

Final Report 2015-2016 - West Hills MD

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 2015 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2015-2016.

Carry-Over from 2014-2015	\$9,094	N/A	\$25,317
Distribution for 2015-2016	\$71,027	N/A	\$83,593
Total Available for Expenditure in 2015-2016	\$80,121	N/A	\$108,910
Salaries and Employee Benefits (100 and 200)	\$59,600	\$49,513	\$41,709
Employee Benefits (200)	\$0	\$0	\$7,804
Professional and Technical Services (300)	\$4,400	\$14,818	\$14,363
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)	\$0	\$0	\$0
Textbooks (641)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0	\$0
Software (670)	\$2,000	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$12,000	\$41,097	\$41,097
Total Expenditures	\$78,000	\$105,428	\$104,973
Remaining Funds (Carry-Over to 2016-2017)	\$2,121	N/A	\$3,937

Goal #1

Goal

Increase the percentage of students performing at or above proficiency level in Language Arts, Mathematics and Science by 5% per year.

Academic Areas

- Reading
- Mathematics
- Writing
- Science

Measurements

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

Student growth as measured by performance on Jordan School District Student Learning Objective (SLO) pre-assessments and post-assessments. Percentage of students performing at or above grade appropriate SRI lexiles. Web-based assessments of student writing. Student growth percentiles and percentage of students demonstrating proficient or above on the SAGE English Language Arts, Writing, Mathematics and Science tests, with baseline measurements coming from 2014-15 Summative SAGE data.

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

Student Learning Objective (SLO) Assessment Data

Student growth was measured using Student Learning Objective (SLO) pre-assessments and post-assessments. We set a 35% target growth goal for the majority of students. Students with an Individual Education Plan (IEP) were given a goal based on their IEP goals. The results shown below indicate the percentage of students meeting their individual growth goal in each subject area listed.

English Language Arts = 77.2%

Math = 97.0%

Science = 81.0%

All Subjects = 82.9%

Scholastic Reading Inventory (SRI) Data

Student growth in reading proficiency was measured using the Scholastic Reading Inventory (SRI). Teachers gave the SRI during the first quarter of the school year to pre-assess the lexile reading level of each student. Additional SRI testing was done throughout the year to measure lexile level growth. The data below reflects a 5.0% growth in students who were reading at or above the proficient level.

Grade Level	Proficiency		
	1st Test	Last Test	Diff
Grade 7	48%	56%	+8%
Grade 8	49%	53%	+4%
Grade 9	56%	63%	+7%
All Students	51%	57%	+6%

Our SAGE results were not as encouraging. Our students did not make the 5% growth we had set as our school goal. In fact, SAGE scores decreased in all areas except Science 8 and Secondary Math 2.

	2015	2016	Diff
Language Arts 7	35%	33%	-2%
Language Arts 8	39%	32%	-7%
Language Arts 9	44%	32%	-12%
Math 7	34%	30%	-4%
Math 8	36%	35%	-1%
Secondary Math 1	35%	32%	-3%
Secondary Math 2	92%	93%	+1%
Science 7	41%	40%	-1%
Science 8	41%	44%	+3%
Earth Science	42%	28%	-14%
Biology	70%	65%	-5%

Because our SAGE data did not show the increases in student achievement that we desired, our teachers are focusing on two specific areas we identified as needing improvement in our SAGE data. We have created a school-wide focus to support reading informational text. Teachers in all content areas are working on helping students make inferences from content-based text and cite evidence supporting those inferences. To support the Expressions and Equations Algebra strand in mathematics, our teachers are focusing on helping students persevere in problem-solving experiences.

Action Plan Steps

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

Teachers will develop and administer frequent formative assessments aligned to state standards and objectives to measure student growth. Data from these common formative assessments will inform instruction and also identify students that need additional support in order to demonstrate the growth, proficiency and mastery in a timely manner. To support this important work, we will use School Land Trust funds to cover the cost of substitute teachers to allow content-based teacher teams to engage in curriculum, instruction and assessment planning. We will provide increased access to technology to allow teachers to use technology-based assessment techniques by purchasing an additional mobile lab of 40 Chromebooks for student use and a charging cart to house them. We will utilize a part-time instructional aide to assist in identifying students in need of additional time and support for learning, direct these students to resources available for support, and monitor student progress for those students in greatest need. Teachers will pull students into smaller groups with targeted instruction in order to receive the addition support and time they need within the school day through our Learning Enhancement and Acceleration Program (LEAP) Intervention Period (a response to intervention strategy for students struggling with mastery of power standards and for those students in need of support for academic behaviors, such as attendance (missing work) or lack of work completion). After-school tutoring sessions, using School Land Trust funds to compensate teachers for this work beyond the regular school day. We will fund three semester-long Study Skills classes to provide support for students with academic behavior needs (organization, study habits/techniques, etc.) Students involved in the ESL language acquisition class will receive assistance from a part-time aide to track grades, reading score progress, assist the teacher in one-on-one tutoring, test preparation, assist students in difficult classes, and visit teachers requesting support with accommodations for ESL students. With the highly skilled aide, we are working towards closing the achievement gap for at-risk students. Funds will also be used to pay for substitute teachers to allow our provisional teachers to learn from the best practices of their colleagues through CATWALK mentor-mentee observations. A stipend will be allocated to compensate our mentor leader for time spent preparing for regular professional development for our provisional teachers to support them in learning best practices. We will also use funds to cover conference registration fees and substitute coverage

assessments.

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

To support our use of frequent formative assessments to inform instruction and identify students in need of additional time and support for learning, we were able to use Land Trust funds to cover the cost of substitute teachers to allow content-based teacher teams to engage in curriculum, instruction and assessment planning.

Quarter	# of Teacher Substitutes
1	20
2	39.5
3	29.5
4	19.5

In addition, we have been able to provide 77 full-day substitutes to allow our teachers the opportunity to participate in professional development activities. CATWALK observations have given some of our provisional teachers the opportunity to benefit from seeing the best practices of their colleagues. Teachers had the opportunity to attend workshops and conferences, including the Utah Middle Level Association Annual Conference, the Literacy Promise Conference, and a variety of content-based conferences. Conference fees were also funded through Land Trust.

We were able to purchase additional mobile computer labs to support student learning. Land Trust funded 4 mobile computing labs with 40 HP Stream devices each and 1 network printer for each cart, allowing us to increase student access to technology.

Teachers provided 1563 student-contact hours tutoring after school within the areas of mathematics, language arts, social studies, science, and general study support, and one of our school counselors staffed a computer lab after school to allow credit deficient ninth grade students access to technology to work toward recovering credit.

Expenditures

Salaries and Employee Benefits (100 and 200)	- One part-time instructional aide for English Language Learners to help track and allow teachers to spend more one on one time with the students. - One part-time instructional aide to assist in identifying students in need of additional time and support for learning, direct these students to resources available for support, and monitor student progress for those students in greatest need - Hourly rate of pay for teachers and counselors to provide after school tutoring and content-based learning activities. - Teacher pay for three semester-long periods of Study Skills. - Substitute teachers for mentor training, team curriculum planning and conference attendance.	\$59,600	\$49,513	As described, with the exception of two changes made in a plan revision dated 2/5/2016. Because we were allocated a part-time aide to work with our English Language Learners from a District budget, we did not use Land Trust funds for this purpose. Instead, we used these same funds to pay for a licensed counselor to work with 9th grade students who needed to recover credit. She staffed a computer lab after school to assist students in completing credit recovery lessons online.
Professional and Technical Services (300)	- Conference registration fees for professional development in best instructional practices for middle level education.	\$4,400	\$14,818	As Described
Software (670)	- Software to support teaching and learning, including the education license of Chromebook management software.	\$2,000	\$0	Not used, since we purchased Windows-based machines, instead of Chromebooks.
Equipment (Computer Hardware, Instruments, Furniture) (730)	40 Chromebooks and 1 mobile charging cart.	\$12,000	\$41,097	160 HP Stream Windows 10 devices 4 mobile charging carts 3 printers (per revised plan dated 2/5/2016.
	Total:	\$78,000	\$105,428	

Increased Distribution

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

If more money is received, it will go into funding substitutes and registration costs for professional development for teachers, including additional PLC curriculum and assessment planning time to improve teaching strategies which will meet the needs of all students and additional computer equipment and software to meet the needs of all students.

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

Increased funding was spent as described in the revised plan dated 2/5/16. The additional funds were spent on 3 additional mobile computing labs with 40 HP Stream devices and 1 printer each, and on increased opportunities for teachers to attend professional development.

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

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

- School newsletter
- School website
- Other: Please explain.
 - We did not receive the requested stickers, but will add these to the technology items we purchased when we receive more.

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2016-10-19**

Council Plan Approvals

8	0	5	2015-04-09
---	---	---	------------

Plan Amendments**Approved Amendment #1****Submitted By:**

Stacy Evans

Submit Date:

2016-03-30

Admin Reviewer:

Karen Rupp

Admin Review Date:

2016-04-04

District Reviewer:

Nadine Troxel

District Approval Date:

2016-04-04

Board Approval Date:

2016-02-25

Number Approved:

8

Number Not Approved:

0

Absent:

5

Vote Date:

2015-10-08

Explanation for Amendment:

Because we received additional funding this year, and also had unused funds from the 2014-15 school year, we have enough funding to purchase additional technology for student use. All of our mobile computer labs are regularly in use, and teachers have expressed a need for additional labs. In addition, many teachers have expressed a desire to have the option to print from these mobile labs. The Chromebooks we have been purchasing will not print to our school network printers. For these reasons, we would like to purchase three mobile labs, instead of one lab. We will purchase Windows-based laptops instead of the Chromebooks, allowing students to print. In addition, we will purchase four mobile carts (one to charge and house 40 devices purchased with school technology funds, and three for the three new labs). We will also purchase three networkable printers. In recent years, we have been able to fund a part-time aide to work with our English Language Learners. This year, we were allocated a part-time aide through the Jordan School District Alternative Language Services department, and will not need to use Trust Lands funding for this purpose. Instead, we would like to use these funds to pay for a licensed staff member to work with 9th grade students who need to recover credit. The program would occur before and after school, and would provide an opportunity for these students to earn credit prior to moving on to the high school, increasing the likelihood that they graduate. We would also like to increase the amount of funding for conference registrations, to allow teachers to take advantage of national conferences that are being held in Salt Lake City this year.

No Comments at this time

[BACK](#)
