

# Final Report 2018-2019 - 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 2018 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2018-2019.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2017-2018	\$4,800	N/A	\$4,164
Distribution for 2018-2019	\$90,301	N/A	\$95,911
Total Available for Expenditure in 2018-2019	\$95,101	N/A	\$100,075
Salaries and Employee Benefits (100 and 200)	\$47,427	\$37,764	\$32,067
Employee Benefits (200)	\$0	\$0	\$5,697
Professional and Technical Services (300)	\$0	\$0	\$0
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)	\$4,500	\$6,552	\$6,551
General Supplies (610)	\$0	\$0	\$151
Textbooks (641)	\$0	\$0	\$618
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	\$0	\$0
Library Books (644)	\$570	\$618	\$0
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$40,325	\$45,758	\$45,607
Software (670)	\$2,000	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
<b>Total Expenditures</b>	<b>\$94,822</b>	<b>\$90,692</b>	<b>\$90,691</b>
Remaining Funds (Carry-Over to 2019-2020)	\$279	N/A	\$9,384

## Goal #1 Goal

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.

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

PLC - Common Formative Assessment Data:

CFAs administered: 93  
Initial Student Proficiency: 90%  
Student Proficiency after intervention: 96%  
Total Student Growth on all CFAs: 6%.

AAPPL Scores: 9th Grade Students

Writing: 100% of students met the benchmark requirements  
Listening: 89% of students met the benchmark requirements  
Reading: 96% of students met the benchmark requirements

AAPPL Scores: 8th Grade Students

Writing: 100% of students met the benchmark requirements  
Listening: 86% of students met the benchmark requirements  
Reading: 95% of students met the benchmark requirements

Spanish 1 Benchmark Scores:

Students Graded: Aug. 2018: 91      May 2019: 95  
Class Average: Aug. 2018: 18%      May 2019: 86%

AP Spanish Scores:

Number of Students Taking the Exam: 24  
Mean Score: 3.88  
Percentage of Students Scoring 3 or higher: 96%  
Students receiving a score of 5: 5/24 or 21%  
Students receiving a score of 4: 12/24 or 50%  
Students receiving a score of 3: 6/24 or 25%  
Students receiving a score of 2: 1/24 or 4%

CTE Testing Data:

Course	# of students Tested	#of students Proficient	% Proficient
Manufacturing	99	64	65
Food and Nutrition	183	107	58
Apparel Design	38	33	87
Fashion Design	62	37	60
Business Office Specialist	188	46	24*

\*Students enrolled in the Business Office Specialist Course focus on the Microsoft Officer Specialist Certification. SCMS students achieved the following in the MOS certification in 2018-2019

Total Certifications attempted: 903  
Total Certifications achieved: 765  
Certifications Percentage: 85%

8th Grade RISE DATA

Language Arts: 50% Proficiency  
Science: 61% Proficiency  
Math: 56% Proficiency

RISE SGP Data was not available to be included in this report.

9th Grade ACT Aspire Results were not available to include in this report.

## 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.

\$570 for Scholastic Scope and Scholastic Math magazine subscriptions.

\$40,325 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.

\$5160 to provide substitutes or stipends for team collaboration time

\$4500 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.

\$8323 to supplement salary for para-professionals to administer and monitor different aspects of the advisory/intervention program.

\$7,000 to supplement paraprofessional salary for the GRASP intervention program.

\$24,000 to provide 3 additional class sections (Honors classes will receive priority, but other sections may be considered if a greater need is demonstrated).

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

Step #1 Equip the school with the following instructional resources and supplies and technology.

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

213 Chromebooks with licenses

1 Chromebook Cart with 40 slots

10 TI 84 Plus EZ-spot Calculators

25 Subscriptions to Scholastic Math Magazine

40 Subscriptions to Scholastic Scope Magazine

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 37 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: 16 Days

Science: 10 Days

CTE: 3 Days

Special Ed: 8 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 as travel or accommodations were paid for with Trust-Lands funds. The conferences and professional development activities attended were as follows.

UASSP Assistant Principals Conference

UTE Conference for Language Arts Teachers

National Science Teachers Conference

Safe Schools Conference

NCTM National Conference for Math Teachers

State Family and Consumer Science Conference

Utah CCBD Special Educators Conference

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 approximately 32 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 13,567 interventions were documented during the 2018-2019 school year.

The Testing Center logged 944 testing students

The Warrior Retreat logged 5041 students

The Academic Lunch Intervention logged 2128 students

Individual teacher interventions logged 11,439 students

As a whole, SCMS students passed 96% of their classes during the 2018-2019 school year. Much of this success can be attributed to the intervention systems that has been implemented at the school. The paraprofessionals played an integral role in the success of the intervention programs.

9th grade students enrolled in GRASP 17  
 9th Grade Grasp Student pass rate 90%  
 8th grade students enrolled in GRASP 15  
 8th grade GRASP students pass rate 86%  
 9th grade students enrolled in Learning Strategies 17  
 9th grade Learning Strategies students pass rate 91%  
 8th grade students enrolled in Learning Strategies 19  
 8th grade Learning Strategies students pass rate 93

Students enrolled in Online Original Credit 99  
 Online students pass rate 91%  
 Students enrolled in Online Credit Recovery and Recovery Math Class 53  
 (all 9th grade students)  
 Number of credits recovered through online credit recovery or Recovery Math Class 50  
 (.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)	23,610 dollars will be allotted for teacher salaries to teach additional class periods. 18,657 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 behavioral component section).	\$47,427	\$37,764	As Described
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	4500 dollars will be allotted for employee professional training opportunities including registration fees, travel, lodging and per diem costs.	\$4,500	\$6,552	As Described
Library Books (644)	570 dollars will be allotted for subscriptions to 'Scholastic Scope' and Scholastic Math magazines for language arts and block math classes.	\$570	\$618	As Described
Technology Related Hardware/Software (< \$5,000 per item) (650)	40325 dollars will be allotted for Equipment such as Chromebooks (including licenses), Projectors (including mounting brackets), printers, graphing calculators, computers, headphones, classroom furniture etc.	\$40,325	\$45,758	As Described
Software (670)	2000 dollars will be allotted to purchase the Lan School software program. This program allows teachers to monitor their students activity on the classroom sets of chromebooks.	\$2,000	\$0	The original intent was to purchase a student device monitoring software for the school. However after the plan was approved, the district purchased a comparable software to be used district wide.
Total:		\$94,822	\$90,692	

## 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 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.**

As Described

**Publicity**

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

- School website

**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 **2019-10-18**

**Council Plan Approvals**

Number Approved	Number Not Approved	Number Absent	Vote Date
9	0	1	2018-03-05

**Plan Attachments**

Upload Date	Title	Description
2019-10-02	<a href="#">CFA Breakdowns 2018-2019</a>	The Individual CFAS administered by department for the 2018-2019 school year with initial proficiency and total proficiency after intervention.

**Plan Amendments**

**Approved Amendment #1**

**Submitted By:**

Bradley Bench

**Submit Date:**

2018-11-16

**Admin Reviewer:**

Natalie Gordon

**Admin Review Date:**

2018-12-13

**District Reviewer:**

Kristi Coleman

**District Approval Date:**

2019-01-07

**Board Approval Date:**

2018-11-13

**Number Approved:**

9

**Number Not Approved:**

0

**Absent:**

0

**Vote Date:**

2018-10-05

**Explanation for Amendment:**

Snow Canyon Middle School Community Council proposes the reallocation of \$11,430.20 in the 2018 -2019 Trust-Lands budget. It is proposed that we transfer \$2,000 from the Salary and Benefit account (100) to the Travel Account (580) and transfer the remaining \$9,430.20 from the Salary and Benefit account (100) to the Trust-Land Equipment Account (650). The original plan allocated funding for paying for three additional class periods at Snow Canyon Middle School. However, staffing adjustments during the summer months allowed the school to fund one of the proposed extra periods with basic funding. This reallocation will help to accelerate our plans to replace outdated Computers, Chromebooks, graphing calculators and other technology devices in the school and provide additional opportunities for SCMS staff members to participate in professional development and educational conferences.

No Comments at this time

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