

**Snow Canyon Middle School
2019 - 2020 Final Report Summary**

This report is intended to be a summary of the 2019-2020 State Trust Lands Final Report. Due to changes in the State Trustlands policies and procedures the official 2019-2020 Final Report will not be available until the Spring of 2021. This summary has been formatted to mimic the past versions of final reports. Be advised that the official report available in the spring may be formatted differently and may have some discrepancies in data.

Financial Proposal and Report

Description	Planned Expenditures	Actual Expenditures
Salaries and Employee Benefits	52931	49375
Transportation/Admission/PerDiem	5000	1082
Library Books	1644	1680
Technology Related Hardware/Software	50016	49272
Total Expenditures	109591	101409

Goal #1

To increase student achievement at Snow Canyon Middle by the end of the 2018-2019 school year. To accomplish the goal SCMS will focus on the following:

1. Use data driven, research based instruction to help students learn core concepts.
2. Develop and use common assessments to determine student proficiency in identified key concepts and skills.
3. Provide interventions for students who are not achieving proficiency in the identified key concepts and skills.
4. Provide extension and enrichment activities for accelerated students.

Academic Areas

- Reading
- Mathematics
- Writing
- Technology
- Science
- Fine Arts
- Social Studies
- Health
- Foreign Language

Measurements

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

Student growth will be measured through Common Formative Assessments developed through the school as part of our PLC work. The results of these assessments are reported through the Comprehensive School

Improvement Plan (CSIP). Additionally, student growth data (SGP) from SAGE assessments will be collected and analyzed to measure student progress in mathematics, science and language arts. Other State and District assessments may also be used such as MOS Certifications, state CTE testing results, district benchmark scores for social studies and APPLL proficiency marks for Foreign Language.

PLC - Common Formative Assessment Data: (for 3 quarters of the year 2019-2020)

CFAs administered:	62
Initial Student Proficiency:	86%
Student Proficiency after intervention:	96%
Total Student Growth on all CFAs:	10%

AP Spanish Scores:

Number of Students Taking the Exam:	27
Mean Score:	4.18
Percentage of Students Scoring 3 or higher:	100%
Students receiving a score of 5:	9/27 or 33%
Students receiving a score of 4:	14/27 or 52%
Students receiving a score of 3:	4/27 or 15%

*Students enrolled in the Business Office Specialist Course focus on the Microsoft Office Specialist Certification. SCMS students achieved the following in the MOS certification in 2019-2020 (First Semester Only)

Total Certifications attempted: 666
Total Certifications achieved: 619
Certifications Percentage: 93%

Action Plan Steps

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

Step #1

Equip the school with the following instructional resources, supplies and technology.

To fulfill this goal the following technology resources were purchased for student/teacher use in the school:

- 180 Headphones with Microphones
- 5 Emulator Software Bundles for TI 84 Graphing Calculators
- 120 computer Mice
- 79 Chromebooks with Licenses
- 23 Desktop Computers
- 2 Computer Monitors
- 1 Apple Macbook Computer
- 1 Dell Two in One Computer Tablet
- 1 Epson Document Camera
- 5 Epson Multimedia Projectors
- 2 Promethean Smartboards
- Various Chords, Ports, Hardware for Upkeep

Step #2.

Provide collaboration time to PLC teams to develop and refine guaranteed viable curriculum, plan effective instruction, develop common formative assessments and analyze assessment data.

Teachers from several departments took advantage of collaboration day opportunities during the year. A total of 33 days were provided either with substitutes during the school year or through stipends for work days during the summer. Teachers used these days to develop curriculum, plan instruction and assessment, work on intervention tools and collaborate with departments from other schools. The breakdown of the days is as follows:

Mathematics:	6 Days
Science:	11 Days
CTE:	2 Days
Special Ed:	4 Days
Social Science:	4 days
World Language:	3 Days

In addition to the collaboration days provided, teachers and administrators were supported with travel, lodging and registration costs to several conferences and professional development activities during the year. In some cases the cost for the conference registration was funded through other methods and only portions of the expenses such as travel or accommodations were paid for with Trust-Lands funds. . The conferences and professional development activities attended were as follows.

NSTA Conference for Counselors
UCTE Conference for Language Arts Teachers
NSTA Conference for Science Teachers
Safe Schools Administrative Conference
UELMA Conference for Media Specialists

The following conferences were scheduled but had to be cancelled due to the COVID 19 pandemic:

Promising Youth Conference for Counselors
UASSP Conference for Administrators

Step #3

Develop, implement and monitor tiered intervention systems to help students who are not progressing academically and provide additional class periods of honors classes for students who are prepared for a more rigorous curriculum.

Through State-Trustlands funding, paraprofessionals spent 34.5 hours a week providing student support services during intervention and class time. The paraprofessional provided one on one or small group support with students or monitored students who did not need additional help so that classroom teachers could work with students in small groups or one on one for targeted, specific interventions. A total of 10377 interventions were documented during the 2019-2020 school year.

Individual teacher interventions logged 9773 student interventions
The Testing Center logged 604 testing students

In addition the teacher interventions and testing center, the following supplemental interventions were logged:
 The Warrior Retreat logged 3863 students
 The Academic Lunch Intervention logged 2605 students

As a whole, SCMS students passed 95% of their classes during the 2019-2020 school year. Much of this success can be attributed to the intervention systems that have been implemented at the school. The paraprofessionals played an integral role in the success of the intervention programs.

9th grade students enrolled in Tier 3 support programs: 85 students
 9th Grade Tier 3 student pass rate: 90%
 8th grade students enrolled in Tier 3 support programs: 63 students
 8th grade Tier 3 student pass rate: 85%

Students enrolled in Online Original Credit: 104
 Utah Online High School Pass Rate 77%
 SCMS Online 100%

Students enrolled in Credit Recovery Classes 77 (all 9th grade students)
 Number of credits recovered: 58 (.25 credits recovered)

Behavioral Component

Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	The GRASP program focuses on students who have personal and emotional issues in their lives which become significant barriers to their academic achievement. The program provides extra academic support to these students in all subject areas. The program also teaches students life skills such as respect, discipline, organization, communication, and goal setting to help overcome the barriers that are inhibiting their academic progress. Up to 7,000 dollars will be spent from the Salaries and Benefits category to supplement the salary of the full time paraprofessional who runs the program.	Same as Described

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	26773 dollars will be allotted for teacher salaries to teach additional class periods. 19997 dollars will be allotted to extend para-professional hours to assist in interventions. 5160 dollars will be allotted to pay substitutes or stipends for teacher collaboration days. (The grasp program does include a behavioral/character ed component. 7,000 of the paraprofessional salaries is used to supplement the GRASP coordinators salary. This is noted in the	51931	49376	Same as Described

	behavioral component section).			
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	6000 dollars will be allotted for employee professional training opportunities including registration fees, travel, lodging and per diem costs.	6000	1082	Same as described
Textbooks/Curriculum	1644 dollars will be allotted for subscriptions to 'Scholastic Scope' and Scholastic Math magazines for language arts and block math classes	1644	1680	Same as described
Technology Related Hardware/Software (< \$5,000 per item) (650)	47565 dollars will be allotted for Equipment such as Chromebooks (including licenses), Projectors (including mounting brackets), printers, graphing calculators, computers, headphones, classroom furniture etc.	47565	47634	Same as described
Software (670)	2450 dollars will be allotted to purchase	2450	1638	Same as described
		Total:	101410	

Funding Changes (and Unplanned Expenditures)

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

Any increased additional funds will be used to further accomplish Goal #1 of the action plan in the following ways. 1. To purchase additional equipment (Chromebooks, computers, projectors, printers, lab equipment, furniture and supplies etc.) 2. To pay expenses for teachers to attend professional conferences, workshops, training sessions etc. that are focused on the PLC processes (guaranteed viable curriculum, effective instructional strategies, assessment, intervention or enrichment) that will help to improve student academic success. 3. To provide additional employee salary or benefits to pay for additional classes or support during intervention time in our school.