

Final Report 2017-2018 - Matheson JR

Final Report Approved

Final Report Approval Details

Submitted By:

Sandra Riches

Submit Date:

2018-10-24

Admin Reviewer:

Natalie Gordon

Admin Review Date:

Unknown

District Reviewer:

Sandra Riches

District Approval Date:

2018-11-13

Board Approval Date:

2018-11-13

Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2017 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2017-2018.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2016-2017	\$0	N/A	\$1,223
Distribution for 2017-2018	\$113,449	N/A	\$112,166
Total Available for Expenditure in 2017-2018	\$113,449	N/A	\$113,389
Salaries and Employee Benefits (100 and 200)	\$75,000	\$46,558	\$38,208
Employee Benefits (200)	\$0	\$0	\$8,350
Professional and Technical Services (300)	\$1,000	\$1,715	\$1,155
Repairs and Maintenance (400)	\$0	\$0	\$0
RETIRED. DO NOT USE (500)	\$31,449	\$21,227	\$21,227
Printing (550)	\$0	\$1,863	\$1,863
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	\$0	\$0	\$560
General Supplies (610)	\$4,000	\$1,265	\$1,265
Textbooks (641)	\$0	\$0	\$0
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	\$0	\$0
Library Books (644)	\$2,000	\$1,875	\$1,875
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$0	\$0	\$34,876
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
Total Expenditures	\$113,449	\$74,503	\$109,379
Remaining Funds (Carry-Over to 2018-2019)	\$0	N/A	\$4,010

Goal #1

By the end of the 2017-2018 school year, Matheson JHS will 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

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), and SAGE Summative assessment in mathematics, science and English Language Arts. Results will be measured against the 2016-2017 SAGE Summative results and the third and final administration of the 2016-2017 SRI probe.

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

Reading Inventory (RI)

2016-2017 EOY Average Lexile Growth = 44

2017-2018 EOY Average Lexile Growth = 51

SAGE Math 7

2016-2017 = 22% Proficient

2017-2018 = 25% Proficient

SAGE Math 8

2016-2017 = 17% Proficient

2017-2018 = 17% Proficient

SAGE Secondary Math 1

2016-2017 = 100% Proficient

2018-2019 = 100% Proficient

SAGE ELA 7

2016-2017 = 21% Proficient

2017-2018 = 17% Proficient

SAGE ELA 8

2016-2017 = 18% Proficient

2017-2018 = 21% Proficient

Action Plan Steps

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

1. Provide & fund professional development for core teachers, which may include on-site instructional coaching.
2. Fund additional math, science, reading and English Language Arts periods to lower class size and to offer higher level math courses and/or fund periods for an instructional coach to support core teachers in the classroom.
3. Fund an extra period for a teacher to act as Data/Assessment Coordinator to schedule progress monitoring and school-wide assessment; coordinate make-up testing as needed; aggregate quarterly/semester benchmark data by teacher and department; identify at-risk students needing additional supports; aggregate school-wide SRI data; and produce and present school progress to the School Community Council twice during the school year.
4. Fund two off-contract days for all core teachers to work with their departments to develop Common Formative Assessments that will identify gaps in instruction and learning.
5. Provide an after school bus Mondays-Fridays to support student who could not otherwise attend after school tutoring, remediation and enrichment.
6. 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.

7. Purchase books to support school-wide PAWS to Read reading program.
8. Fund additional mathematics, science, reading, English Language Arts, science, social studies and data collection periods, as needed.

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

1. Core teachers were provided one-day of Professional Development/Planning facilitated by district instructional specialists. Teachers were provided time and resources to plan instructional units, develop Common Formative Assessments (CFAs), develop rubrics and proficiency scales.
2. A portion of a reading teacher contract was funded to offer more fundamental and developmental reading courses throughout the school year.
3. The School Community Council funded an extra period for a Data Coordinator who coordinated testing schedules and aggregated data for their review.
4. Two off-contract days were funded for core teachers to collaborate and improve instruction.
5. An after-school bus was funded Monday through Friday of the school year until the final week of school. Students who participated in the After School Program, after school tutoring, and other school activities were provided a safe means of transportation within school boundaries.
6. A 24 hour per week para educator was hired to coordinate Tiger Power Hour intervention and extension time. The para printed and distributed weekly student grades and tracked attendance at intervention and extension time.
7. Books were purchased to support the MJHS PAWS to Read reading program. Students were asked for input on books to purchase, and teachers made recommendations based on student interest and lexile level. Students who read twenty or more books were recognized in Club 20 with certificates displayed in the hallway. The received book prizes and other incentives each time they read 20 books.
8. Additional reading periods and one data collection period were funded.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Additional Class Periods; 24-hour Aide; Stipends for Off-Contract Days	\$68,000	\$39,558	As Described
RETIRED, DO NOT USE (500)	Monday-Friday After School Bus; Printing Related to Student Progress Monitoring & Interventions	\$23,000	\$11,227	As Described
General Supplies (610)	Professional resources related to professional development	\$2,500	\$0	Not expended - PLAN amended and funds transferred to Technology Budget.
Library Books (644)	PAWS to Read Reading Program Books	\$2,000	\$1,875	As Described
	Total:	\$95,500	\$52,660	

**Goal #2
Goal**

Support 7th & 8th grade 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 submissions of team agendas, meeting minutes and student work samples. In addition, quarterly/semester benchmark assessments, SRI and SAGE Summative assessments in each specified content area will be aggregated by team. Results will be measured against SAGE and SRI data from the previous school year.

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

Reading Inventory (RI)
 2016-2017 EOY Average Lexile Growth = 44
<https://secure.utah.gov/slt-admin/school/finalReport.html>

SAGE Math 7
2016-2017 = 22% Proficient
2017-2018 = 25% Proficient

SAGE Math 8
2016-2017 = 17% Proficient
2017-2018 = 17% Proficient

SAGE Secondary Math 1
2016-2017 = 100% Proficient
2018-2019 = 100% Proficient

SAGE ELA 7
2016-2017 = 21% Proficient
2017-2018 = 17% Proficient

SAGE ELA 8
2016-2017 = 18% Proficient
2017-2018 = 21% Proficient

Action Plan Steps

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

1. Fund off-contract planning days for members of interdisciplinary teams to collaborate and build interdisciplinary units based on Utah Core Standards and emphasizing literacy skills.
2. Provide materials, tuition and supplies as needed, which may include: conference registration; supplies for interdisciplinary units; student rewards for 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, as needed.

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

1. Off-contract planning days (summer months) were funded for interdisciplinary teams to collaborate and build interdisciplinary units of instruction.
2. Interdisciplinary teams were registered to attend the Saturday Utah Middle Level Association (UMLA) Conference in March, 2018. Supplies for interdisciplinary units were purchased, including models and materials to build hands-on learning projects. Buses and field trips were funded for interdisciplinary teams which focused on interdisciplinary concepts. A school-wide membership to the Association for Middle Level Education (AMLE) was purchased and articles discussed among team members at weekly meetings.

Behavioral Component

Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	Interdisciplinary teams develop norms for behavior and use positive reinforcement to reward desired behaviors, including work completion, high achievement and personal growth. The budget for this goal is \$1,500.	Class Act rewards for growth and academic achievement were printed for approximately 700 students each quarter.

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	\$7,000	As Described
Professional and Technical Services (300)	Conference Registration	\$1,000	\$1,715	NGSS Conference \$560, UMLA \$1,155
RETIRED. DO NOT USE (500)	Admission fees, copies related to teaming; Transportation for Interdisciplinary Team Field Trips	\$5,000	\$5,000	As Described
General Supplies (610)	Student incentives for reinforcing team norms that support behavioral goals.	\$1,500	\$1,265	As Described
Total:		\$14,500	\$14,980	

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 World 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 guidance counselors. The baseline will be determined by pre-visit interest surveys conducted during College Week held in the fall of 2017.

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

Every 8th grade student received College Visit information in their registration packet at the beginning of the school year and 100% of students returned permission forms to participate.

Students met with counselors individually during CCRP meetings and in groups during College Week to complete pre-visit interest surveys and determine which campus/campus visit best met their future goals.

Every student completed a post-visit survey, with 90% of students reporting a more favorable opinion of higher education and their ability to obtain post high school education or training.

During our school's accreditation visit, the student focus groups and parent groups reported to the visiting team an increased awareness of college and career opportunities in Utah.

Action Plan Steps

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

1. Local colleges and universities will be contacted to partner in College Week activities in fall of 2017.
2. The Comprehensive Guidance Team will develop a pre-visit survey to administer to students during College Week.
3. A day-long visit will be scheduled with local colleges and universities. Parent volunteers will be called upon to chaperone the College Day event; parent permission forms will be secured; and arrangements for busing will be made.

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

1. Westminster, University of Utah, Salt Lake Community College, Brigham Young University, Weber State University and Tooele Applied Tech were contacted and partnered with College Week activities.
2. Pre-visit surveys were developed, administered and collected and were used to determine which institution students would visit.
3. All 8th Grade students, teachers and the counseling team attended day-long college tours in April, 2018. Two dozen parent volunteers participated.

Behavioral Component

Category	Description	Final Explanation
https://secure.utah.gov/sit-admin/school/mairreport.html		3/8

Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	This goal seeks to influence students aspirations for college and careers and will impact behaviors of students related to planning and preparing for college. The budget for this goal is \$3,449.00.	

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
RETIRED. DO NOT USE (500)	Approximately 10 buses to transport entire 8th grade class, teachers and chaperones in support of behavioral goal.	\$3,449	\$5,000	As Described
Total:		\$3,449	\$5,000	

Increased Distribution (and Unplanned Expenditures)

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

Additional funds will be used to purchase Chrome Books and carts for social studies classrooms. This will help achieve Goal #1 and will increase literacy across content areas.

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

As described, but including: software and laptops to project information from roaming laptop for math classrooms; Smart Boards for science classrooms.

Unplanned Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Printing (550)		\$0	\$1,863	Portfolio checklist packet for student lead conferences with parents
Total:		\$0	\$1,863	

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

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

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

- School website
- School marquee
- Other: Please explain.
 - Social media

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2018-10-20**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
10	0	4	2017-03-06

Plan Amendments

<https://secure.utah.gov/slt-admin/school/finalReport.html>

3/17/2019
Approved Amendment #1

Submitted By:

Dawn Hauser

Submit Date:

2017-11-01

Admin Reviewer:

Karen Rupp

Admin Review Date:

2017-11-17

District Reviewer:

Sandra Riches

District Approval Date:

2017-11-17

Board Approval Date:

2017-11-14

Number Approved:

8

Number Not Approved:

0

Absent:

6

Vote Date:

2017-10-23

Explanation for Amendment:

Revise language in Goal #1, Action Step #2 to read: 'Fund additional math, science, reading and English Language Arts periods or FTE, as needed, to lower class size and offer courses to support academic goals. Funds will be moved from printing, supply and field trip budgets, as needed.'

Final Explanation for Amendment:

As described.

Approved Amendment #2

Submitted By:

Dawn Hauser

Submit Date:

2018-03-27

Admin Reviewer:

Natalie Gordon

Admin Review Date:

2018-04-12

District Reviewer:

Sandra Riches

District Approval Date:

2018-04-13

Board Approval Date:

2018-04-10

Number Approved:

12

Number Not Approved:

0

Absent:

3

Vote Date:

2018-03-26

Explanation for Amendment:

Expenditures for teacher FTE, transportation, teacher hourly and supplies were less than projected. As a result, the following expenditures were approved to support Goal #1, improving instruction and student learning in math and science: \$7,500 - stipends for 10 members of Leadership Team to attend a three-day School Improvement training in May. \$11,000 - 15 HP Pro Books for use in math and science classrooms in conjunction with current Smart Board technology. \$600 - Sunbeam software that allows HP Pro Books to 'talk' to Smart Boards in math and science classrooms. \$12,000 - one Chrome Book cart of 40 devices for Special Education math and English classes. \$10,000 - four Smart Boards for three science classrooms and STEM Lab. \$2,600 - Hitachi projectors and installation for three science classrooms and STEM Lab. These expenditures support Goal #1: improving student proficiency and instruction in science and math as students will have greater access to online material and instruction.

Final Explanation for Amendment:

Projectors \$5,087; Smartboards \$8,921; HP Probooks \$10,024; Chromebooks/cart \$8,030; Screen beams for laptops \$2,814;

Please Note

Comments will only be visible for users that have logged in.

Comments

Date	Name	Comment
2017-07-10	Natalie Gordon	State Board rule limits spending on behavioral goals to \$5,000. Please note in plan how much will be spent to implement the behavioral portion of goals two and three.
2017-07-11	Sandra Riches	State Board rule limits spending on behavioral goals to \$5,000. Please note in plan how much will be spent to implement the behavioral portion of goals two and three.

[BACK](#)