

Matheson JR Final Report 2013-2014

Financial Proposal and Report - This report is automatically generated from the School Plan entered in the spring of 2013 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2013-2014.

Available Funds	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2012 - 2013	\$2,729	\$12,127
Distribution for 2013 - 2014	\$54,229	\$70,052
Total Available for Expenditure in 2013 - 2014	\$56,958	\$82,179
Salaries and Employee Benefits (100 and 200)	\$46,000	\$42,874
Professional and Technical Services (300)	\$2,000	\$0
Repairs and Maintenance (400)	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$75
Travel (580)	\$0	\$0
General Supplies (610)	\$0	\$0
Textbooks (641)	\$0	\$0
Library Books (644)	\$1,000	\$0
Periodicals, AV Materials (650-660)	\$0	\$0
Software (670)	\$1,000	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$4,000	\$12,983
Total Expenditures	\$54,000	\$55,932
Remaining Funds (Carry-Over to 2014 - 2015)	\$2,958	\$26,247

ITEM A - Report on Goals

Goal #1

To improve proficiency in mathematics, science, reading, and writing by a 5% increase in all grade levels.

Identified academic area(s).

Mathematics

Reading

Science

Writing

This was the action plan.

1. Implement up to two additional course sections in language arts, science, and mathematics to lower class sizes as needed.
2. Implement, if necessary, M.A.D. labs (Math, Acuity, and Digits), Academic Learning Labs after school hours, and continue to provide credit repair programs.
3. Provide substitute teachers for mathematics teachers, language arts teachers and science teachers to enable these teachers to attend professional development and/or vertical teaming meetings.
4. Provide tuition and supplies for educator training to improve instructional practices, as needed.
5. Continue implementation of Book of the Month by purchasing ten books for the media center each month. These books are strategically selected to provide students with grade appropriate, motivational, and relevant novels to enhance their reading skills. Books may be substituted with technology-based access to novels and non-fiction books. Continue Paws to Read and Matheson Vocabulary Power to motivate students to read each day and to complete books. We have impacted levels of proficiency on a school-wide basis by utilizing this program in all Advisory classes and all language arts classes.
6. Continue to utilize a para-educator to test and provide academic data for school-wide literacy.
7. Provide tools for instructional purposes to enhance the relevance of science curriculum, i.e. hands on learning activities, including technology tools for instruction, and real life experiences in science.

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

In order to improve proficiency in mathematics, science reading and writing, the follow action steps were implemented:

- Class sizes were lowered by funding additional course sections of mathematics and ELA.
- M.A.D. (Math, Acuity and Digits) Labs were implemented and sustained throughout the school year to provide after-school support to students in mathematics, language arts and science. Students without computer and/or Internet access at home were provided access before and after regular school hours.
- 3. Substitutes were provided for mathematics, science and language arts teachers to attend professional development and vertical teaming meetings.
- Books were purchased for the Book of the Month and used in Advisory and language arts courses on a school-wide basis. Students read a combined total of over 10,000 books during the 2013-2014 school year.
- A 29-hour para educator was funded to facilitate testing, aggregate assessment data, and monitor school-wide literacy progress.
- Forty Google Chrome Books, management systems and a mobile cart were purchased to facilitate new on line

science technology and curriculum.

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

Assess student performance in mathematics using Acuity and Digits, at intervals throughout the year, to improve instructional pacing and to ensure alignment with core curriculum. Progress in mathematics will be determined through the State UCAS system and through the use of Acuity and Digits measures.

Assess student performance in reading and language arts by using Acuity, Scholastic Reading Inventory, Direct Writing Assessment, Oral Reading Fluency, and My Access at intervals throughout the school year to improve instructional pacing and to assess student needs. Progress in language arts will be determined through the State UCAS system and through the use of Acuity.

Assess student performance in science through the implementation of the Acuity assessment tool. Progress in science will be determined through the State UCAS system and through the use of Acuity.

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

SRI Reading Proficiency Report 2013-2014

7th Grade 2013-2014

	Beginning	End
Advanced	1125 and Above	55 80
Proficient	970-1124	152 140
Basic	770-969	133 120
Below Basic	BR-769	69 69

8th Grade 2013-2014

	Beginning	End
Advanced	1190 and Above	49 44
Proficient	1010-1189	114 118
Basic	790-1009	127 141
Below Basic	BR-789	93 80

9th Grade 2013-2014

	Beginning	End
Advanced	1265 and Above	77 99
Proficient	1050-1264	87 85
Basic	850-1049	122 122
Below Basic	BR-849	73 53

Total School

Beginning End

Advanced	181 223
Proficient	353 343
Basic	382 383
Below Basic	235 202

The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:

Amount	Category	Description
46000	Salaries and Employee Benefits (100 and 200)	Up to five extra teaching periods in language arts, mathematics, and science. One literacy aide assisting with reading tutoring, reading assessment and data management.
2000	Professional and Technical Services (300)	Provide substitutes to enable teachers to attend professional development to assist them with technology, data analysis, instructional practices, and vertical teaming.
1000	Library Books (644)	Book of the Month will be purchased as books for the media center or as electronic books on Overdrive to allow students to access books on electronic devices.

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.

42874 Salaries and Employee Benefits (100 and 200) Funds expended on extra math FTE, MAD Lab and literacy aide.

000 Professional and Technical Services (300) Other funds were expended to provide substitutes for math teachers to attend professional development; math and ELA teachers to attend network vertical teaming meetings.

000 Library Books (644) Other funding was used to purchase books for the media center.

Goal #2

To provide tools for technology to enhance student proficiency.

Identified academic area(s).

Technology

This was the action plan.

1. Assessment of cost effective technology to assist learning for the students.
2. Purchase of electronic devices to assist teachers and students in the development of a more comprehensive on line education as well as a more comprehensive system of data analysis, i.e. student performance data that is accessible and understood by the students.
3. Assessment of the impact of "hands on" learning activities, specifically in science classes, and the expanded use of technology in student learning.

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

To provide tools for technology to enhance student proficiency, the school Library Media Technology Specialist (LMTS) in conjunction with the School Community Council, assessed the feasibility of purchasing "one-to-one" electronic devices to assist teachers and students in the development of a more comprehensive on line education and to support on line math and science programs. It was determined that carts of Google Chrome Books were the best delivery method for interval assessment and for interaction with the Digits and Math XL on line math programs and on line science program.

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

Many of our students do not have access to computers to assist them in the completion of their DIGITS and other on line programs for their academic work. We will have labs open after school, but we will also assess the need for additional mini-labs to offer opportunities for students to excel and complete their work. The model of devices will be assessed to determine the best use of this allotted funding, i.e. iPad mini-lab or other devices that are more cost

efficient.

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

Despite the fact that Matheson Junior High School has four computer labs, the increased frequency of regular, on line formative and summative assessment requires a more "one-to-one" approach with the classroom. Instead of focusing on building more stand-alone labs and pushing computer stations into classrooms, the School Community Council chose to focus on acquiring mobile devices in carts that can be moved and utilized in individual classrooms.

The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:

Amount	Category	Description
1000	Software (670)	Learning tools.
4000	Equipment (Computer Hardware, Instruments, Furniture) (730)	Computer devices.

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.

12983 Equipment - Computer Hardware (730) One cart of 40 Google Chrome Books and management systems were purchased at the end of the 2014 fiscal year, formatted and made available to science teachers at the beginning of the 2014-2015 school year.

ITEM B - In the Financial Proposal and Report, there is a carry-over of \$26247 to the 2014-2015 school year. This is 37% of the distribution received in 2013-2014. Please describe the reason for a carry-over of more than 10% of the distribution.

The new (and current) school principal was placed at the end of January when goals, action steps and planned expenditures were well-established. During the last four months of the 2013-2014 school year, the new principal worked with the School Community Council to assess the most appropriate technology purchases with Land Trust funds and estimated approximately 15,000 in carryover funds. Matheson was able to purchase the Google Chrome Books and cart at GSD negotiated pricing, which left a greater surplus of funds than originally anticipated.

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

We would utilize additional funding to provide reading classes, aide hours for tutorial assistance and data management for student proficiency assessment. We would also purchase additional technology support for the students.

The distribution was about 14% more that the estimate in the school plan. Please explain how the additional money was spent, if it was spent for items other than expenditures described in the approved goals above. If all expenditures were spent for items in the goals, please enter "Not applicable."

Not applicable.

ITEM D - The school plan was advertised to the community in the following way(s):

- Letters to policy makers and/or administrators of trust lands and trust funds
- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School newsletter
- School website
- Other: Please explain.

The school plan was advertised to the community on the Matheson Junior High School FaceBook page.

ITEM E - Please select from the pull down menus the names of policymakers the council has communicated with about the School LAND Trust Program. To choose more than one name on a list, use CTRL while selecting. To unhighlight a selected name, choose another name or use CTRL and select it.

State Leaders

U.S. Senators

State Senators

U.S. Representatives

State Representatives

District School Board
Gayleen Gandy

State School Board

ITEM G - A summary of this Final Report must be provided to parents and posted on the school website by October 20th of the 2014. When was this task completed?

Not required for Charter Schools.

10/20/2014