

# Final Report 2016-2017 - Snow Canyon MD

Please Finish your Final Report Submission

## 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	\$5,100	N/A	\$3,656
Distribution for 2016-2017	\$54,864	N/A	\$61,238
Total Available for Expenditure in 2016-2017	\$59,964	N/A	\$64,894
Salaries and Employee Benefits (100 and 200)	\$30,300	\$36,088	\$27,482
Employee Benefits (200)	\$0	\$0	\$8,606
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)	\$3,000	\$2,761	\$2,761
General Supplies (610)	\$4,264	\$3,800	\$3,800
Textbooks (641)	\$0	\$0	\$0
Library Books (644)	\$1,854	\$1,792	\$2,513
Periodicals, AV Materials (650-660)	\$2,160	\$721	\$3,435
Software (670)	\$355	\$352	\$352
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$11,030	\$17,817	\$12,038
<b>Total Expenditures</b>	<b>\$52,963</b>	<b>\$63,331</b>	<b>\$60,987</b>
Remaining Funds (Carry-Over to 2017-2018)	\$7,001	N/A	\$3,907

## Goal #1

COMPLETE ANSWERS

This goal is not completed

## Goal

To increase student achievement at Snow Canyon Middle by the end of the 2016-2017 school year. To accomplish the goal SCMS will focus on the following: 1. Use data driven, research based instruction to help students learn core concepts. 2. Develop and use common assessments to determine student proficiency in identified key concepts and skills. 3. Provide interventions for students who are not achieving proficiency in the identified key concepts and skills. 4. Provide extension activities for accelerated students.

## Academic Areas

- Reading
- Mathematics
- Writing
- Technology
- Science
- Social Studies
- Foreign Language

## Measurements

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

SAGE assessment data for will be used to measure student progress in Mathematics, Science, and Language Arts. Scores for 2015-2016 will be used as baseline scores when they become available.

MOS certifications and state CTE testing results may also be used to guage student achievement in CTE classes.

District benchmark scores will be used to determine student growth in Social Studies.

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

Sage Proficiency for the 2016-2017 School Year for the 9th grade class, 8th grade class and whole school with comparison to each group's proficiency from the 2015 - 2016 school year:

#### Whole School:

Language Arts:	47% Proficient:	Previous Year: 46%	Change: 1%	MGP: 54
Math:	48% Proficient:	Previous year: 49%	Change: -1%	MGP: 54
Science:	57% Proficient:	Previous Year: 59%	Change: -2%	MGP: 42

#### 9th Grade:

Language Arts:	52% Proficient:	Previous Year: 41%	Change: 11%	MGP: 73
Math:	50% Proficient:	Previous year: 49%	Change: 1%	MGP: 56
Science:	60% Proficient:	Previous Year: 53%	Change: 7%	MGP: 60

#### 8th Grade:

Language Arts:	42% Proficient:	Previous Year: 52%	Change: -10%	MGP: 37
Math:	46% Proficient:	Previous year: 56%	Change: -10%	MGP: 53
Science:	55% Proficient:	Previous Year: 66%	Change: -13%	MGP: 38

#### Social Studies Benchmark Comparison

	Fall	Spring	Growth
8th Grade History:	31%	94%	63%
9th Grade Geography	85%	49%	36%

#### Spanish One School Bench Mark Comparison:

Average Fall Score: 18% correct      Average Spring Score: 86% correct

#### DLI/AP Spanish

18 of our 9th grade students took the AP Spanish Test: 14 passed and earned college credit.

#### Computer Technology: MOS (Microsoft Office Specialist) Certifications

991 certifications earned out of 1017 attempts for certification:

97% MOS certification success rate for SCMS students:

Additionally 82 Common Formative Assessments were administered school wide during the 2016-2017 School Year.90% initial proficiency was reported on the assessments. After intervention 97% proficiency was reported.

SCMS had a 98% course pass rate for the 2016-2017 school year.

## Action Plan Steps

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

Step 1. Equip the school with the following instructional resources and supplies.

\$4264 for science lab equipment.

\$1854 for classroom sets of novels for language arts and social studies.

\$360 for Scholastic Scope magazine subscriptions.

\$1800 for classroom map sets.

\$355 for teacher and student licenses to online resources at goanimate.com

\$11030 for Chromebooks, with licenses, digital projectors with mounting brackets, printers, graphing calculators and computers.

Step 2. Provide collaboration time to PLC teams to develop and refine guaranteed viable curriculum, plan effective instruction, and develop common formative assessments. Core (Math, Science, Language Arts) teams will be allotted one day each quarter for additional collaboration time. All other teams will be allotted one day during the year for additional collaboration time. This step will support all of the academic focuses listed in our goal.  
\$3500 to provide substitutes or stipends for team collaboration time  
\$3000 for professional development conferences or training with associated travel expenses

Step 3. Develop and implement tiered intervention systems to help students who are not progressing academically and provide additional class periods of honors classes for students who are prepared for a more rigorous curriculum.  
\$2800 to supplement salary for para-professionals to administer and monitor different aspects of the advisory/intervention program.  
\$4,000 to supplement paraprofessional salary for the GRASP intervention program.  
\$24,000 to provide additional honors class sections in biology and mathematics

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

#### Step #1

To fulfill this goal the following technology resources were purchased for student/teacher use in the school:

106 Chromebooks with licenses  
2 Chromebook Carts to house the sets of Chromebooks  
2 Epson Projectors  
Teacher and student licenses for the online Goanimate software  
A variety of Ebooks on the Overdrive library program.

The following instructional supplies and resources were also purchased  
50 copies of the novel A Wrinkle in Time  
80 copies of the novel The Sacrifice  
3 classroom subscriptions to Scholastic Scope magazine  
A variety of science lab equipment (beakers, flasks, safety glasses, thermometers etc.)

These devices were used by students in both grades for work in multiple subjects. The devices were also used by students to check their individual academic progress during homeroom and intervention classes.

#### Step #2

Teachers from language arts, math, science, special education, PE and social studies departments took advantage of collaboration day opportunities during the year. A total of 32 days were provided either with substitutes during the school year or through stipends for work days during the summer. Teachers used these days to develop curriculum, plan instruction and assessment, work on intervention tools and collaborate with departments from other schools. The breakdown of days used by department is as follows:

Mathematics:	12 days
Language Arts:	6 days
Social Studies:	1 day
Science:	7 days
Fine Arts:	2 days
CTE:	1 day
Special Ed:	3 days

In addition to the collaboration days provided, teachers and administrators were supported with travel and lodging costs to several conferences and professional development activities during the year. In some cases the cost of the conference registration was funded through other methods and only portions of the expenses such as travel or accommodations were paid for with trustlands funds. The conferences and professional development activities attended were as follows:

Positive Behavior Intervention System Conference for 3 staff members  
State Administrators Conference: 2 staff members  
Art History/Curriculum Professional Development: 1 staff member

#### Step #3

Develop and implement tiered intervention system to help students who are not having academic success.

The GRASP program enrolled 43 students during the 2016-2017 school year. GRASP students passed 93% of their courses during the 2016-2017 school year. The online/blended classroom enrolled 28 students seeking original credit during the 2016-2017 school year. Students took courses in spanish, french, PE, history, geography, math, language arts and science. SCMS Students signed up for 35 original credits and earned 32 original credits for a 91 % pass rate.

Paraprofessionals spent an average of 12 hours a week providing student support services during intervention time each day. This additional support provided teachers the opportunity to work in small groups with students targeted for specific interventions. A total of 5485 students participated in the student support services provided by the paraprofessionals during the 2016-2017 school year. In total SCMS students completed 6863 documented interventions through this program in 2016-2017. As a whole, SCMS students passed 98% of their classes during the 2016-2017 school year. Much of this

success can be attributed to the intervention system that was implemented at the school. The paraprofessionals played an integral role in the success of that program.

## Behavioral Component

Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	The GRASP program focuses on students who have personal and emotional issues in their lives which become significant barriers to their academic achievement. The program provides extra academic support to these students in all subject areas. The program also teaches students life skills such as respect, discipline, organization, communication, and goal setting to help overcome the barriers that are inhibiting their academic progress.	As Described

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	24,000 dollars will be allotted for teacher salaries to teach additional class periods. 2,800 will be allotted to extend para-professional hours to assist during intervention time. 3,500 dollars will be allotted to pay substitutes or stipends for teacher collaboration days.	\$30,300	\$36,088	As Described
Travel (580)	3000 dollars will be allotted for employee professional training opportunities including travel, lodging and per diem costs.	\$3,000	\$2,761	As Described
General Supplies (610)	4264 dollars will be allotted for science lab equipment and supplies	\$4,264	\$3,800	As Described
Library Books (644)	1300 dollars will be allotted for classroom sets of novels for language arts classes. 514 dollars will be allotted for classroom sets of novels for social studies classes.	\$1,854	\$1,792	As Described
Periodicals, AV Materials (650-660)	360 dollars will be allotted for subscriptions to 'Scholastic Scope' Magazine for language arts classes. 1800 dollars will be allotted for classroom maps for social studies.	\$2,160	\$721	As Described
Software (670)	355 dollars will be allotted for 200 student licenses and 4 teacher licenses for Go-Animate.com.	\$355	\$352	As Described
Equipment (Computer Hardware, Instruments, Furniture) (730)	11030 dollars will be allotted for Technology such as Chromebooks (including licenses), Projectors (including mounting brackets), printers, graphing calculators, computers	\$11,030	\$17,817	As Described
	Total:	\$52,963	\$63,331	

## Increased Distribution

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

Any increased additional funds will be used in one of the following ways. 1. To purchase additional equipment (Chromebooks, computers, projectors, printers, lab equipment and supplies etc.) 2. To pay expenses for teachers to attend professional conferences, workshops, training sessions etc. that are focused the PLC processes (guaranteed viable curriculum, effective instructional strategies, assessment, intervention or enrichment) that will help to improve student academic success. 3. To provide additional employee salary or benefits to pay for additional classes or support during intervention time in our school.

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

As Described

## Publicity

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

- School website

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

- School website

## 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.

## Summary Posting Date

A summary of this Final Report must be provided to parents and posted on the school website by October 20th of 2017. When was or will this task be completed?

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	2	2016-02-08

## Need to add an attachment?

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

## No Comments at this time

## 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.
- Spelling and grammar is correct.

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

[BACK](#)

[SUBMIT FOR REVIEW](#)

