

# Final Report 2016-2017 - 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 2016 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2016-2017.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2015-2016	\$0	N/A	\$166
Distribution for 2016-2017	\$83,173	N/A	\$94,387
Total Available for Expenditure in 2016-2017	\$83,173	N/A	\$94,553
Salaries and Employee Benefits (100 and 200)	\$60,000	\$67,537	\$53,749
Employee Benefits (200)	\$0	\$0	\$13,789
Professional and Technical Services (300)	\$0	\$0	\$0
Repairs and Maintenance (400)	\$0	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$3,000	\$3,320	\$18,593
Travel (580)	\$16,673	\$15,898	\$0
General Supplies (610)	\$2,000	\$1,760	\$1,761
Textbooks (641)	\$0	\$0	\$20
Library Books (644)	\$1,500	\$1,520	\$1,520
Periodicals, AV Materials (650-660)	\$0	\$0	\$0
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$4,820
<b>Total Expenditures</b>	<b>\$83,173</b>	<b>\$90,035</b>	<b>\$94,252</b>
<b>Remaining Funds (Carry-Over to 2017-2018)</b>	<b>\$0</b>	<b>N/A</b>	<b>\$301</b>

## Goal #1 Goal

Increase proficiency in grade 7-8 mathematics, science and English Language Arts by 5% as measured by year-end SAGE Summative testing.

## Academic Areas

- Reading
- Mathematics
- Writing
- Science
- Social Studies

## Measurements

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

This goal will be monitored through quarterly/semester district benchmark assessments, three administrations of the Scholastic Reading Inventory (SRI), the SAGE Interim and SAGE Summative assessment in English Language Arts, math and science. Results will be measured against the 2015-2016 SAGE Summative results and the third and final 2015-2016 SRI probe.

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

#### First Test

Advanced = 195 or 17% of students  
Proficient = 127 or 11% of students  
Strategic at Risk = 331 or 28% of students  
Intensive at Risk = 511 or 44% of students

#### Last Test

Advanced = 267 or 23% of students (+6%)  
Proficient = 144 or 12% of students (+1%)  
Strategic at Risk = 318 or 27% of students (-1%)  
Intensive at Risk = 435 or 37% of students (-7%)

#### SAGE Summative

2015-2016 (includes 9th grade data)  
Language Arts = 20% proficient  
Mathematics = 25% proficient  
Science = 21% proficient

#### 7th Grade

Language Arts = 18% proficient  
Mathematics = 24% proficient  
Science = 13% proficient

#### 8th Grade

Language Arts = 21% proficient  
Mathematics = 23% proficient  
Science = 29% proficient

#### 2016-2017 (does not include 9th grade data)

Language Arts = 19% proficient (-1%)  
Mathematics = 20% proficient (-5%)  
Science = 18% proficient (-3%)

#### 7th Grade

Language Arts = 21% proficient (+3%)  
Mathematics = 22% proficient (-2%)  
Science = 16% proficient (+3%)

#### 8th Grade

Language Arts = 18% proficient (-3%)  
Mathematics = 18% proficient (-5%)  
Science = 21% proficient (-8%)

## Action Plan Steps

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

1. Provide professional development and substitute teachers for core teachers.
2. Fund additional math periods to double block lowest achieving math students so they will receive math instruction, practice and support every day.
3. Fund an extra period for a teacher to act as Data/Assessment Coordinator and schedule progress monitoring and school-wide assessment, coordinate make-up testing for students who miss assessments, aggregate quarterly/semester benchmark data, identify at-risk students needing additional supports, aggregate school-wide SRI data and produce and present school progress reports to the School Community Council twice during the year.
4. Provide an after school bus on Mondays-Thursdays to support students who could not otherwise attend after school tutoring, remediation and enrichment.
5. Hire a 24 hour per week para educator to organize, support, identify and track student progress for school-wide intervention and learning extension time and school-wide reading initiatives, as needed.
6. Purchase of books to support school-wide (PAWS/Passport) Reading Program.
7. Fund extra reading, English Language Arts, science, social studies and data collection, as needed

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

1. Professional development was provided to teachers, specifically in literacy and science.
2. Two additional math periods were funded.
3. One extra period was funded for a teacher to serve as data/assessment coordinator. This teacher coordinated assessment administration, aggregated quarterly and semester data and presented information to the SCC.
4. An after school bus was funded Mondays-Thursdays for the entire school year, allowing 200 different students the opportunity to participate in after

school tutoring and enrichment.

5. A 24 hour para organized, supported, and tracked students for intervention and extension throughout the school year. All 1,200 students participated in the intervention and extension period.

6. The school LMETS purchased books to support the school-wide reading program, and these books were highlighted on the digital display, school showcase, and on school-wide video announcements.

7. Extra periods of Reading were funded for students identified as reading below grade level.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Substitutes, 24 hour aide, additional periods	\$53,000	\$67,537	As Described
Travel (580)	Monday-Thursday after school bus	\$11,000	\$11,911	As Described
General Supplies (610)	Professional resources related to professional development.	\$1,000	\$37	As Described
Library Books (644)	PAWS/Passport Reading Program books.	\$1,500	\$1,520	As Described
	Total:	\$66,500	\$81,005	

## Goal #2 Goal

Support 7th and 8th grade teams of interdisciplinary teams of science, social studies, and English Language Arts built around common students, and common preparation time.

## Academic Areas

- Reading
- Writing
- Science
- Social Studies

## Measurements

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

This goal will be monitored through weekly team submissions of agendas, meeting minutes, student work samples, and student submissions on the Utah Compose web tool. In addition, quarterly/semester benchmark assessments, SRI, SAGE Interim and SAGE Summative assessments in each specified and applicable content area. Results will be measured against the 2015-2016 SAGE Summative results and the third and final 2015-2016 SRI probe.

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

Scholastic Reading Inventory (SRI)

2016-2017

First Test

Advanced = 195 or 17% of students

Proficient = 127 or 11% of students

Strategic at Risk = 331 or 28% of students

Intensive at Risk = 511 or 44% of students

Last Test

Advanced = 267 or 23% of students (+6%)

Proficient = 144 or 12% of students (+1%)

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Language Arts = 20% proficient

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 Language Arts = 18% proficient  
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8th Grade  
 Language Arts = 21% proficient  
 Mathematics = 23% proficient  
 Science = 29% proficient

2016-2017 (does not include 9th grade data)  
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7th Grade  
 Language Arts = 21% proficient (+3%)  
 Mathematics = 22% proficient (-2%)  
 Science = 16% proficient (+3%)

8th Grade  
 Language Arts = 18% proficient (-3%)  
 Mathematics = 18% proficient (-5%)  
 Science = 21% proficient (-8%)

## Action Plan Steps

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

1. Fund additional planning days for 7th and 8th grade interdisciplinary teams to collaborate and build interdisciplinary units based on Utah Core Standards, emphasizing reading and writing skills and Utah Compose.
2. Provide materials, tuition and supplies as necessary, which may include: conference registration; supplies for developing interdisciplinary units and reinforcing team norms and expectations; fees and transportation for team field trips; student resources that teach interdisciplinary concepts and align with Utah Core Standards; a school-wide membership to the Association for Middle Level Education (AMLE); copies of professional resources on teaming, reading & writing in the content areas, standards-based grading, etc.
3. Provide funding to attend the Utah Middle Level Association Conference in March, 2017, and Teaming Tune-Up workshops throughout the school year.

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

1. Interdisciplinary teams did not collaborate outside time.
2. Resources and materials were provided to support interdisciplinary teaming and the creation of cross-curricular units. Each of the six teams hosted a field trip to extend student learning.

A school-wide AMLE membership was purchased as a resource for teachers.

3. Twenty teachers were registered for and attended the Utah Middle Level Association Conference.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Stipends for interdisciplinary team off-contract planning and training.	\$7,000	\$0	Interdisciplinary team did not require off-contract planning or training.
Other Purchased Services (Admission and Printing) (500)	Conference registration, admission fees, copies related to teaming.	\$3,000	\$3,320	As Described
Travel (580)	Transportation for Interdisciplinary Team student field trips.	\$3,000	\$1,809	As Described
General Supplies (610)	Professional resources related to and supportive of interdisciplinary teaming.	\$1,000	\$1,723	As Described
	Total:	\$14,000	\$6,852	

## Goal #3 Goal

Provide the opportunity for every 8th grade student to visit a local college campus during a College Day event that will help students see the value in planning ahead for college and careers, including taking appropriate math, science, English and Foreign Language courses.

### 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.**

This goal will be monitored by attendance data generated on the day of the campus visits and through post-visit surveys with counselors. The baseline will be determined by pre-visit interest surveys conducted during a college recruiting event held during the fall of 2016.

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

Guidance Counselors met with parents and students during CCRP meetings and distributed pre-visit interest surveys to all 594 8th grade students during CCRP, whole group or individual meetings. Social studies teachers help collect pre-visit interest surveys from all 594 8th graders during a recruitment event held during their class period.

Of the 594 8th graders administered a pre-visit survey, 450 visited a college campus on the day of the event and completed a post-visit survey about the experience and its impact on their likelihood to pursue post-secondary education or training.

### Action Plan Steps

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

1. Contact local colleges and universities and arrange a recruiting fair to be held during the fall of 2016.
2. The Comprehensive Guidance Team will develop a pre-visit survey to be administered to students prior to the recruiting fair, which includes knowledge of courses required for higher education, information on FASFA, student aide and scholarships.
3. Facilitate day-long visits and activities with local colleges and universities. Call for parent volunteers to chaperone the College Day event, secure parent permission forms and arrange for transportation.

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

1. Westminster College, Salt Lake Community College, University of Utah, Utah State Extension, Tooele Applied Technical College, Weber State University and Brigham Young University were all contacted to host student tours.
2. Counselors worked with 8th grade classroom teachers to sponsor a 'recruiting fair' where participating colleges/universities were showcases and pertinent information shared. Pre-visit surveys were administered and collected from all 8th grade students.
3. College tours were held on Tuesday, April 18th. Twelve parent volunteers chaperoned along with counselors, teachers and administrators.

### Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
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Category	Description	Estimated Cost	Actual Cost	Actual Use
Travel (580)	Approximately nine buses to transport the entire 8th grade class, teachers and chaperones.	\$2,673	\$2,178	As Described
	Total:	\$2,673	\$2,178	

## Increased Distribution

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

In the event the actual distribution is more than the estimate, additional funds will be used to support goal #1 by purchasing Smart Board technology and software that supports online textbooks and 21st century learning skills.

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

The SCC amended the plan to purchase Smart Board technology and voted to purchase a classroom set of 40 Google Chrome Books and a cart. In addition, the SCC voted to send a science teacher to a national science conference in Anaheim, California. Expenditures included conference registration, per diem and air fare.

## 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

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

- School newsletter
- School website
- School marquee
- Other: Please explain.
  - Automated dialing system; social media.

## Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2017-10-18**

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
14	0	5	2016-03-21

## Plan Amendments Approved Amendment #1

**Submitted By:**

Dawn Hauser

**Submit Date:**

2017-04-27

**Admin Reviewer:**

Karen Rupp

**Admin Review Date:**

2017-05-01

**District Reviewer:**

Sandra Riches

**District Approval Date:**

2017-05-08

**Board Approval Date:**

2017-05-02

**Number Approved:**

9

**Number Not Approved:**

0

**Absent:**

4

**Vote Date:**

2017-04-24

**Explanation for Amendment:**

Goal #1: In consultation with school technology specialist, it was determined that a Google Chrome Cart with 40 tablets (for science) was needed more than Smart Boards and software. This amendment will help us reach our goal of supporting 21st century learning in the science classroom. Cost: \$7,000 Increased Distribution: Also, the 24-hour para was unable to work her full 24-hour per week schedule due to a family illness, so these additional funds were designated for an out-of-state science conference this summer. This amendment supports our goal of providing professional development to science teachers so student proficiency will increase. Cost: \$1500

**No Comments at this time**

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