

Final Report 2017-2018 - Snow Canyon MD

Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2017 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2017-2018.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2016-2017	\$1,894	N/A	\$3,907
Distribution for 2017-2018	\$85,123	N/A	\$83,923
Total Available for Expenditure in 2017-2018	\$87,017	N/A	\$87,830
Salaries and Employee Benefits (100 and 200)	\$43,540	\$38,709	\$30,002
Employee Benefits (200)	\$0	\$0	\$8,707
Professional and Technical Services (300)	\$0	\$0	\$238
Repairs and Maintenance (400)	\$0	\$0	\$0
RETIRED. DO NOT USE (500)	\$0	\$0	\$0
Printing (550)	\$0	\$0	\$0
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	\$2,500	\$2,386	\$2,148
General Supplies (610)	\$4,442	\$4,248	\$2,596
Textbooks (641)	\$0	\$0	\$0
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	\$0	\$0
Library Books (644)	\$645	\$590	\$975
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$370	\$39,386	\$39,000
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$32,262	\$0	\$0
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
Total Expenditures	\$83,759	\$85,319	\$83,666
Remaining Funds (Carry-Over to 2018-2019)	\$3,258	N/A	\$4,164

Goal #1 Goal

To increase student achievement at Snow Canyon Middle by the end of the 2017-2018 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
- Social Studies
- Foreign Language

Measurements

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

SAGE assessment data for will be used to measure student progress in mathematics, science, and language arts. Scores for 2016-2017 will be used as baseline scores when they become available.

MOS certifications and state CTE testing results may also be used to gauge student achievement in CTE classes.

District benchmark scores will be used to determine student growth in social studies.

<https://secure.utah.gov/slt-admin/public/approvedPlan/approvedPlan.html?code=33425&year=2018>

School developed common formative assessments will also be used to measure student progress in all subject areas.

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

Whole School:

Sage Proficiency for the 2017-2018 School Year for the 9th grade class, 8th grade class and whole school with comparison to each group's proficiency from the 2016 - 2017 school year:

Whole School:

Language Arts:	46% Proficient:	Previous Year: 47%	Change: -1%	MGP: 48
Math:	48% Proficient:	Previous year: 48%	Change: 0%	MGP: 47
Science:	N/A Proficient:	Previous Year: 59%	Change: N//A%	MGP: N/A

9th Grade:

Language Arts:	49% Proficient:	Previous Year: 42%	Change: 7%	MGP: 54
Math:	49% Proficient:	Previous year: 46%	Change: 3%	MGP: 47
Science:	59% Proficient:	Previous Year: 55%	Change: 4%	MGP: N/A

8th Grade:

Language Arts:	43% Proficient:	Previous Year: 50%	Change: -7%	MGP: 43
Math:	46% Proficient:	Previous year: 57%	Change: -11%	MGP: 46
Science:	N/A Proficient:	Previous Year: 73%	Change: N/A	MGP: N/A

Social Studies Benchmark Comparison	Fall	Spring	Growth
8th Grade History:	46%	86%	40%

Spanish One School Bench Mark Comparison:

Average Fall Score: 12% correct Average Spring Score: 82% correct

DLI/AP Spanish

26 of our 9th grade students took the AP Spanish Test: 23 passed and earned college credit.

Proficiency rate for 9th grade CTE students.

Complete CTE Data 501 Tested 396 Proficient 79% Proficiency

Computer Tech:	83 Tested	42 Proficient	51% Proficiency *
Word Processing:	30 Tested	12 Proficient	40% Proficiency
Manufacturing Tech:	122 Tested	110 Proficient	90% Proficiency
Food and Nutrition:	215 Tested	182 Proficient	85% Proficiency
Apparel Design:	51 Tested	50 Proficient	98% Proficiency

*SCMS Computer Tech students focused on the Microsoft Office Specialist Certification and have achieved the following: MOS Certification 966 Tested 871 Certified 90% Certification Rate

Additionally 100 Common Formative Assessments were administered school wide during the 2017-2018 school year. 89% initial proficiency was reported on the assessments. After intervention were completed, 97% proficiency was reported.

SCMS had a 97% course pass rate for the 2017-2018 school year.

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 and supplies and technology.

\$5569 for science lab equipment.

\$645 for classroom sets of novels for language arts.

\$370 for Scholastic Scope magazine subscriptions.

\$30720 for Chromebooks, with licenses, digital projectors with mounting brackets, printers, graphing calculators and computers and other additional equipment and furniture.

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. 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.

\$6880 to provide substitutes or stipends for team collaboration time

\$2500 for professional development conferences or training with associated travel expenses

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.

\$6160 to supplement salary for para-professionals to administer and monitor different aspects of the advisory/intervention program.

\$5,000 to supplement paraprofessional salary for the GRASP intervention program.

\$25,500 to provide additional class sections in honors math, language arts and geography classes (other subjects may be considered for additional sections if it is determined that they have a greater need than the courses listed above).

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

Step #1

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

126 Chromebooks with licenses

1 Chromebook cart to house a new set of Chromebooks

2 Epson document cameras

1 Epson projector

67 Texas Instruments 84 Graphing Calculators

5 HP LaserJet Printers

7 Dell OptiPlex Computers

5 Go Temp Monitors

7 Go Motion Monitors

A variety of science lab equipment (beakers, flasks, safety glasses, thermometers etc.)

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

The following instructional supplies and resources were also purchased:

2 classroom sets of the novel *The Rent Collector*

35 subscriptions to Scholastic Scope magazine

Step #2

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 56 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 used by department is as follows:

Mathematics: 15 days

Language Arts: 12 days

Science: 10 days

CTE: 3 days

Special Ed: 7 days

PE: 4 days

Leadership: 5 days

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

AP Testing Conference - District car and per diem expenses

UAFCS Conference - Lodging and mileage per diem expenses

Assistant Principals conference - mileage and lodging expenses

USTA (Science) Conference - lodging and expenses

State Administrators Conference: 2 staff members - lodging and per diem expenses

Step #3

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

The GRASP program enrolled 58 students at various points during the 2017-2018 school year.

9th Grade students enrolled in GRASP passed 97% of their courses during the year.

8th Grade students enrolled in GRASP passed 85% of their courses during the year.

The Learning Strategies program enrolled 63 students during the 2017-2018 school year.

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 9th Grade students enrolled in Learning Strategies passed 95% of their courses during the year.
 8th Grade students enrolled in Learning Strategies passed 91% of their courses during the year.

The online/blended classroom enrolled 87 students during the 2017-2018 school year.
 SCMS students earned 49 original credit.

Students took courses in Spanish, Child Development, Math, PE, French, Drawing, Orientation and Exploration, Keyboarding Application, Digital Literacy, Business Office Specialist, Art History, and Entrepreneurship.

Through State -Trustlands funding, paraprofessionals spent approximately 14 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 15,231 interventions were documented during the 2017 - 2018 school year. As a whole, SCMS students passed 97% of their classes during the 2017-2018 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	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. \$5,000 dollars will be spent from the Salaries and Benefits category to supplement the salary of the Full time Paraprofessional who runs the program.	As Described

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	25,500 dollars will be allotted for teacher salaries to teach additional class periods. 6,880 will be allotted to extend para-professional hours to assist during intervention time. 6,160 dollars will be allotted to pay substitutes or stipends for teacher collaboration days. 5,000 dollars will be allotted to supplement the salary of the full time paraprofessional who runs the GRASP program (this expenditure is also noted in the Behavioral component of this plan).	\$43,540	\$38,709	As Described
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	2500 dollars will be allotted for employee professional training opportunities including registration fees, travel, lodging and per diem costs.	\$2,500	\$2,386	As Described
General Supplies (610)	4442 dollars will be allotted for science lab equipment and supplies	\$4,442	\$4,248	As Described
Library Books (644)	645 dollars will be allotted for classroom sets of novels for language arts classes.	\$645	\$590	As Described
Technology Related Hardware/Software (< \$5,000 per item) (650)	370 dollars will be allotted for subscriptions to 'Scholastic Scope' magazine for language arts classes.	\$370	\$39,386	As Described Note: 39,001 was budgeted for account 730, however when spent it was entered into account 650. I was advised to put the expenditure in account 650 rather than 730 due to the nature of the purchases.
Equipment (Computer Hardware, Instruments, Furniture) (730)	32262 dollars will be allotted for Equipment such as Chromebooks (including licenses), Projectors (including mounting brackets), printers, graphing calculators, computers, headphones, classroom furniture etc.	\$32,262	\$0	As Described
Total:		\$83,759	\$85,319	

Increased Distribution (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 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.

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

