

Spanish Fork Junior High Final Report 2013-2014

Financial Proposal and Report - This report is automatically generated from the School Plan entered in the spring of 2013 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2013-2014.

Available Funds	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2012 - 2013	\$416	\$1,482
Distribution for 2013 - 2014	\$48,235	\$60,913
Total Available for Expenditure in 2013 - 2014	\$48,651	\$62,395
Salaries and Employee Benefits (100 and 200)	\$32,500	\$30,941
Professional and Technical Services (300)	\$0	\$7,466
Repairs and Maintenance (400)	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$1,500	\$0
Travel (580)	\$2,500	\$0
General Supplies (610)	\$2,000	\$3,628
Textbooks (641)	\$0	\$0
Library Books (644)	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0
Software (670)	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$8,000	\$19,927
Total Expenditures	\$46,500	\$61,962
Remaining Funds (Carry-Over to 2014 - 2015)	\$2,151	\$433

ITEM A - Report on Goals

Goal #1

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 2013. 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.

Identified academic area(s).

Mathematics

This was the action plan.

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.

The recognition for the math tutors who worked with the deficient students in study halls, pack time, and regular classrooms was held for approximately 80 mentors 3 times during the school year.

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

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 20 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.

The testing data from the CRT test was not available this year because of the switch to the SAGE test. We have used the passing rates for the inclusion classes and credit earned.

9th Grade Inclusion Class

Started with 24 students and ended with 20 students.

All students earned their math credit except for one student and he was moved to an alternative placement.

All students who earned credit, passed with a "C" or better grade.

8th Grade Inclusion Class

Started with 22 students and ended with 22 students.
All students passed the class and earned their math credit.

7th Grade Inclusion Class

Started with 28 students and ended with 28 students.
All passed the class and earned their credit except 2 students.

The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:

Amount	Category	Description
8000	Salaries and Employee Benefits (100 and 200)	This is the amount for an extended contract for a teacher to allow us to lower the class size for the math inclusion class.
2000	General Supplies (610)	These are the supplies for our Math mentors and payment for their services.

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.

Amount	Category	Description
7215	Salaries and Employee Benefits. (100 and 200)	Extended Contract for the Math Inclusion Teacher
1820	General Supplies (610)	Math Mentor Supplies

Goal #2

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.

Identified academic area(s).

Reading

Writing

This was the action plan.

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 for an extended model for our teachers to run our English Essentials classes. We also hired a technician to work with our Language Arts teachers in giving feedback to students regarding their reading and writing skills. The technician also worked with students on an individual basis to help improve reading and writing skills.

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 goal for our Freshman English Essentials class this year was to improve the level of student writing. My goal is the same as I had last year. One major requirement for each student was to write eight one-pagers throughout the year. One-pagers are 300 word essays that evaluate and interpret different areas of novels read by the students. In order to meet school standards for these assignments, students must show strength in the following areas: use of thoughtful topic sentences, detailed supporting sentences, a clear conclusion, and correct conventions. The different one-pagers also required students to describe the moral of the story, evaluate the effectiveness of the novel's conclusion, describe the major external and internal conflicts, and connect the content of the novel to their own life. Written explanations of the reading strategies used by students such as inference, prediction, and questioning, was also a requirement for the papers.

To help students meet or exceed the standards set on the writing rubric for the one-pagers, an English technician, Mrs.

Peterson, was hired to work individually with students during the brainstorming, writing, and revision process. The individualized instruction helped students to more clearly understand the expectations of the papers and to reach a new level of achievement in writing.

The standards set to evaluate student performance in the 9th grade are the following:

Above standard=70-80
Meets standard=64-69
Approaches standard=52-63
Below standard=51 and below

In order to judge student growth throughout the year, scores on one-pagers were compared from the beginning to the end of the 2013-2014 school year. Students whose scores were above 70 were above standard in the writing that we did. The results are as follows:

Student	Beginning score	Ending score
Student 1	61/74	76/74
Student 2	53/74	61/74
Student 3	48/74	69/74
Student 4	61/74	76/74
Student 5	62/74	79/74
Student 6	40/74	76/74
Student 7	64/74	76/74
Student 8	58/74	67/74

Students showed amazing growth in their writing skills because of the individualized attention each received as a result of having both a teacher and a technician in the classroom. At the beginning of the year, we sat next to each student as they were writing and gave them ideas of what they could write. We also helped them edit their work. During third term, I told my students I wanted them to try to do as much as they could on their own. They began to feel more confident in their own ability, and now they are able to give me a good topic sentence, supporting information and a good conclusion. I asked them how they felt about their progress in writing this year, and all of them said that they can now write on their own without help.

7th Grade Parker Essentials 2013/2014

Reading Fluency

Student Name	Fall 2013	Spring 2014	Net Loss/Gain
Student 1	105 wpm	120 wpm	+15 wpm
Student 2	123 wpm	150 wpm	+27 wpm
Student 3	transferred in	184wpm	
Student 4	118 wpm	154 wpm	+36 wpm
Student 5	115 wpm	158 wpm	+43 wpm
Student 6	120 wpm	153 wpm	+33 wpm
Student 7	132 wpm	144 wpm	+12 wpm
Student 8	91 wpm	155 wpm	+64 wpm
Student 9	137 wpm	168 wpm	+31 wpm
Student 10	120 wpm	140 wpm	+20 wpm
Student 11	134 wpm	178 wpm	+44 wpm

Student 12	118 wpm 148 wpm +30 wpm
Student 13	118 wpm 156 wpm +38 wpm
Student 14	101 wpm 146 wpm +45 wpm
Student 15	115 wpm transferred out
Student 16	120 wpm 147 wpm +27 wpm
Student 17	113 wpm 141 wpm +28 wpm

Fall 2013 = 19% meet standard for reading fluency Spring 2014 = 94% meet standard for reading fluency 32.8

Reading Comprehension

Student Name	Fall 2013	Spring 2014	Net Loss/Gain
--------------	-----------	-------------	---------------

Student 1	50%	85%	+35%
Student 2	55%	85%	+30%
Student 3	transferred in		
Student 4	50%	90%	+40%
Student 5	50%	85%	+35%
Student 6	55%		
Student 7	65%	85%	+20%
Student 8	70%	85%	+15%
Student 9	35%	80%	+45%
Student 10	50%	80%	+30%
Student 11	50%	95%	+45%
Student 12	60%	95%	+35%
Student 13	60%	80%	+20%
Student 14	50%	85%	+35%
Student 15	transferred out		
Student 16	45%	90%	+45%
Student 17	50%	80%	+30%

Fall 2013 = 6% proficiency Spring 2014 = 100% proficiency comprehension 32.8 % average increase

*in the class for reasons other than test scores/reading level/ability

The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:

Amount	Category	Description
15000	Salaries and Employee Benefits (100 and 200)	This is for the salary and benefits for the technician. They will work 3.9 hours per day.

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.

Amount	Category	Description
15698.57 extended model	Salaries and Employee Benefits (100 and 200)	This is the salary and benefits for the technician and an for a Language Arts Teacher.

Goal #3

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.

Identified academic area(s).

Technology

This was the action plan.

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.

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

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.

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

Classroom technology in the form of chrome book computers, video projectors, document cameras, printers and audio enhancement equipment were purchased and are in use in our classrooms to enhance instruction. Additionally, bulbs were purchased for use in our digital projectors to ensure these are kept in good working order. This technology helps students to be able to learn visually and audibly in each classroom.

The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:

Amount	Category	Description
8000	Equipment (Computer Hardware, Instruments, Furniture) (730)	We will purchase

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.

Amount	Category	Description
19927.10	Equipment (Computer	We purchased 2 complete Chromebook labs with 40
Chromebooks	Hardware, Instruments,	in each lab. We also purchased 3 audio enhancement systems
and	Furniture) (730)	projectors.
1779.37	(730)	We purchased additional projector bulbs and cables for computer peripherals.

Goal #4

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.

Identified academic area(s).

Mathematics

Reading

Fine Arts

Science

Writing

Technology

Health

Foreign Language

Social Studies

This was the action plan.

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 individual also worked to ensure that our computer labs and the technology within our classrooms were functioning properly and that our staff had the training to properly operate the equipment.

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 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 data for the faculty and educational community. One was done in the Fall and one in the Spring for the entire faculty. Another presentation was done for the School Community Council.

He also spent 225 hours on helping teachers with technology, training them on technology, cloning and setting up labs for teacher use, and maintaining technology throughout the building.

The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:

Amount	Category	Description
8000	Salaries and Employee Benefits (100 and 200)	The salary of our Data/Technology Specialist

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.

Amount	Category	Description
8000	Salaries and Employee Benefits (100 and 200)	The salary of our Data/Technology Specialist

Goal #5

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.

Identified academic area(s).

Mathematics

Reading

Writing

This was the action plan.

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 paid for teachers to attend professional development in the areas of collaboration, content-specific knowledge, gifted programs, music programs, and student interventions. The costs have included conference fees, lodging, meals, and transportation. This training helps our teachers to be more effective in their practice.

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.

To meet this goal we gathered our team leaders together for a summit training during the summer of 2014. They received training on more effectively meeting the needs of all students through using the principles of professional learning communities and collaboration. The major conferences and trainings attended this year were the Mike Mattos Conference, The CUWP, UCET, and conferences with the fine arts teachers.

The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:

Amount	Category	Description
1500	Salaries and Employee Benefits (100 and 200)	Substitutes for teachers
1500	Other Purchased Services (Admission and Printing) (500)	Conference Fees and Admissions
2500	Travel (580)	Lodging, meals, and Transportation

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.

Amount	Category	Description
3811.15	Other purchased Services (Admission and Printing) (500)	Admission to conferences and other conference supplies.
2500	Salaries and Employee Benefits (100 and 200)	Substitutes for teachers.
579.56	Travel (580)	Lodging, meals and transportation

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

With regard to goal # 3, additional money is always needed in the area of technology hardware and software. Many of our teachers are beginning to experiment with tablets and the Chromebooks, leading to a 1:1 ration in their classrooms. Additional money could be spent in this way.

The distribution was about 14% more that the estimate in the school plan. Please explain how the additional money was spent, if it was spent for items other than expenditures described in the approved goals above. If all expenditures were spent for items in the goals, please enter "Not applicable."

"Not Applicable"

ITEM D - The school plan was advertised to the community in the following way(s):

- School newsletter
- School website

ITEM E - Please select from the pull down menus the names of policymakers the council has communicated with about the School LAND Trust Program. To choose more than one name on a list, use CTRL while selecting. To unhighlight a selected name, choose another name or use CTRL and select it.

State Leaders	U.S. Senators
State Senators	U.S. Representatives
State Representatives	District School Board
State School Board	

ITEM G - A summary of this Final Report must be provided to parents and posted on the school website by October 20th of the 2014. When was this task completed?

Not required for Charter Schools.

10/20/2014