Final Report 2015-2016 - Snow Canyon MD

This Final Report is currently pending initial review by a School LAND Trust Administrator.
You may unlock the Final Report to edit/update non-substantive changes without a vote.

Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2015 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2015-2016.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2014-2015	$6,668	N/A	$19,263
Distribution for 2015-2016	$47,558	N/A	$56,166
Total Available for Expenditure in 2015-2016	$54,226	N/A	$75,429
Salaries and Employee Benefits (100 and 200)	$18,515	$19,292	$15,869
Employee Benefits (200)	$0	$0	$3,423
Professional and Technical Services (300)	$500	$3,225	$532
Repairs and Maintenance (400)	$0	$0	$0
Other Purchased Services (Admission and Printing) (500)	$0	$0	$0
Travel (580)	$0	$0	$2,693
General Supplies (610)	$0	$0	$0
Textbooks (641)	$0	$0	$0
Library Books (644)	$0	$0	$0
Periodicals, AV Materials (650-660)	$0	$0	$0
Software (670)	$900	$790	$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	$28,038	$49,266	$49,256
Total Expenditures	**$47,953**	**$72,573**	**$71,773**
Remaining Funds (Carry-Over to 2016-2017)	**$6,273**	N/A	**$3,656**

Goal #1

Goal

To increase student achievement at Snow Canyon Middle by the end of the 2015-2016 school year. To accomplish the goal SCMS will focus on the following: 1. Create and administer common pre-assessments to identify instructional needs of students. 2. Use data driven, research based instruction to help students learn core concepts. 3. Develop and use common assessments to show mastery of concepts. 4. Provide interventions for students who are not having academic success. 5. Provide extension for accelerated students.

Academic Areas

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

Measurements

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

We will use SAGE assessment data for Mathematics, Science, and Language Arts to document our progress towards the goal. Scores for 2014-2015 will be used as baseline scores when they become available. Other measures may include MOS certification, AAPPL proficiency scores in foreign language

and district benchmark scores for social studies.

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

Sage Proficiency for the 2015-2016 School Year for the 9th grade class, 8th grade class and whole school with comparison to each group's proficiency from the 2014 - 2015 school year:

Whole School:
Language Arts: 46% Proficient: Previous Year: 46%   Increase: 0%
Math: 49% Proficient: Previous year: 54%   Increase: -5%
Science: 59% Proficient: Previous Year: 60%   Increase: -1%

9th Grade:
Language Arts: 53% Proficient: Previous Year: 43%   Increase: 10%
Math: 48% Proficient: Previous year: 46%   Increase: 2%
Science: 67% Proficient: Previous Year: 54%   Increase: 13%

8th Grade:
Language Arts: 41% Proficient: Previous Year: 47%   Increase: -7%
Math: 49% Proficient: Previous year: 60%   Increase: -11%
Science: 53% Proficient: Previous Year: 66%   Increase: -13%

We are very encouraged by the growth of our 9th grade students and hope to improve the performance of our 8th grade students during their 9th grade year in 2016-2017.

The district did not keep data for the district social studies benchmarks in 2015-2016.

Spanish One School Bench Mark Comparison:
Average Fall Score: 30% correct   Average Spring Score: 85% correct

DLI AP Spanish
13 students took the AP Spanish Test: 11 passed and earned college credit.

APPLL Testing was postponed until Fall of 2016 so no scores were available for comparison at the final report submission date.

Computer Technology: MOS (Microsoft Office Specialist) Certifications
681 certifications earned out of 741 attempts for certification:
92% success rate for SCMS students:

86% proficiency rate on state CTE assessments for 9th grade CTE students (Excluding Computer Technology).

Action Plan Steps

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

Step 1. Equip the school with sufficient technology such as Chromebooks, computers, projectors, necessary software packages and other instructional devices. This will allow students greater access to programs such as ALEKS, Utah Compose, Duo Lingo, SAGE Formative and interim resources and other commercial or teacher developed online resources. This step will support academic focus #1 and academic focus #2. Step 2. Provide collaboration time to our PLC teams to allow them to develop and refine guaranteed viable curriculum, plan effective instruction, and develop common formative assessments. $6715.00 is reserved in Salaries and Employee Benefits to either pay teachers stipends during the summer or cover substitute costs during the school year to allow teachers extra time to collaborate on the purposes mentioned above. Core (Math, Science, Language Arts) teams will be allotted one day each quarter for additional collaboration time. All other teams will be allotted one day during the year for additional collaboration time. This step will support all of the academic focuses listed in our goal. Step 3. Develop and implement tiered intervention system to help students who are not having success. The GRASP program is a Tier 3 intervention program that targets students who are capable of academic success, but have significant personal, social, medical or family issues in their lives that inhibit their ability to succeed academically. These students are identified through a cooperative effort between our feeder school, school counselors, parents and TAT team. In the class they are given academic support as well as taught social skills using resources from the book, 7 habits of the highly effective teenager. Two at risk paraprofessionals are responsible for administering the program and providing the academic support. $3900 is reserved in Salaries and Employee Benefits to support the GRASP program by providing part of the salary for the full time at risk professional who runs the program. The online/blended classroom will provide intervention for those students who have failed classes and enrichment for those students who want to use the online program to take additional classes. $10,000 dollars is reserved in Employee Salaries and Benefits to pay the salary of the online teacher and the para professional who monitors the students in the classroom. One part-time paraprofessional will be given the task of monitoring students who do not need specific help during intervention/advisory time. This will allow teachers to target their intervention efforts on students who are struggling with certain standards and concepts. An additional $1800 is reserved in Employee Salaries and Benefits to extend the contract time of one part-time at risk professional by approximately 1 hour each day for this purpose. This step will support academic focus #4 listed in our goal.

Category	Description	Estimated Cost	Actual Cost	Actual Use

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

Step 1: Equip the school with sufficient technology:
To fulfill this goal the following technology was purchased for student/teacher use in the school:
201 Chromebooks with licenses
3 PC Computers with current versions of Microsoft Office

These devices were used by students in both grades for work in multiple subjects. The devices were also used by students to check their individual academic progress during homeroom and intervention classes.

When asked how the Chromebooks were used to promote student achievement one teacher gave the following explanation:

Students in the CTE department are using the Chromebooks daily to explore new avenues of learning. I have been able to introduce students to more learning opportunities online through mediums like interactive websites, web-quests and research tools. Perhaps the greatest advantage of having Chromebooks is that now I can assess students through Google Docs and the students receive immediate feedback on their score and progress. It has totally changed the way I assess students in my classes.

The math department is using Chromebooks to help students learn current concepts as well as review past concepts that are critical for success using the ALEKS program.   This program assesses student progress and individualizes their program based on their current level of understanding.

Step 2: Provide collaboration time to our PLC teams.
Teachers from language arts, math, science, special education, PE and social studies departments took advantage of collaboration day opportunities during the year. A total of 42 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 days is as follows.
Math: 18 days used
Language Arts: 6 days used
Social Studies: 4 days used
Science: 11 days used
PE: 3 days used

Step 3: Step 3. Develop and implement tiered intervention system to help students who are not having academic success.

The GRASP program enrolled 45 students during the 2015-2016 school year.
GRASP students passed 90% of their courses during the 2015-2016 school year.

The online/blended classroom enrolled 13 students seeking original credit during the 2015-2016 school year. Students took courses in French, Astronomy, Computer Technology and Physical Skills (PE).
SCMS Students signed up for 18 original credits and earned 17 original credits for a 94% pass rate.

Paraprofessionals spent an average of 8 hours a week providing student support services during intervention time each day.   This additional support provided teachers the opportunity to work in small groups with students targeted for specific interventions. The 3867 students participated in the student support services provided by the paraprofessionals during the 2015-2016 school year. In total SCMS students completed 6102 documented interventions through this program in 2015-2016.

As a whole, SCMS students passed 98% of their classes during the 2015-2016 school year. Much of this success can be attributed to the intervention system that was implemented at the school. The paraprofessionals played an integral role in the success of that program.

Behavioral Component

Category	Description
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.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	1,800.00 to extend para-professional hours to assist during intervention time. 8,000.00 to pay the online classroom teacher for one period of instruction. 2,000.00 to pay the online classroom aide to assist students in the online classroom. 6,715.00 to pay for substitutes or stipends for teacher collaboration.	$18,515	$19,292	The only variance from the description was that teachers at the school were paid for one additional period of instruction instead of the online teacher. The extra period of instruction was divided into one semester of U.S. history and one semester of 8th grade mathematics.
Professional and Technical Services (300)	500.00 - Expenses for Professional conferences and travel.	$500	$3,225	As Described

Category	Number Approved	Description	Number Not Approved	Comment	Estimated Cost	Actual Cost	Actual Number Absent	Actual Use	Vote Date
Software (670)		900 dollars to replace the software on our school server system. Including the Microsoft server software package, student and teacher licenses for access to the system.			$900	$790			As Described
Equipment (Computer Hardware, Instruments, Furniture) (730)		Funds to purchase computers, Chromebooks, Chromebook carts, printers, projectors and other technology.			$28,038	$49,266			As Described
				Total:	$47,953	$72,573			

Increased Distribution

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 in one of the following ways. 1. To purchase additional equipment (Chromebooks or computers etc.) 2. To pay expenses for teachers to attend professional conferences, workshops, training sessions etc. that are focused 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 extra support during the intervention time in our school.

Description of how any additional funds exceeding the estimated distribution were actually spent.

As described.

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

‣ School website
‣ School marquee

The school plan was actually publicized to the community in the following way(s):

‣ School website

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2016-10-19**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
8	0	1	2015-03-02

Please Note
Comments will only be visible for users that have logged in.

Comments

Date	Name	Comment

Date	Name	Comment
2015-05-27	Heather Gross	NOTE: Increased Distribution- May be helpful to include specific goals/purposes/content areas PDS will focus on.
2015-06-30	Kajsia Boyer	NEEDS TO BE FIXED: Under Goal #1 - explain the GRASP Program, salaries, and professional development expenses under the Action PLan Steps section. Substitute costs are listed twice with two different amounts, but the same purpose. Explain the difference and need to be listed separately or combine the totals. The School Board is waiting for the Community Council electronic signatures showing approval.

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