

# Final Report 2018-2019 - 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 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	\$0	N/A	\$4,010
Distribution for 2018-2019	\$109,618	N/A	\$115,867
Total Available for Expenditure in 2018-2019	\$109,618	N/A	\$119,877
Salaries and Employee Benefits (100 and 200)	\$78,000	\$52,100	\$43,777
Employee Benefits (200)	\$0	\$0	\$8,323
Professional and Technical Services (300)	\$1,200	\$630	\$630
Repairs and Maintenance (400)	\$0	\$0	\$0
RETIRED, DO NOT USE (500)	\$0	\$0	\$15,735
Printing (550)	\$3,000	\$6,233	\$6,233
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	\$22,800	\$15,735	\$0
General Supplies (610)	\$2,000	\$1,431	\$1,431
Textbooks (641)	\$0	\$0	\$0
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	\$0	\$0
Library Books (644)	\$2,618	\$2,519	\$2,519
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$0	\$41,229	\$41,229
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>\$109,618</b>	<b>\$119,877</b>	<b>\$119,877</b>
Remaining Funds (Carry-Over to 2019-2020)	\$0	N/A	\$0

## Goal #1 Goal

Matheson Junior High School will increase proficiency and student growth 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 Reading Inventory (RI), and SAGE Summative assessments in mathematics, science and English Language Arts. Results will be measured against the 2017-2018 SAGE Summative results and the third and final administration of the 2017-2018 RI probe.

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

After three administrations of the Reading Inventory (RI):

7th Grade - 114 points average Growth in Lexile  
8th Grade - 40 points average Growth in Lexile

SAGE/RISE Summative Assessment:

Mathematics

7th Grade - 2% decrease from 2018 to 2019  
8th Grade - 1% increase from 2018 to 2019  
Sec Math 1 - 4% decrease from 2018 to 2019

English Language Arts

7th Grade - 4% increase from 2018 to 2019  
8th Grade - 0% increase from 2018-2019

Science

7th Grade - 4% increase from 2018 to 2019  
8th Grade - 4% increase from 2018 to 2019

## Action Plan Steps

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

1. Fund additional math, science, reading and English Language Arts periods/FTE to lower class sizes.
2. Fund an extra "zero" period once a week for a teacher to act as Data/Assessment Coordinator to schedule progress monitoring and school-wide assessment; aggregate quarterly/semester benchmark data by teacher and department; aggregate school-wide RI data; and produce and present school progress to the School Community Council twice during the school year.
3. Fund one off-contract day in the summer for all core teachers to work with their departments to plan common instruction and common formative assessments for the first quarter of the school year.
4. Provide an after school bus Mondays-Fridays to support students who could not otherwise attend after school tutoring, remediation and enrichment.
5. Purchase library books to support school-wide PAWS to Read reading program.
6. Purchase printing materials to support Student-led Conferences and student progress monitoring.

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

1. Additional class periods/FTE were funded to lower class sizes.
2. A Data/Assessment Coordinator was paid a 'zero' period to schedule progress monitoring and aggregate data for the School Community Council.
3. Math teachers were paid two off-contract days during the summer to plan common instructional sequence and review newly adopted math materials.
4. The after school bus operated Monday-Fridays throughout the school year and transported an average of 50 students per day.
5. High-interest books were purchased for school-wide PAWS to Read reading program and advertised in a specified section of the library.
6. Goal setting sheets, behavior reflection sheets and progress tracking sheets were printed for fall and spring Student-Led Conferences and on-going progress monitoring.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Additional class periods/FTE for reading, ELA, math, science or data collection. Stipend for one off-contract day in summer.	\$55,000	\$31,922	As described.
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	Monday-Friday After School Bus	\$15,000	\$10,235	As Described.
Library Books (644)	PAWS to Read Reading Program Books	\$2,618	\$2,519	As Described.
Printing (550)	Student-led Conference portfolios and progress monitoring sheets for students to monitor their own progress and growth.	\$3,000	\$6,233	As Described.
	Total:	\$75,618	\$50,909	

## Goal #2 Goal

Matheson JHS will establish a formal 'PAWS Room' that will incorporate daily check-in/check-out for identified students, act as an alternative to out-of-school suspension and focus on restorative justice measures to reduce and improve student behaviors.

## Academic Areas

- Health
- 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 Educator Handbook data and through a formal PAWS Room referral and attendance process. Data on out-of-school suspensions, classroom disruption, and student attendance will be compared to data from years previous.

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

Educator Handbook Data

Total Major Discipline Referrals:

1414 in 2018  
959 in 2019

Decrease in 455 Major Discipline Referrals

Out-of-School Suspensions:

246 in 2018  
243 in 2019

In-School Suspension:

0 in 2018  
26 in 2019

Attendance Data:

29 students, total of 87 days, remained in school rather than missing school for suspension.

PAWS Room Check-in/Check-out Services:

Average number of students served daily Monday-Thursday in 2018: 0  
Average number of students served daily Monday-Thursday in 2019: 31

**Action Plan Steps**

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

1. Hire a 29 hour per week para educator to supervise and organize the PAWS Room and collect all necessary data.
2. Supplies for check-in and check-out program; academic support materials and supplies.

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

1. A 29 hour para educator was hired to supervise, organize and conduct behavior interventions and check-in and check-out protocol.
2. Packets of materials specific to behavior and attendance interventions were copied; mindfulness aides were purchased to help students self-calm and refocus.

**Behavioral Component**

Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	Students who are suspended from school miss out on critical classroom instruction. The MJHS PAWS Room will provide a supervised, academic setting for students to receive instruction while also learning mental and behavioral health strategies.	

**Expenditures**

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	29 Hour Aide to Staff PAWS Room	\$16,000	\$16,100	As Described.
	<b>Total:</b>	\$18,000	\$17,531	

Category	Description	Estimated Cost	Actual Cost	Actual Use
General Supplies (610)	Supplies for check-in and check-out program; academic support materials and supplies.	\$2,000	\$1,431	As Described.
	Total:	\$18,000	\$17,531	

### 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 school guidance counselors. The baseline will be determined by pre-visit interest surveys conducted during College Week held in the fall of 2018.

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

560 Eighth Grade students were given a post-visit survey during College Application Month, November of 2018.

490 eighth grade students visited a college campus on April 16, 2019.

88% of the eighth grade class visited a college campus.

### 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 2018.
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. The following colleges and universities were contacted to participate in College Week activities and to schedule an April College Day visit: BYU, University of Utah, Utah State University (extension), Westminster College, Salt Lake Community College, Tooele Applied Tech, LDS Business College, Weber State University, Utah Valley University.
2. The Comprehensive Guidance Team developed a pre-visit survey administered as one of the activities during College Application Week. This survey was used to determine which campus students would visit.
3. Students visited college campuses on April 16, 2019. They were chaperoned by 8th grade teachers, school counselors, and parents. District busing was used.

**Behavioral Component**

Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	This goal seeks to influence student aspirations for college and careers and will impact behaviors of students related to planning and preparing for college.	

**Expenditures**

Category	Description	Estimated Cost	Actual Cost	Actual Use
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	Approximately 10 buses to transport the entire 500 plus students in the 8th grade class, teachers and parent chaperones.	\$3,000	\$2,500	As Described.
	Total:	\$3,000	\$2,500	

**Goal #4 Goal**

Support 7th & 8th grade interdisciplinary teams of science, social studies and English Language Arts built around common students, common instructional time, 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 online submissions of team agendas, meeting minutes, common team disclosures and policies, and student growth on quarterly/semester benchmarks and SAGE Summative assessments.

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

Each interdisciplinary team created a shared Google folder where they uploaded weekly minutes, artifacts, team goals and common disclosure statements. This folder was shared with administration.

Growth on quarterly/semester benchmarks was aggregated and shared with teams to identify data trends, instructional gaps and specific student learning needs.

**Benchmark Growth**

**ELA:**

7th grade- Semester 1 Pre: 4% proficient, 21% approaching proficient; Semester 1 Post: 12% proficient, 36% approaching proficient.

8th grade - Semester 1 Pre: 3% proficient, 22% approaching proficient; Semester 1 Post: 12% proficient, 40% approaching proficient.

**Science:**

7th grade - Semester 1 Pre: 8% proficient, 23% approaching proficient; Semester 1 Post: 10% proficient, 39% approaching proficient.

8th grade - Semester 1 Pre: 1% proficient, 5% approaching proficient; Semester 1 Post: 5% proficient, 21% approaching proficient.

**Social Studies:**

7th grade - Semester 1 Pre: 2% proficient, 14% approaching proficient; Semester 1 Post: 12% proficient, 28% approaching proficient. Semester 2 Pre: 1% proficient, 4% approaching proficient; Semester 2 Post: 13% proficient, 29% approaching proficient.

8th grade - Semester 1 Pre: 1% proficient, 11% approaching proficient; Semester 1 Post: 38% proficient, 26% approaching proficient. Semester 2 Pre: 0% proficient, 6% approaching proficient; Semester 2 Post: 42% proficient, 27% approaching proficient.

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**Action Plan Steps**

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

1. Fund one off-contract planning day in the summer to plan for the upcoming school year.
2. Provide conference registration to the annual UMLA Conference in March, 2019; school membership in AMLA; fund two field trips per team - transportation and admission, as needed.
3. Provide a \$100 stipend for attending the annual UMLA Conference in March, 2019.

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

1. Some members of the interdisciplinary team and the entire Math Department participated in the one day of summer planning.
2. UMLA Conference registration was offered to and paid for teachers willing to attend.
3. The school AMLA membership provided professional articles and resources referenced in staff and department professional development, formally and informally.
4. A \$100 stipend was paid to each teacher who attended the Saturday UMLA Conference in March, 2019.

**Behavioral Component**

Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	Interdisciplinary teams develop norms for behavior and use positive behavior interventions to reinforce and reward desired behaviors, including: work completion, high achievement and personal growth.	

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Stipends for interdisciplinary team off-contract planning day in the summer; teacher attendance at annual Utah Middle Level Association (UMILA) Conference.	\$7,000	\$4,078	As Described.
Professional and Technical Services (300)	UMILA Conference Registration	\$1,200	\$630	As Described.
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	Interdisciplinary Team Field Trips (two per year/per team)	\$4,800	\$3,000	As Described.
	Total:	\$13,000	\$7,708	

## Funding Changes (and Unplanned Expenditures)

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

**Goal #1:** Leadership Team members will participate in a three-day School Improvement cadre sponsored by Granite School District. Each team member will be paid \$200 per day, for a total of \$600 each. Participation in this school improvement training will help improve instruction and student achievement. An extra period will be funded to pay a mentor teacher(s) to serve as an on-site instructional coach for provisional and career teachers. This classroom support will help with the implementation of school improvement plans and initiatives.

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

Additional funds that exceeded the estimated distribution were spent to sent the Leadership Team to a three-day district School Improvement cadre. Each Leadership Team member was paid \$200 per day, for a total of \$600. Unplanned Expenditures: Remaining unencumbered funds were used to purchase four sets of Generation 6 Chromebooks to replace ELA G2 devices at 'end of life.' This expenditure supports the approved goal of improving proficiency and instruction.

## Unplanned Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Technology Related Hardware/Software (< \$5,000 per item) (650)		\$0	\$41,229	Chromebooks. See amendment 3.
	Total:	\$0	\$41,229	

## 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):**

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

### Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2019-10-22**

### Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
12	0	3	2018-03-26

### Plan Amendments Approved Amendment #1

**Submitted By:**

Dawn Hauser

**Submit Date:**

2018-10-23

**Admin Reviewer:**

Natalie Gordon

**Admin Review Date:**

2018-11-13

**District Reviewer:**

Sandra Riches

**District Approval Date:**

2018-11-14

**Board Approval Date:**

2018-11-13

**Number Approved:**

9

**Number Not Approved:**

0

**Absent:**

4

**Vote Date:**

2018-10-22

**Explanation for Amendment:**

Goal #1: Use monies allocated for substitutes to pay math, science, ELA and social studies teachers to collaborate one-two days each quarter of the 2018-2019 school year.

**Final Explanation for Amendment:**

As Described.

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## Approved Amendment #2

**Submitted By:**

Dawn Hauser

**Submit Date:**

2019-01-29

**Admin Reviewer:**

Natalie Gordon

**Admin Review Date:**

2019-03-07

**District Reviewer:**

Sandra Riches

**District Approval Date:**

2019-03-07

**Board Approval Date:**

2019-03-05

**Number Approved:**

10

**Number Not Approved:**

0

**Absent:**

3

**Vote Date:**

2019-01-28

**Explanation for Amendment:**

Late billing from district Information Systems for installation of Smart Boards included in the 2017-2018 School LAND Trust Plan totalling \$750.00.

**Final Explanation for Amendment:**

As Described. 750.00

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**Approved Amendment #3**

**Submitted By:**

Dawn Hauser

**Submit Date:**

2019-04-26

**Admin Reviewer:**

Natalie Gordon

**Admin Review Date:**

2019-05-10

**District Reviewer:**

Sandra Riches

**District Approval Date:**

2019-05-13

**Board Approval Date:**

2019-05-07

**Number Approved:**

12

**Number Not Approved:**

0

**Absent:**

0

**Vote Date:**

2019-04-22

**Explanation for Amendment:**

Less funding was required for transportation, salaries and benefits than initially budgeted. Unencumbered funds of \$42, 353.92 will be used to replace approximately 203 G1 Google Chromebooks at 'end of life' . This amendment support goal #1 of this plan, as the G1 devices are used in ELA, math, science and reading classes for instruction and electronic text.

**Final Explanation for Amendment:**

As Described. 41,229.00

**No Comments at this time**

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