quarter. Each class has around 20 students to allow more one on one time with teacher.

Students enrolled in Q1 lab -34 students passed Q1 Secondary I

Students enrolled in Q2 lab- 42 students passed Q2 Secondary I

Students enrolled in Q3 lab -35 students passed Q3 Secondary I

19 Quarter credits have been recovered year to date with 13 students working on credit recovery during Q4

10th Grade Lab began Second Semester

- Purpose of Math 10 Lab: credit recovery, homework help to pass currently, and remedial skills
 - 30 students have been served
 - 11 have gone from failing grades in quarters 1 & 2 to passing in quarter 3
 - 14 quarter-credits have been recovered
 - Attitudes toward math and school have vastly improved in those who attend
4. **Technology:** Jordan High purchased a computer lab to help with administration of formative and summative assessments to measure student's academic progress. The computer lab that was purchased has been put to great use. We have used it for testing, conducting student surveys, as well as allowing students to access online curriculum. It has been a great benefit to our school.
5. **English Language Learners:**
Since we won't be receiving this year's WIDA scores for our current ELL's until this summer or later, I decided to try to compare their scores from last's year's WIDA to a *Gains Test* created by the EDGE program. This helps us see, albeit subjectively, some growth in a few of my ELD, level B students. Now granted, this doesn't show specific growth, nor did I use the same standardized test for the pre and post-tests, but they are graded similarly using the WIDA components, so it does show valid improvement for the year with regards to this representative sample of ELD kids.

I will also summarize some subjective areas of growth that I have witnessed throughout the year. First of all, I have to mention that the EDGE program, was so valuable in helping me navigate my students' way through their English acquisition this year. The book has so many helpful ideas and lots of supplemental material. The computer program on the Internet is very helpful but so are the teaching suggestions found in the Teacher's Edition of the textbook.

What I like most about this textbook; however, are its units. Each unit has a theme with an "essential question." These essential questions are highly relevant and thought provoking to my students. They are a great springboard for class, elbow partner, and small group discussions. We have had some great discussions about "What influences a person's choice?," "Why creativity matters?," "How can knowledge open doors?," and "Do we find or create our true selves?". These essential questions have helped me entice my ELL's to practice speaking English by engaging in various conversations about the Essential Question of the unit, and as

the year has progressed it has gotten easier and easier for them to open up and share their opinions about the essential questions both verbally and in writing.

Secondly, I think I see some growth in their reading comprehension skills. We have been using highlighters to mark words or phrases that are confusing. I do a lot of metacognitive activities and model how “good readers” approach the reading process. They seem to be getting more comfortable with this and willing to engage in the reading process and in their ability to summarize what they have read.

Finally, I wish I could report that everyone’s writing has improved, but that would be a lie. I imagine there has been some growth with some students, but honestly, this is their biggest weakness. And it isn’t just spelling and grammar, it’s sentence structure and paragraph formation, and capitalization. Next year, I plan to focus on writing constantly with all levels.

Mostly, I believe I see these kids gaining some self-confidence in themselves as students. At the very least, they know where to go for help. They know I care and that I want to help. I didn’t expect to become a “Motivational Speaker” when I took on this class, but that is exactly what each one of these kids have needed this year, so I have tried to cheer them all and push them to want more. I know it’s not very measurable, but my gut tells me that these kids are trying to meet my expectations because they know I believe they can, despite their past academic failures or the obstacles that stood in their way. Here are a few specific examples:

Carlos Rivas, has gained a ton of confidence in his academic ability this year. He hates that his Spanish accent is so thick, but that doesn’t stop him from speaking out, being an leader in the Latino community, and speaking in public. He is also planning on attending college next year.

Gao Yue, arrived in this country at the beginning of the year, and didn’t speak much English. She was shy, quiet, and kept to herself. She has struggled academically all year to meet her parents’ high standards. She is so much closer to that now than she was 7 months ago. She is raising her hand in class, begging to be called on. She is helping her fellow classmates, and has become much more engaged. I can’t believe how much spoken English this girl has picked up in a few months.

Patrick Aime, is another kid who hasn’t been in the states for very long, a little over a year. His writing and speaking skills are coming along. If he keeps working at it, he too will be headed to college.

Jahed Alam, has only been in my class and in America for about 3 months, but in that time, he has learned to communicate with his peers and his teachers. He has a long way to go, but he loves to read and does so in English for enjoyment. This will help him acquire his English skills

very quickly. He has already showed great improvement in his ability to understand my instructions in class.

The ELD program is essential to all of the ELL's academic success, without they would be lost.

6. Link Crew:

Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. This year we trained over 120 juniors and seniors to work with our 600 freshmen. These 120 Link Leaders were responsible for running freshman orientation: we had almost 620 freshman attend our orientation day, where they were led through several team-building activities and then small group workshops to get them familiar with high school.

Throughout the year, Link Leaders met with the freshman formally and informally through various activities. Additionally, the Link Leaders have taught three different academic lessons in our 9th grade classes. These lessons focus on different aspects of being a successful student and have served as another way to support our 9th graders.

More recently, we took 25-30 Link Leaders to our two feeder middle schools where they were able to lead a short lesson with the 8th graders about coming to high school. This also gave the 8th grade students the opportunity to ask questions about high school and what it will be like.

We have been very happy with the progress of our Link Crew Program and look forward to doing an even better job with our freshman transition efforts next year.

7. Reading Class:

The Jordan High School reading intervention program is designed to help students that are currently reading below grade level. The program is aimed at students currently not receiving any other special education services or interventions. The focus of the program is broken up into three different sections: print experience, digital experience, and project experience. The main focus for this first year of the new program is the digital experience and print experience.

The print experience is a program that is based around the text FLEX literacy. The main focus is to improve students reading comprehension. Through a variety of non-fiction and fiction stories, students practice basic reading comprehension skills. Students are expected to summarize, generate questions, make predictions, and basic vocabulary instruction. This program is much stronger than the program used in the past. The texts that students examine are much more suited for the secondary level. They have a high level and interest and allow students to interact with a text in a authentic way. This program is one of the main reasons that

many of my students have been able to improve their reading levels over the year and many students seem to enjoy this aspect of the class.

While the print experience plays a critical role in the student’s development, one of the main parts of the program is the digital experience. The digital experience is an online program that students use to work on specific skills based on their current level. The computer program/game tailors the interactive lessons to each student based on their individual needs and skill development. An overview of activities and lessons includes fluency, reading comprehension, vocabulary, root words, common grammar rules, and many more. Students are able to monitor their progress and achieve different levels in the game. This part of our reading class has helped many of students to improve their overall testing scores.

The reading program has been very successful for many of our students. We have seen improvement in several areas including the SRI (scholastic reading inventory). This is the district test that uses a formula to calculate the grade level at which students read. I have had several students make dramatic gains on the SRI. Student A went from 656 to 770. Student B went from 530-871. Student C went from 723-853. Student D went from 855-898. Student E went from 935-1010. This is just a sample of the students that have improved their SRI scores. While the SRI is not the end all be all of tests, it is a good indicator of student reading level.

The reading program continues to be a success. While the numbers paint a good picture of how students are doing, it is not the whole story. Many of the students in the class are beginning to gain more and more confidence as their reading ability improves. Seeing them more engaged in their core classes has been an added benefit of the class.

8. Library Books:

Land Trust funds 2014-2015

Amount	Vendor	Description
\$2,388.60	Junior Library Guild	12 Various genre/reading level subscriptions from \$183.00 to \$198.00 sent monthly represented new and best in Young Adult fiction
944.83	ORCA Book Publishers	High low titles for low level readers plus French and Spanish titles for language students

762.05	Salem Press	History and government reference online ebooks
900.00 (still being spent)	Amazon	Various AP, ACT, ELA summer reading ebooks and audio books for ELA