

# Final Report 2018-2019 - Bennion JR

## 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	\$758	N/A	\$0
Distribution for 2018-2019	\$99,931	N/A	\$105,628
Total Available for Expenditure in 2018-2019	\$100,689	N/A	\$105,628
Salaries and Employee Benefits (100 and 200)	\$69,000	\$79,293	\$64,816
Employee Benefits (200)	\$0	\$0	\$14,477
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)	\$3,500	\$3,851	\$3,851
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	\$8,500	\$10,061	\$10,060
General Supplies (610)	\$5,000	\$516	\$516
Textbooks (641)	\$3,000	\$2,336	\$2,336
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	\$0	\$0
Library Books (644)	\$1,000	\$0	\$0
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$10,000	\$0	\$0
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
<b>Total Expenditures</b>	<b>\$100,000</b>	<b>\$96,057</b>	<b>\$96,056</b>
Remaining Funds (Carry-Over to 2019-2020)	\$689	N/A	\$9,572

## Goal #1 Goal

GOAL # 1 PROFESSIONAL LEARNING COMMUNITIES Bennion Junior High believes that the use of common instructional pacing, weekly common formative assessments (CFAs), and teacher discussions and collaboration regarding assessments in curricular area with multiple teachers will improve student performance. Teachers will participate in conferences, workshops, and visit other schools with effective PLCs and high SAGE results to improve school PLC efforts. During the school year substitutes will be hired to cover classes to provide teachers the opportunity to map curriculum, create assessments, etc. to improve student learning.

## Academic Areas

- Reading
- Mathematics
- Writing
- Science
- Social Studies
- Foreign Language

## Measurements

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

All teachers will modify common pacing guides and improve the use of common formative assessments. Weekly CFAs, School City semester benchmarks, and SAGE assessments will be used to measure student proficiency, growth, and identify struggling students. Weekly CFAs will be shared within the department and with administration to measure student growth and PLC progress.

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

All areas with the exception of science showed increases in end of year testing. English increased 7% in 7th grade, 15% in 8th and 3% in 9th. Math increased 18% in 7th, 4% in 8th and 9% in 9th. Social studies pre and post assessments show increases of 33% in 7th, 56% in 8th and 64% in 9th. Teachers met at an average of 3 times per week to discuss assessment data, lesson planning and common assessment development.

## Action Plan Steps

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

Substitutes will be provided to allow Teachers in math, science, social studies, and English to gather in department PLC meetings to plan curriculum, discuss assessments and identify students that are not achieving proficiency. Teachers will bring weekly assessment data for discussion during professional development time. Friday professional development time will also be allotted to determine effectiveness of these tools as it relates to student learning. Interventions and student learning outcomes will be shared and results discussed.

Teachers in mathematics, science, English language arts, social studies, and world languages will be given 1-2 days outside the school to improve curriculum mapping and CFAs. If available and deemed necessary, the school will send staff to conferences, workshops, and other schools to learn and improve PLC efforts. Books, computer programs, or educational materials that will improve these efforts will be purchased.

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

Teachers in the math, English, social studies and science departments met twice in the year as teams with district specialists to plan curriculum, develop common assessments, develop new resources and plan instructional units. Funds were spent to cover the cost of substitutes for their classes. Four teachers and one administrator attended a conference, PLC Institute, and used the information for a teacher professional development session at the beginning of the 2019-2020 school year.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Substitutes for PLC work	\$2,000	\$1,082	As Described.
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	Transportation and admission for conferences and professional development opportunities	\$3,000	\$6,057	As Described - see amendment 2
General Supplies (610)	Purchase training materials	\$500	\$0	Not purchased.
	Total:	\$5,500	\$7,139	

## Goal #2 Goal

**GOAL #2 MATHEMATICS, AP GEOGRAPHY, & SCIENCE SUPPORT** Based on the number of students with low math scores on previous state assessments, the school will maintain or increase the level of services for remedial math. Bennion has identified math remediation needs for 15 to 25 % of the students. For the upcoming school year, if resources are available, the school will offer two math lab classes per grade level. Math aides will be hired to provide in-class support and coordinate the school lunch support program. Math lab tutoring is offered before and after school and is coordinated and tracked by teachers and aides. Advanced Placement (AP) geography and science tutoring will also be available based on need and teacher availability. Chromebooks will be purchased for science teachers who will actively use this resource.

## Academic Areas

- Mathematics
- Science
- Social Studies

## Measurements

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

The school has a goal for all SAGE tests to achieve or exceed the state average. In all SAGE curricular areas the school has a goal to grow by 1-3% in SAGE results based on the results from the previous year. In mathematics, the goal is to exceed the 16-17 SAGE scores of 53% for 7th grade, 44% for 8th

grade, and 48% for 9th grade. The school will also measure growth and proficiency by subject using School City, AP, and other useful assessments.

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

The testing shows improvement in all areas with the exception of science: All areas with the exception of science showed increases in end of year testing. English increased 7% in 7th grade, 15% in 8th and 3% in 9th. Math increased 18% in 7th, 4% in 8th and 9% in 9th. Social studies pre and post assessments show increases of 33% in 7th, 56% in 8th and 64% in 9th. Math labs were available for all grade levels as well as after school tutoring. Paraeducators worked with math teachers in the labs.

**Action Plan Steps**

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

Based on SAGE results and teacher recommendations, Bennion has identified 15 - 25% of students who have math remediation needs. To meet those needs, the school will place 120 to 150 students in math lab classes (approximately 40-50 per grade level). Land Trust money will be used to keep math lab classes smaller. When possible, math lab classes will coincide with the current math class and be blocked with the same teacher. The math lab teachers and aides will target instruction for Math 7, 8, and Secondary Math I deficiencies. In order to provide ongoing support, math aides under the supervision of the teacher support whole group instruction, work with small groups, and provide more individualized support in class and during lunch.

Bennion runs a lunch support program for math. This program is a lunch work completion program aimed at helping students finish and turn in their class assignments. Students are expected to stay on task in class, complete assignments, and complete homework. This program has been shown to work extremely well to encourage in-class work and homework completion. There are 1-2 aides that coordinate this program under the supervision of a teacher to provide support/tutoring during lunch.

For students who are struggling in mathematics the school has offered before and after school tutoring. Tutoring will be offered after school for AP Geography and science for students seeking additional help. Teachers will keep a daily record of students that come for help. Teachers are compensated according to time spent and the number of students served.

If the science teachers are in need of additional technology and will use the chrome books with their students another 1-2 chrome book carts will be purchased.

Funds will be used to pay the registration fee and transportation for students to participate in the state math. competition.

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

Math aides worked in the math labs to assist students in testing and homework completion. Students attended math labs taught by their regular math teacher. The lunch program for tutoring was not well attended, so resources were put in place for after school tutoring. AP geography students received after school help, but science did not provide after school tutoring. Chromebooks were not purchased and the funding was allotted elsewhere (amendment 2).

**Expenditures**

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Tutoring needs with math, science, AP geography before and after school. Support math and science classes with paraprofessionals. Reduce class size in math and create math lab classes.	\$33,000	\$39,977	As Described.
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	Pay for registration and transportation for state math competition.	\$500	\$329	Transportation for state math competition. Expenditure listed under 500 RETIRED DO NOT USE.
Technology Related Hardware/Software (< \$5,000 per item) (650)	Purchase additional chromebooks	\$10,000	\$0	Not purchased. See amendment 2.
	Total:	\$43,500	\$40,306	

**Goal #3  
Goal**

GOAL # 3 WRITING & WORLD LANGUAGES Bennion has the goal of increasing daily writing, process writing, and the writing abilities of students. Starting in 2015-2016 the school began serving more special education and ELL students in regular education classes with Tier I instruction. With these increasing special education service needs in the regular education settings more teacher and aide support training will be required. Some teachers will be sent to literacy conferences to improve literacy teaching abilities. Literacy and organizational materials like

student planners will be purchased to improve student organization and writing abilities. The school has a dual-immersion Chinese program and beginning Chinese classes. To staff appropriately and adequately serve students, additional classes of Chinese are will be created. Land trust funds may be needed to accomplish these purposes.

## Academic Areas

- Writing
- Foreign Language

## Measurements

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

The school will use the SAGE ELA writing assessment to measure growth in writing proficiency. The SAGE writing assessment is given in March and the goal is to exceed the district average and reach the state average. Also, using the Utah Compose computer program and other teacher-generated assessment tools the English language arts (ELA) teachers will assess student writing abilities and growth throughout the year. The expectation is the students will grow at least one year worth of growth in writing abilities based on the results from the previous year in the Utah Compose program. The school will document and track enrollment in Chinese classes and growth of language proficiency levels in School City.

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

No additional Chinese classes were needed, so funding was not necessary for school FTE in Chinese. Reading Inventory data shows that each grade improved: 7th grade made 102 point growth, 8th grade 60 and 9th grade 43. Bennion exceeded the district average on the RISE summative assessment by 1 point.

## Action Plan Steps

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

Bennion has the goal of increasing daily writing and process writing within the school. Starting with the first term, English language art teachers will focus instruction on the writing process. The next three terms English teachers will focus on teaching and practicing the three different forms of writing: narrative, argumentative, and informational. Aides under the supervision of the teacher will be placed in targeted classes to support this writing instruction in ELL, special education, and regular education settings. Land Trust money will be used to maintain smaller class sizes in ELA classes.

The administration with the literacy committee will use professional development time to teach and reinforce writing techniques with the staff. The school will also have discussions in departments and as a staff on promoting writing in every curricular area. Teachers will be trained on the use of writing prompts, best literacy practices, and assessment methods to enhance student writing abilities. Writing prompts will be explored in each department to ensure the assignment is relevant to the content area. The teachers will regularly have students write in class to promote, practice, and improve writing skills. Classroom aides under the supervision of the teacher will be used in ELA, ESL, special education, and reading classes to support teachers and classroom instruction. School day planners and other organizational materials for students will be purchased.

When staffing the school it will be determined by school and district administration the adequate teacher support needed to serve the program and students appropriately. To support and grow the dual immersion program Land Trust Monies will be used to pay for Chinese classes if not covered by the FTE.

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

Funding was used to pay one class period of an English teacher in order to maintain lower class sizes. All teachers worked on writing narrative, argumentative and informational essays. Classroom aides were hired to work in classes as additional support for students. Additional Chinese classes were not necessary. Student planners were utilized.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Support ELL, Special Education, and ELA classes with paraprofessionals. Support creation of additional Chinese classes.	\$20,000	\$22,413	As Described.
	Total:	\$26,000	\$26,264	

Category	Description	Estimated Cost	Actual Cost	Actual Use
General Supplies (610)	Organizational materials for students.	\$2,500	\$0	Not purchased with LAND Trust funds.
Printing (550)	Purchase school day planners for students.	\$3,500	\$3,851	As Described.
	Total:	\$26,000	\$26,264	

## Goal #4 Goal

GOAL # 4 READING Content specific reading materials will be purchased for teachers and classes. Bennion offers two different reading/writing classes. One class is for 7th grade students and the other class is for 8th and 9th grade students who have literacy skills below grade level. These two classes are designed to support student growth and the school literacy efforts. The school will recognize, reward, and celebrate the students reading abilities based on Reading Inventory (RI) results with all students. Tracking of student achievement in reading will be gathered, and shared with teachers in an effort to recognize the individual student needs and deficiencies.

## Academic Areas

- Reading

## Measurements

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

The RI will be given three times each year to measure student growth and proficiency. The goal of this reading initiative is to raise all students RI scores a minimum of 8% annually. The goal for the school is to have literacy scores grow more than other Granite District junior high schools.

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

Reading Inventory scores were 1 point above the Granite School District average, with 7th grade growth at 102, 8th at 60 and 9th at 443.

## Action Plan Steps

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

Bennion Junior High offers a year-long seventh grade reading class for incoming 7th graders and a semester reading class for below proficient 8th and 9th grade students. Students will be recognized and rewarded through the school year for high and improved reading scores. Some professional development time will be structured to teach and train staff on the most effective methods in all subjects to improve the student reading and comprehension abilities. Methods of teaching content specific vocabulary will be explored and shared with the staff.

Literacy materials in all contents which will improve the student fluency and comprehension abilities will be purchased. Incentives which promote proficiency and growth with reading levels will be purchased and given to students.

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

Reading classes were available for all grade levels. Funding was used for 1 period of English to allow for class sizes to be lower and to include the reading classes. Additional novels and publications were purchased for English and reading classes. The reading incentive program continued with celebrations and prizes for student who increased their scores on the Reading Inventory.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Creation of semester reading classes for 8 and 9 grade.	\$8,000	\$9,229	As Described.
	Total:	\$14,000	\$12,081	

Category	Description	Estimated Cost	Actual Cost	Actual Use
General Supplies (610)	Track and reward Reading Inventory (RI) scores for students. Student incentives not to exceed \$2.00 per student.	\$2,000	\$516	As Described.
Textbooks (641)	Purchase content specific literacy materials.	\$3,000	\$2,336	As Described.
Library Books (644)	Purchase content specific literacy materials.	\$1,000	\$0	Not purchased. See amendment 3.
	Total:	\$14,000	\$12,081	

## Goal #5 Goal

GOAL # 5 CURRICULAR OPPORTUNITIES (All Subjects) Bennion Junior High has changed to a seven period day. In order to enable students to take elective classes the school will reimburse students for the classes passed and credits earned with the Granite Connect program. This program is available during the summer and outside the regular school hours. When teachers are willing, land trust money will be used to offer courses before and after school to provide additional curricular opportunities. When financially able the school will offer credit recovery classes for students in need of credit recovery.

## 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.**

The school will track the number of credits earned, courses taken and money spent for Granite Connect classes.

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

Students who requested payment were reimbursed for their online classes. Records as to credits earned were not kept, due to changes in administration and secretarial.

## Action Plan Steps

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

The counselors will communicate to parents and students available Granite Connect classes. When teachers are willing, Jazz Band and other curricular classes will be offered before and after school.

One or two credit recovery classes will be offered for students who fail core subject classes first semester. These classes help the students earn the credit to stay on-line to graduate. Funds will be used to reimburse online classes taken in the summer.

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

Counselors discussed online options with parents during their annual SEOP meetings. Jazz band was offered before schools so students could get additional credits during the day. Credit recovery classes were offered second semester and students were placed in them as determined by the classes

they failed in first semester.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Offer elective classes before or after school.	\$6,000	\$6,592	As Described.
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	Reimburse online classes taken in the summer.	\$5,000	\$3,675	As Described. Expenditure under category 500 - RETIRED DO NOT USE.
	Total:	\$11,000	\$10,267	

## Funding Changes (and Unplanned Expenditures)

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

With additional funds the school will: - Decrease class size - Teacher development trainings, New Beginnings - Purchase additional classroom sets of Chromebooks or other computer-based instructional materials - Student rewards to promote PBIS - Supplies for college and career promotion

**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:**

- Letters to policy makers and/or administrators of trust lands and trust funds.
- School website
- Other: Please explain.
  - School automated calling system will notify parents of where to find Land Trust plan.

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

- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School newsletter
- School website

## Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2019-10-23**

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
8	0	3	2018-02-28

## Plan Amendments

### Approved Amendment #1

**Number Approved:**

8

**Number Not Approved:**

0

**Absent:**

3

**Vote Date:**

2018-08-28

**Explanation for Amendment:**

Funding for substitutes twice a year for all members of the English, science and math departments to collaborate, plan instruction, instructional units, common assessments and pacing (goal 1) is inadequate. \$2000 needs to be added to the salaries and benefits category to cover substitutes. The funds will be moved from salaries and benefits category in goal 2. Funding for professional development for department Professional Learning Committees is inadequate. \$5000 will be moved from salaries and employee benefits (goal 2) to transportation/admission/per diem category of goal 2. Salaries are not currently paying teacher FTE for math classes or math labs, so the money needs to be reallocated. Change description in the salaries and benefits section of goal 4 to read, 'Creation of semester credit recovery classes for ninth grade progress toward graduation'. Additional reading classes are being funded through school FTE.

## Approved Amendment #2

---

**Number Approved:**

11

**Number Not Approved:**

0

**Absent:**

0

**Vote Date:**

2018-10-24

**Explanation for Amendment:**

We are unable to maintain math labs and reading/writing classes without additional funds due to drop in FTE following the October 1 count. This will mean moving the \$10,000 dollars for chromebooks in goal #2 to salaries in goal #2 and #3. Chromebooks will be purchased through school technology monies.

## Approved Amendment #3

---

**Number Approved:**

11

**Number Not Approved:**

0

**Absent:**

1

**Vote Date:**

2019-04-24

**Explanation for Amendment:**

We ended with an excess of funds in printing, \$148.88 (goal #3), library \$752.14 (goal #4) and bus, 375.00 (goal #2) categories and needed additional funds to allow for the professional learning communities conference costs for training in June (goal #1).