

## Final Report 2014-2015 - Matheson JR

**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 2014 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2014-2015.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2013-2014	\$10,000	N/A	\$26,247
Distribution for 2014-2015	\$68,243	N/A	\$70,721
Total Available for Expenditure in 2014-2015	\$78,243	N/A	\$96,968
Salaries and Employee Benefits (100 and 200)	\$48,743	\$58,316	\$58,316
Employee Benefits (200)	\$0	\$0	\$18,826
Professional and Technical Services (300)	\$0	\$0	\$0
Repairs and Maintenance (400)	\$0	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0	\$1,624
Travel (580)	\$0	\$0	\$0
General Supplies (610)	\$500	\$0	\$0
Textbooks (641)	\$0	\$0	\$0
Library Books (644)	\$1,000	\$2,059	\$2,059
Periodicals, AV Materials (650-660)	\$0	\$0	\$0
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$28,000	\$160,180	\$16,018
<b>Total Expenditures</b>	<b>\$78,243</b>	<b>\$220,555</b>	<b>\$96,843</b>
Remaining Funds (Carry-Over to 2015-2016)	\$0	N/A	\$125

### Goal #1

#### Goal

Increase proficiency in grade 7-9 mathematics, science and English Language Arts by 5% by the end of the 2014-2015 school year.

#### Academic Areas

- Mathematics
- Reading
- Science
- Writing

## Measurements

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

This goal will be monitored through Acuity, Scholastic Reading Inventory (SRI), Oral Reading Fluency and My Access and will be measured by the results of the 2015 SAGE in all specified content areas. The baseline measurement will be our 2012-2013 CRT results in all specified content areas. The developmental stage of the 2013-2014 SAGE makes the results too unreliable for an accurate baseline measurement. We expect our action plan for Goal #1 to generate the following results: Language Arts Baseline Proficiency Goal 7th 68% 73% 8th 72% 77% 9th 78% 83% Mathematics Baseline Proficiency Goal 7th 71% 76% 8th 54% 59% 9th 59% 64% Science Baseline Proficiency Goal 7th 42% 47% 8th 50% 55% 9th 54% 59%

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

Granite School District replaced Acuity with Granite Quarterly Benchmarks, which were administered twice each quarter. All pre and post test data for each quarter was compiled by the Data Team and aggregated to track student growth by teacher. The SRI was administered three times during the school year and data was used to place students in intensive reading interventions.

After consulting with the GSD Research and Assessment Department, it was determined that our 2013-2014 SAGE results would be a more appropriate than 2012-2013 CRT results. A comparison of the 2013-2014 SAGE baseline and the 2014-2015 results yield the following results in student proficiency:

Language Arts: 7th grade overall increase of 3%; 8th grade overall increase of 5%; 9th grade overall decrease of 9%.

Math: 7th grade overall increase of 7%; 8th grade overall increase of 10%; Secondary Math I overall increase of 3%; Secondary Math II overall increase of 18%.

Science: 7th grade overall increase of 5%; 8th grade overall increase of 7%; Earth Science overall increase of 0%; Biology overall decrease of 12%.

## Action Plan Steps

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

Build and fund up to two additional course sections of English Language Arts/science/mathematics/reading to lower class sizes as needed. Implement, as necessary, M.A.D. (Math, Acuity and Digits) Labs after school hours to support student learning. Provide substitute teachers for English Language Arts, science, mathematics and reading to attend professional development and/or vertical team meetings. Provide tuition and supplies for educator training to improve instructional practices, as needed. Continue Book of the Month by purchasing ten strategically selected books for the media center each month to motivate and enhance student reading and emphasize character development. Continue school-wide Tiger PAWS to Read and Matheson Vocabulary Power (MVP) programs to motivate and reinforce reading habits and core curriculum-based academic vocabulary. Continue to utilize a para educator to schedule testing, aggregate assessment data and monitor school-wide progress in English Language Arts, mathematics and science. Implement and fund two periods for a data team to facilitate testing, generate and analyze data sets, conduct progress monitoring, and develop positive behavior supports for student growth. Implement Supervised Studies courses as an intervention for regular education students who need additional academic support.

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

Additional sections of science and math were created to lower class size. Science classes were kept to no more than 28 students per section. A portion of an additional Reading teacher's FTE and a para educator who served as a Literacy Aide were also funded.

Science teachers were paid to attend professional development on using their Chrome Book Labs, and a member of the Math Department was sent to the National Council for Teachers of Mathematics conference. Upon her return, the teacher shared insights and strategies with the entire math department.

Tiger PAWS to Read was fully funded, with students collectively reading over 6,000 books last school year and Book of the Month was funded and interest generated through monthly displays, announcements and contests.

Two extra periods were funded for the Data Team, who facilitated testing, generated Data Guide binders for each teacher, monitored student growth and celebrated departments with the greatest gains by awarding them with the 'Golden Tiger.'

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Fund additional course sections of English Language Arts, science and mathematics as needed Fund after school labs as needed Fund para educator Fund two periods for data team Fund Supervised Studies courses for academic support Fund substitutes for professional development and/or vertical teaming meetings	\$48,743	\$58,316	As Described
Library Books (644)	Purchase Book of the Month books for the media center	\$1,000	\$2,059	As Described
	Total:	\$49,743	\$60,375	

## Goal #2

### Goal

Provide tools that improve student access to technology and enhance learning ? specifically, mobile technology labs that can be used to access online textbooks, take assessments, engage in learning tasks and complete online homework assignments.

### Academic Areas

- Technology

### Measurements

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

This goal will be monitored by the data team (see Goal #1) and school LMIS, who will graph and compare the use of improved technology with the frequency of online homework submissions, textbook use, and number of assessments taken per student. This data will be correlated with student growth at the end of the 2014-2015 school year. The baseline measurement for Goal #2 will be a student technology survey administered at the beginning of the 2014-2015 school year that assesses each student's level of access to online textbooks, online homework and computer and/or Internet after school hours. We expect our action plan for Goal #2 to generate the following results: Increased number of students with access to state and district-approved digital text in mathematics, science and English Language Arts. Increased number of online homework submissions. More frequent, accurate assessment data to monitor student progress and demonstrate growth.

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

Our beginning of the year student technology survey was included in our school registration materials. The surveys returned revealed that approximately 20% of our students had limited (cell phones only) or no access to technology after school hours.

A Google Chrome Lab carts of 40 devices were purchased and in the hands of students in the science classroom by the end of first quarter. Five science teachers now share a total of three mobile labs, and each lab is used daily for instruction and assessment. All students have Google accounts and logins and have been trained in Google Docs and other features that allow online homework submission. Online science texts were accessed through the Google Chrome Labs.

In addition, every 7th and 8th grade student used the DIGITS online mathematics program for homework practice, and 9th grade students used Pearson OLE beginning second semester. To support this online mathematics programming, four Smartboard and short-throw projectors were purchased for math classrooms. Every math teacher now has this technology in his/her classroom.

Math proficiency as measured by the SAGE Summative increased 6% overall from 2013-2014. Science proficiency as measured by the SAGE Summative increased 3%. Even greater gains were made with minority and low socio-economic populations.

Google Chrome Labs have freed up computer lab space made it possible for every student to have more frequent access to technology. Every content area teacher was able to successfully access the technology necessary for conducting quarterly pre and post assessments for every student, every subject. The Data Team gathered and aggregated all benchmark data which was then used in our school PLCs to make decisions about instruction, student progress and programming. Quarterly data was tracked on a spreadsheet that was shared with all faculty and with the School Community Council each quarter. In addition, the Data Team conducted make-up testing for students who were absent when assessments were administered and used our Advisory period to conduct these sessions. As the principal, I used the student growth data as a springboard for discussion with teachers whose students made little or no progress.

## Action Plan Steps

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

Consult with district Instructional Technology Department to purchase most feasible, cost effective technology for mobile labs. Purchase devices, management systems and mobile carts, make necessary installations. Provide professional development for teachers in use of mobile carts as instructional tools in the classroom. Train students in appropriate use and procedures to students in each classroom.

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

The school Library Media Educational Technology Specialist (LMETS) consulted with the district Instructional Technology Department to purchase three Google Chrome Labs with management systems and a locking cart. Professional Development for the science department was provided by district personnel and supported by the school LMETS.

In turn, teachers and the school LMETS trained students in each science classroom to set up and use their Google account. Procedures for using and storing the Google Chrome Books were also established and explicitly taught. Classroom teachers were provided with a 'checklist' for using and storing the Google Chrome carts.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
General Supplies (610)	Miscellaneous Supplies	\$500	\$0	No miscellaneous supplies were purchased.
		Total:	\$28,500	\$160,180

Category	Description	Estimated Cost	Actual Cost	Actual Use
Equipment (Computer Hardware, Instruments, Furniture) (730)	80 Google Chrome Books at \$278/book = \$22,240.00 80 one-time management system fees at \$27.88/book = \$2230.40 2 carts for mobile lab at \$1,600/cart = \$3,200.00	\$28,000	\$160,180	As Described
	Total:	\$28,500	\$160,180	

## Increased Distribution

[Edit](#)

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

Additional funds will be spent to implement a Saturday Science School intervention and/or enrichment program in our lowest performing content area - science. Students on all grade levels identified as not making sufficient progress will be offered an additional .5 day each week (total of 5 extra days each academic quarter) of intervention on specific learning objectives.

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

Additional funds were spent on after school science intervention and enrichment rather than on Saturday Science School interventions as it was difficult to generate interest in teaching or attending on Saturdays.

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

**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
- School marquee

## Policy Makers

The school community council has communicated with the following policy makers about the School LAND Trust Program. Communication with Policy makers is encouraged and recommended. It is not required.

**State Representative:**

Dist. 30 Cox, Fred C.

Dist. 31 DiCaro, Sophia M

## Summary Posting Date

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A summary of this Final Report was provided to parents and posted on the school website on **2015-10-20**

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
9	0	3	2014-03-24

## Plan Amendments

### Approved Amendment #1

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**Submitted By:**

Dawn Hauser

**Submit Date:**

2015-04-22

**Admin Reviewer:**

Paula Plant

**Admin Review Date:**

2015-06-01

**District Reviewer:**

Sandra Riches

**District Approval Date:**

2015-06-16

**Board Approval Date:**

2015-05-06

**Number Approved:**

7

**Number Not Approved:**

0

**Absent:**

3

**Vote Date:**

2015-02-23

**Explanation for Amendment:**

Although funds were earmarked for professional development support in mathematics, the MJHS School Community Council voted to reimburse Linda Eyring for attending the National Council of Teachers of Mathematics Conference in Boston, MA. Ms. Eyring paid her own airfare and the SCC voted to reimburse her for the cost of her hotel stay during the conference and the conference registration cost.

[BACK](#)



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