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

<table>
<thead>
<tr>
<th>Description</th>
<th>Planned Expenditures</th>
<th>Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Employee Benefits</td>
<td>52931</td>
<td>49375</td>
</tr>
<tr>
<td>Transportation/Admission/PerDiem</td>
<td>5000</td>
<td>1082</td>
</tr>
<tr>
<td>Library Books</td>
<td>1644</td>
<td>1680</td>
</tr>
<tr>
<td>Technology Related Hardware/Software</td>
<td>50016</td>
<td>49272</td>
</tr>
<tr>
<td>Total Expenditures</td>
<td>109591</td>
<td>101409</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>Science</td>
<td>11</td>
</tr>
<tr>
<td>CTE</td>
<td>2</td>
</tr>
<tr>
<td>Special Ed</td>
<td>4</td>
</tr>
<tr>
<td>Social Science</td>
<td>4</td>
</tr>
<tr>
<td>World Language</td>
<td>3</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Final Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral/Character Education/Leadership Component</td>
<td>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.</td>
<td>Same as Described</td>
</tr>
</tbody>
</table>

**Expenditures**

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Estimated Cost</th>
<th>Actual Cost</th>
<th>Actual Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Employee Benefits (100 and 200)</td>
<td>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</td>
<td>51931</td>
<td>49376</td>
<td>Same as Described</td>
</tr>
</tbody>
</table>
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.