

# Final Report 2016-2017 - Midvale MD

## Please Finish your Final Report Submission

Your Final Report has been reviewed and the reviewers and or/board have made comments. Please scroll to the bottom of the plan, review the comments and make any requested changes. If the changes are substantive, the council will need to vote and a vote will need to be entered. When you are finished, please resubmit and notify the district that you are finished.

## Print Instructions

Please use the print option in your browser.

## 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	\$1,000	N/A	\$1,742
Distribution for 2016-2017	\$49,819	N/A	\$57,229
Total Available for Expenditure in 2016-2017	\$50,819	N/A	\$58,971
Salaries and Employee Benefits (100 and 200)	\$47,000	\$41,166	\$36,881
Employee Benefits (200)	\$0	\$0	\$4,285
Professional and Technical Services (300)	\$0	\$0	\$0
Repairs and Maintenance (400)	\$0	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0	\$0
Travel (580)	\$0	\$0	\$0
General Supplies (610)	\$3,000	\$1,415	\$1,415
Textbooks (641)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0	\$0
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$15,824
<b>Total Expenditures</b>	<b>\$50,000</b>	<b>\$42,581</b>	<b>\$58,405</b>
Remaining Funds (Carry-Over to 2017-2018)	\$819	N/A	\$566

## Goal #1

## Goal

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Currently, 60% of our students are below grade level in reading. To reduce the number of students below grade level in reading, the following goals have been adopted: 1) For students in the 0-400 lexile range as measured by the Scholastic Reading Inventory (SRI), 60% of our students will reach grade level benchmarks as measured by the Spring 2017 Reading Curriculum Based Measurement (RCBM). 2) For students in the 400-1400 lexile range, 4 of the 5 bandwidths will exceed expected growth amounts as measured by the Spring 2017 Scholastic Reading Inventory (SRI) Test. 3) For students with a lexile level of 1400 or higher, 100% will receive a 3 or 4 (proficient or advanced) on the 2017 English Language Arts SAGE Test.

## Academic Areas

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- Reading

## Measurements

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

- 1) For students in the 0-400 lexile range, the Fall 2016 Reading Curriculum Based Measurement (RCBM) will be compared to the Spring 2017 RCBM. A Winter RCBM will be administered to measure progress toward the goal.
- 2) For students in the 400-1400 lexile range, the Fall 2016 Scholastic Reading Inventory (SRI) Test will be compared to the Spring 2017 SRI. A Winter SRI will be administered to measure progress toward the goal.
- 3) For students with a lexile score of 1400 or higher, the 2016 English Language Arts (ELA) SAGE Test scores will be compared with the 2017 ELA SAGE Test scores to ensure that we maintain our 100% proficiency levels with these students.

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

Part 1:

Goal: At least 60% of our students in the 0-400 Lexile bands will reach grade level fluency benchmarks

Result: 1.4% (1 out of 73) students in this range increased fluency to the proficient benchmarks.

Part 2:

Goal: Exceed Expected Growth in 4 out of 5 Lexile bands.

Result: Exceed Expected Growth in 2 out of 5 Lexile bands.

Part 3:

Goal: Maintain 100% SAGE proficiency for students with a Lexile score of 1400 or higher.

Result: 100% of the students who had a proficiency score for the year prior, were proficient on the 2017 ELA SAGE Test.

## Action Plan Steps

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

We will spend \$9000 to fund a reading aide for the Tier 2 Reading Intervention classes. This aide will:

- work individually with students to make goals and chart progress.
- assist in providing small group instruction to further differentiate delivery of the reading curriculum.
- assist struggling students as directed by the reading teacher to increase vocabulary and reading comprehension skills.

We will spend \$18,000 to fund two academic support aides to assist teachers in the implementation of reading skills in all subject areas. These aides will:

- help students make goals, and they will progress monitor students in their core classes.
- provide small group instruction in reading strategies in core classes throughout the school.
- identify and work with students who are at risk of academic failure due to lower reading skills and provide support to these students in academic courses.

We will spend \$4000 to pay teachers to develop schoolwide literacy curriculum that will be used in our literacy block classes and core classes. These teachers will:

- develop specific curriculum for the explicit teaching of reading skills across all content areas.
- provide training and support to peers in the use of common formative assessments. They will help teachers gather data to determine how to implement reading strategies to increase academic performance in each subject area.

We will spend \$3000 to compensate teachers who participate in after-contract professional development that targets specific reading strategies.

We will spend \$500 to provide substitutes to allow teachers to observe their peers as they implement these reading strategies across content areas.

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

The Action Plan was spent as detailed above. Specifically, our reading aide provided small group and individual instruction for students to make reading goals. The two academic support aides supported students in their core classes and helped students with literacy. Two teachers were paid to develop curriculum and resources for the advanced reading group. Teachers were compensated to participate in professional development that targeted specific reading strategies. Finally, substitutes were provided for observations.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
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Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	\$9000 for a reading aide in Reading Intervention classes; \$18,000 for two academic support aides to facilitate the implementation of reading strategies schoolwide; \$4000 to compensate teachers for curriculum development and implementation; \$3000 to provide professional development for teachers; \$500 to provide substitutes for peer observations	\$34,500	\$30,500	As Described, but the cost of the interventionists was less than anticipated.
	Total:	\$34,500	\$30,500	

## Goal #2

EDIT ANSWERS

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### Goal

Currently, 60% of our students are below grade level in math. Therefore, our goal for the upcoming year is to increase the number of proficient students on the SMI (Scholastic Math Inventory) by 50% by Spring 2017.

### Academic Areas

- Mathematics
- Science

### Measurements

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

We will use the Fall 2016 Scholastic Math Inventory (SMI) score and compare it to the Spring 2017 SMI score. A Winter SMI will be administered to monitor progress toward the goal.

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

Goal: Increase the number of students who are proficient on the MI by 50%.

Result: Increased the number of students who are proficient on the MI by 1.2%.

The 7th graders showed the most growth, with 9% moving to proficiency from fall to spring.

### Action Plan Steps

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

We will spend \$9000 to fund an academic aide to provide support in math and science classes during Tier 1 instruction. This aide will:

- provide small group instruction for students in math classes, particularly in reteaching math concepts that have not yet been mastered.
- help students who struggle with technology to provide more time and instruction with technology, particularly since this impedes many of our students from doing well on the SAGE Math Assessment.
- help students identify goals and monitor progress toward these goals.

We will spend \$3000 to provide compensation for teachers who participate in professional development beyond their contract time. This professional development will assist in achieving progress in math by:

- emphasizing how to incorporate the explicit teaching of data analysis in all subject areas.
- emphasizing language development and vocabulary skills to help students access and excel in math and science.

We will spend \$1000 to purchase manipulatives and lab equipment to provide students with concrete examples of abstract math and science concepts.

We will spend \$500 to provide substitutes, allowing teachers to observe their peers in the implementation of data analysis and math concepts in all subject areas.

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

As described above, interventionist supported math instruction, math teacher were compensated for professional development, math manipulatives were purchased, and substitutes were provided.

## **Expenditures**

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	\$9000 for academic support aide in math and science classes; \$3000 to pay teachers for professional development; \$500 to pay for substitutes as teachers complete peer observations	\$12,500	\$10,666	As Described, but the cost of the interventionist was less than predicted.
General Supplies (610)	\$1000 for manipulatives and lab equipment	\$1,000	\$415	As Described, but costs were less than anticipated.
	Total:	\$13,500	\$11,081	

## **Goal #3**

## Goal

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Currently, we have 12 office discipline referrals per day (major and moderate offenses). The following goals have been adopted to improve students' perception of school climate and to reduce behavior issues: 1) Reduce daily office discipline referrals by 50%. 2) Create a school climate survey and focus on our three lowest scoring areas. We will improve our score on these 3 items by .5 (on a 5 point scale) over the course of the school year. 3) Increase the percentage of students who complete the Make a Difference Project (part of the Community Project Requirement for the Middle Years Program) with a score of 16 or higher by 10%.

## Academic Areas

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- Reading
- Mathematics
- Writing
- Technology
- Science
- Fine Arts
- Social Studies
- Health
- Foreign Language

## Measurements

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

1) We will use our Canyons District Data Dashboard to track our office discipline referrals. We will compare this year's data, which currently sits at 12 referrals per day, and compare it to the average number of daily discipline referrals for the 2016-2017 school year.

2) We will create a school climate survey which measures students' perceptions of our school climate. With a baseline survey administered in September 2016, we will focus on our three lowest scoring areas and improve our score on these items by .5 (on a 5-point scale) by Spring 2017.

3) We will increase the percentage of students who complete the Make A Difference Project (part of the requirement for a Middle Years Program Certificate) with a score of 16 or higher by 10%. Currently, only 20% of our 8th grade students earn this score.

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

Part 1:

Goal: Reduce Office Discipline Referrals by 50%

Result: Reduced Office Discipline Referrals by 38%.

Part 2:

Goal: Improve our lowest scoring area on the survey by 0.5

Result: Our lowest scoring area decreased by 0.55.

Part 3:

Goal: Increase % of students completing Make a Difference Project w/ score of 16 or higher by 10%

Result: Decreased % of students completing Make a Difference Project w/ score of 16 or higher by 10%

## Action Plan Steps

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

- 1) One lesson per week during our homeroom period will be dedicated to explicitly teaching Positive Behavior Interventions and Supports (PBIS). We will use the Middle Years Program Learner Profile as the basis for our PBIS program.
- 2) We will utilize our instructional aides to reteach behavior expectations to struggling students.
- 3) We will restructure how we roll out the Make a Difference Project in our eighth grade classes to encourage more students to participate and to achieve at higher levels.
- 4) We will spend \$2000 to implement weekly awards, Student of the Month activities, and other positive incentives to reward and encourage positive behavior that will lead to increased academic performance in all subject areas.

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

As described, the PBIS lesson occurred weekly, instructional aides helped reteach behavior expectations, the Make a Difference Project was restructured and weekly rewards were purchased and used to reward students.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
General Supplies (610)	\$2000 will be spent on providing rewards and incentives for students to encourage positive behavior.	\$2,000	\$1,000	As Described, but actual costs were less than anticipated.
	Total:	\$2,000	\$1,000	

## Increased Distribution

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

Increases in funding will be used either to purchase and maintain/replace technology, especially to keep up with the ongoing demand for mobile computer labs and chrome book labs in classrooms (Goal #1) or to provide further professional development for teachers in the implementation of reading strategies schoolwide (Goal #1).

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

As Described, the additional funds of \$15,824.00 were used to purchase technology, specifically mobile computer labs.

**Publicity**

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

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

- School newsletter
- School website
- School marquee

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**Policy Makers**

Please indicate the names of policymakers the council has communicated with about the School LAND Trust Program. Communication with Policy makers is encouraged and recommended. It is not required.

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**Summary Posting Date**

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A summary of this Final Report was provided to parents and posted on the school website on **2017-10-20**



## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
5	0	2	2016-03-16

### Need to add an attachment?

You may add documents here that support the text description in the Measurement section of each goal.

### Please Note

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

## Comments

Date	Name	Comment
2016-06-13	Karen Rupp	Goal #3 Be aware of the new board rule R277-477-4(7) Student incentives implemented as part of an academic goal in the School LAND Trust Program may not exceed \$2 per awarded student in an academic school year. This would include any behavioral goal.

### Required for Submission

**Please review before submitting. There will be no review page. Once submitted the report may only be revised through the review process by the School LAND Trust Section or the District. Once the review is complete, the report may not be edited.**

- Content is appropriate for display on a public website, including any attachments. Student names and individual data are not included.
- Comments have been read through and considered/addressed
- Spelling and grammar is correct.

I have reviewed this Final Report. It is ready to be displayed on the public website.

SUBMIT FOR REVIEW

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