

Final Report 2014-2015 - Spanish Fork Junior High

This Final Report is currently pending initial review by a School LAND Trust Administrator.

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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)	
Remaining Funds (Carry-Over to 2015-2016)	\$923	N/A	\$707
Carry-Over from 2013-2014	\$1,395	N/A	\$433
Distribution for 2014-2015	\$61,228	N/A	\$64,170
Total Available for Expenditure in 2014-2015	\$62,623	N/A	\$64,603
Salaries and Employee Benefits (100 and 200)	\$35,000	\$38,273	\$30,404
Employee Benefits (200)	\$0	\$0	\$7,426
Professional and Technical Services (300)	\$0	\$0	\$6,206
Repairs and Maintenance (400)	\$0	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$2,700	\$1,889	\$0
Travel (580)	\$2,500	\$1,982	\$0

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	
General Supplies (610)	\$2,000	\$1,723	\$0
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)	\$19,500	\$19,860	\$19,860
Total Expenditures	\$61,700	\$63,727	\$63,896

Goal #1

Goal

Our goal is to ensure that all students are proficient in the essential learning outcomes in their math course and to give them additional support in the classroom setting. To accomplish this, students who are deficient in math will be identified in the spring of 2014. We will provide an inclusion Math class for these students that has a smaller class size and an additional teacher in the classroom. These students will receive more time and support to meet the learning objectives. Our goal is also to provide for all students needing help by continuing our "Math Tutoring Club." This club is made up of 8th and 9th grade math honor students who give up some of their time to tutor math students needing help during Pack Time. Land Trust money will be used to pay the salary of this additional class for our deficient Math students and to provide recognition to these math tutors.

Academic Areas

- Mathematics

Measurements

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

We will use team created Common Formative Assessments to ensure that all identified students are learning the essential learning outcomes of their respective course of Math. We will also use the number of Mentors we are able to procure. Our goal is to have 50 mentors in the program helping students. We will also look at the CRT progress scores for each of these students at the end of the course.

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

In our goal the data was stated to be gathered from CRT scores, but the correct source should have cited the SAGE test. All individual student data was taken from the SAGE test.

9th Grade Secondary Math One Inclusion Data.

Name.	Scaled Score	Proficiency Level	Credit
		2013-14 to 2014-15	
Stu. 1	407-467	1	.75
Stu. 2	407-440	1	1.0
Stu. 3	419-397		1
	1.0		
Stu. 4	415-459	1	1.0
Stu. 5	423-455	1	1.0
Stu. 6	586-605	4	1.0
Stu. 7	424-439	1	1.0
Stu. 8	386-442	1	1.0
Stu. 9	459-482	2	1.0
Stu. 10	414-477	1	1.0
Stu. 11	411-447	1	1.0
Stu. 12	359-357	1	1.0
Stu. 13	441-450	1	1.0
Stu. 14	452-478	2	1.0
Stu. 15	452-478	2	1.0

The class average for The scaled score went from 407 to 467 from the 2013-14 to 2014-15 school years.

All students received credit for Secondary Math One. Student One transferred into the school at the end of first term.

8th Grade Math Inclusion Data.

Name	Scaled Score 2013-14 to 2014-15	Proficiency Level	Credit
Student 1	381-422	1	1.0
Student 2	441-439	1	1.0
Student 3	345-435	1	1.0
Student 4	423-472	2	.75
Student 5	406-379	1	1.0
Student 6	368-381	2	1.0
Student 7	430-460	1	1.0
Student 8	396-457	1	1.0
Student 9	361-435	1	1.0
Student 10	285-417	1	
Student 11	384-448	1	
Student 12	399-437	1	
Student 13	354-330	1	
Student 14	361-407	1	

The class average for The scaled score went from 435 to 472 from the 2013-14 to 2014-15 school years.

All students earned full credit except for student #4 who failed one term of 8th Grade Math.

7th Grade Math Inclusion Data.

Name	Scaled Score	Proficiency Level	Credit
Student 1	335-364	1	1.0
Student 2	318-420	2	1.0
Student 3	349-364	1	1.0
Student 4	356-369	1	1.0
Student 5	345-322	1	1.0
Student 6	356-353	1	1.0
Student 7	361-376	1	1.0
Student 8	351-377	1	1.0
Student 9	355-387	1	1.0
Student 10	275-385	1	
Student 11	307-371	1	
Student 12	277-360	1	

The class average for The scaled score went from 335 to 364 from the 2013-14 to 2014-15 school years.

All students received credit for 7th Grade Math.

Action Plan Steps

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

We will provide an additional period to our math department to allow 2 teachers to teach the inclusion math class for 7th and 8th grade. We will identify students needing extra time and support through the District's math placement test and teacher recommendations and notify the parents of their student's placement. We will collaborate with the math department on curriculum and how this class should be taught and supported to gain the maximum benefit to students. We will identify and train our math mentors from among our honors math students.

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

We were able to recruit 110 honors and high achieving math students to serve as math mentors for the 2014-15 school year. They were used to tutor students in study hall, Pack Time, and in math classes. they were recognized 3 different times throughout the year for their efforts and service in helping struggling students.

A math teacher was hired on the extended model to teach an inclusion math class.

Expenditures

Category	Description	Estimated Cost	Actual Cost	
Total:		\$10,000	\$9,732	
Salaries and Employee Benefits (100 and 200)	Salary to extend a math teachers day	\$8,000	\$8,009	\$1550 was paid with the Employees Benefits (200)
General Supplies (610)	Mentoring supplies.	\$2,000	\$1,723	This was reported as paid in Professional and Technical Service (300)

Goal #2

Goal

Students will improve their reading and writing skills in all subject areas through support in all classes, including English. A school-wide writing goal will be implemented in all classrooms and students will have more opportunities to write. Students identified as needing additional time and support in English Language Arts will be placed in a smaller, "English Essentials" class and be assisted through a technician to provide support and feedback on their work. The technician will work under the direction of the teacher in the "essentials" class to give that additional time and support. One period of a teacher's salary will be paid for with trust land monies and the technician will also be funded through Trust lands.

Academic Areas

- Writing
- Reading

Measurements

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

We will use team created Common Formative Assessments to ensure that all identified students are learning the essential learning outcomes of their respective course of English. We will also use the DWA (Direct Writing Assessment and the DRP (Degrees of Reading Power) to assess student and school progress. We will also look at the CRT progress scores for each of these students at the end of the course.

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

The data used for measuring student progress was gathered from SRI and measured their beginning and ending reading levels as 7th grade students. All students except for student 4 and 5 demonstrated growth in their reading level.

Name	First Test	Last Test	Growth (Lexile)
Student 1	567	920	353
Student 2	950	1145	195
Student 3	507	536	29
Student 4	871	869	0
Student 5	527	525	0
Student 6	625	896	271
Student 7	703	994	291
Student 8	637	742	105
Student 9	695	880	185

Student 10	842	897	55
Student 11	461	661	200
Student 12	758	967	209

The 7th Grade Language Arts shows that Spanish Fork Junior High achieved 56% proficiency as compared to Nebo School District at 45% and Utah State average of 42.5%

Action Plan Steps

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

We will identify students who are deficient in reading and writing through previous testing and teacher recommendation. These students will be placed in an "English Essentials" class and will be given specific, research based instruction to improve their reading and writing skills. One period of a teacher's salary will be paid for with Trust land funds to be able to pay for the lowered class size. Also, a technician will be hired to help each of these "English Essentials" teachers with small group and individual instruction. The technician will work 3.9 hours per day and will also be available for intervention during Pack Time.

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

We paid an extended model for a teacher to run the English Essentials class. In addition we hired a technician to assist students in improving reading and writing skills. She worked with them on an individual basis and assisted the teacher with group activities.

Expenditures

Category	Description	Estimated Cost	Actual Cost	
	Total:	\$15,000	\$17,939	
Salaries and Employee Benefits (100 and 200)	English Technician and Salary to extend an English Teachers schedule.	\$15,000	\$17,939	\$3472 was paid from Employee Benefits (200).

Goal #3

Goal

We will provide needed technology equipment to teachers and maintain our current equipment to ensure its availability. Our goal is to have a functioning computer, document camera, digital projector, and audio enhancement system in each classroom. We will also purchase one more classroom set of Chrome book computers for classroom use. Students will be invited to expand their knowledge of mathematics, technology, programming and robotics by participating in a club that uses LEGO Mind storm in preparation for a school wide and region-wide competition. We will provide the materials for the kits, a stipend for the teachers for the extra time involved, and pay the registration fee for the competitions. Teachers will show the correlation between what is being created using the LEGO Mind storm and connections to mathematics and real life.

Academic Areas

- Technology

Measurements

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

We will measure progress by the number of units of technology purchased and maintained throughout the school year and if we have met our goal of having this technology for each classroom. We will measure progress in Mind storm by competing in sponsored contests with other schools and making improvements as needed. We will measure our progress by the number of students involved in the program. Our goal is to have at least 20 students participate in the program.

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

The council voted to remove MindStorm from the Trustlands Plan in the Nov. 2014 meeting. Classroom technology in the form of Chromebook labs, audio enhancement systems, document cameras, and Promethean Boards were purchased to enhance instruction.

Action Plan Steps

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

The technology needs of each teacher will be assessed and a plan will be built for providing the needed technology equipment. Our technology specialist will help to maintain current equipment to keep it functioning and up to date. Land Trust money will be used to

purchase equipment. We will pay two teachers a stipend for coaching the students involved in Mind storm, and taking the student to local competitions.

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

We surveyed the classrooms and created a list of needed technology. From that list we purchased items such as Chromebooks, Promethean Boards, and Audio Enhancement systems for classrooms that lacked that equipment, or the teacher expressed a need for new technology.

Expenditures

Category	Description	Estimated Cost	Actual Cost	
Total:		\$22,700	\$19,860	
Salaries and Employee Benefits (100 and 200)	Stipend for Mind Storm advisers	\$2,000	\$0	The plan was amended by the council. In the Nov. 2014 meeting, the council voted unanimously to amend the plan and remove Lego MindStorm from the plan. It didn't serve enough students, and the money would be used with other technology.
Other Purchased Services (Admission and Printing) (500)	Entry fee for Mind storm contests.	\$1,200	\$0	The plan was amended by the council. In the Nov. 2014 meeting, the council voted unanimously to amend the plan and remove Lego MindStorm from the plan. It didn't serve enough students, and the money would be used with other technology.
Equipment (Computer Hardware, Instruments, Furniture) (730)	Mind Storm sets, Chrome books, Audio Enhancement systems.	\$19,500	\$19,860	As Described

Goal #4

Goal

Student and school data will be tracked to help us celebrate and report progress and to help us make instructional decisions impacting school and classroom programs. Computer labs and classroom technology will be kept up and running and be used effectively. Land Trust money will be used to pay a data mentor/technology specialist at our school.

Academic Areas

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

Measurements

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

The data mentor/technology specialist will be secured and a meeting will be held to ensure his effective use. A minimum of three presentations will be held throughout the year to inform our faculty and school community in the area of data usage as it pertains to helping their students. Data will also be shared to students and patrons of the school in a variety of ways. The data mentor will keep a log of time spent helping individual teachers or departments as to their data usage and technological help.

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

Our data mentor did 3 separate presentations on school wide data for the faculty and school community council. Our data specialist also spent 225 hours helping teachers, and maintaining technology throughout the building.

Action Plan Steps

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

A data mentor/technology specialist will be hired. We will hold a meeting to determine how to best use their time and resources. Teachers will be informed how they can use this person to help them in their classroom and in their teams. Data presentations will be planned. Data will be distributed to appropriate groups (teachers, administration, students, parents, and community). For the technology specialist piece, the staff will be instructed who to call when they have concerns and/or questions regarding technology and the specialist will assist our staff as needed.

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

A data mentor/ technology specialist has been hired to track individual student, teacher, and whole school data. This data has been used to improve instruction in the classroom. This person has also worked to ensure that our computer labs and the technology within our classrooms is operating correctly, and that teachers are trained to operate the technology correctly.

Expenditures

Category	Description	Estimated Cost	Actual Cost	
	Total:	\$8,500	\$8,009	
Salaries and Employee Benefits (100 and 200)	Salary for extending a teachers schedule.	\$8,500	\$8,009	\$1550 was paid with the Employees Benefits (200)

Goal #5

Goal

Our teachers will receive professional development in the areas of school leadership, effective classroom instruction, numeracy, technology, collaboration, and student intervention. Teachers will use the knowledge gained to increase their use of "best practice" in the classroom.

Academic Areas

- Social Studies
- Health
- Technology
- Writing
- Mathematics
- Reading

- Fine Arts
- Foreign Language
- Science

Measurements

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

Progress on this goal will be measured by the number of teachers impacted directly by participating in the professional development. Our goal is to provide 20 of our teachers an opportunity for outside professional development with a minimum of 200 hours total.

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

As part of the completion of this goal, we held a summer summit with the team leaders of the school to develop a plan to help all students succeed in school. this included improved use of Pack Time, implementing more effective behavior and academic interventions, and improving collaboration skills. In addition, teachers attended conferences such as CUWP, UAET, UCTM, Mattos, UCET, Learning Edge, Utah Geographic Alliance, and 21st Century Learning

Action Plan Steps

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

Ongoing professional development is vital to keep our faculty on the cutting edge of best classroom practices and on-going school improvement. The basis for our professional development is weekly collaboration team meetings. We will train team leaders to be effective leaders of their teams and to reach their professional goals. We will also send teachers to various conferences in the areas of effective instruction, school leadership, numeracy, and student intervention. Land Trust funds will pay for conference fees, substitute teachers, meals, lodging, and travel.

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

Trust lands money has been used to pay for teachers to attend professional development in the areas of collaboration, content specific knowledge, technological improvement, gifted programs, music programs and student interventions. The costs were hiring substitute teachers, registration fees, transportation, lodging, and meals. The training is helping teachers develop and hone their teaching skills.

Expenditures

Category	Description	Estimated Cost	Actual Cost	

Category	Description	Estimated Cost	Actual Cost	
Total:		\$5,500	\$8,187	
Salaries and Employee Benefits (100 and 200)	Substitutes for teachers to attend professional development	\$1,500	\$4,316	This was reported as paid in Professional and Technical Service (300)
Other Purchased Services (Admission and Printing) (500)	Workshop and conference registration fees	\$1,500	\$1,889	This was reported as paid in Professional and Technical Service (300)
Travel (580)	Travel fees for teachers attending professional development.	\$2,500	\$1,982	This was reported as paid in Professional and Technical Service (300)

Increased Distribution [Edit](#)

The school plan describes how additional funds exceeding the estimated distribution would be spent. This is the description.
 We will spend it on additional technology. Audio enhancement systems and Chrome book labs are examples of possible purchases.
Description of how any additional funds exceeding the estimated distribution were actually spent.
 As Described