Final Report 2017-2018 - Hillcrest JR

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 2017 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2017-2018.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2016-2017	$6,244	N/A	$0
Distribution for 2017-2018	$92,651	N/A	$91,603
Total Available for Expenditure in 2017-2018	$98,895	N/A	$91,603
Salaries and Employee Benefits (100 and 200)	$21,500	$10,801	$8,334
Employee Benefits (200)	$0	$0	$2,101
Professional and Technical Services (300)	$5,000	$5,700	$190
Repairs and Maintenance (400)	$0	$0	$0
RETIRED. DO NOT USE (500)	$0	$0	$0
Printing (550)	$0	$0	$0
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	$0	$0	$0
General Supplies (610)	$500	$500	$3,869
Textbooks (641)	$7,000	$850	$0
Textbooks (Online Curriculum or Subscriptions) (642)	$0	$0	$0
Library Books (644)	$0	$0	$0
Technology Related Hardware/Software (< $5,000 per item) (650)	$0	$0	$0
Software (670)	$10,000	$7,757	$7,757
Equipment (Computer Hardware, Instruments, Furniture) (730)	$54,000	$57,806	$0
Technology Equipment > $5,000 (734)	$0	$0	$61,163
Total Expenditures	**$98,000**	**$83,414**	**$83,414**
Remaining Funds (Carry-Over to 2018-2019)	**$895**	N/A	**$8,189**

Goal #1
Goal

Support the school and district improvement plan of continuing to fully implement the Utah Core in English Language Arts (ELA), Mathematics, Science, and Social Studies throughout the 2017-2018 school year.

Academic Areas

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

Measurements

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

1. SAGE: In grades 7 and 8, proficiency and growth scores will be used to measure progress in English Language Arts, Math, and Science. Data from the 2017/2018 administration will be compared to data from the previous two years for analysis.

2. ACT Aspire: In grade 9, baseline scores will be taken in English Language Arts, Math, and Science. Since the 2017/2018 school year will be the first

administration of this assessment, we will use this data to create baseline data for future years. We will compare the ACT Aspire data to the previous two years SAGE data; although we are unsure at this time how the two tests will correlate.

3. District Developed Benchmark Assessments (CFA): Teachers will administer a district developed benchmark assessment at the end of each unit of instruction and compare this data to assess student progress and understanding. These assessments will be given in Math, English Language Arts, Science, and Social Studies.

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

Proficiency or growth scores rose in English Language Arts, Math, and Science. ACT Aspire test was not administered by the state thus SAGE scores for 9th grade were reported.

Math Proficiency Scores	7th	8th	9th
2016-2017	43%	37%	32%
2017-2018	42%	38%	39%

Math Growth Scores	7th	8th	9th
2016-2017	47%	52%	56%
2017-2018	52.5%	42%	62.5%

ELA Proficiency Scores	7th	8th	9th
2016-2017	44%	41%	39%
2017-2018	38%	47%	41%

ELA Growth Scores	7th	8th	9th
2016-2017	56.5%	61%	64.5%
2017-2018	51.5%	67%	58%

Science Proficiency Scores	Earth Science	Biology
2016-2017	26%	83%
2017-2018	44%	88%

Action Plan Steps

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

1. Purchase classroom set of novels that support the core in English Language Arts. These novels will be used to teach specific Utah Core concepts.

2. Purchase resources that support the core in Mathematics and Science. These resources will be used to teach specific Utah Core concepts.

3. Fund professional development for teachers in implementing the English Language Arts, Mathematics, Social Studies and Science cores and best practices for teaching. This professional development will also include training for all teachers on the core literacy standards to be implement across multiple content areas. This funding will include fees related to the professional development as well as substitutes for the teachers to attend. Specific emphasis will be given to professional development opportunities that support the implementation of the Utah Core.

4. Provide technology that supports the English Language Arts, Math, Social Studies, and Science Utah Core. Provide professional development and collaboration time in support of the technology.

5. Provide teachers with time to collaborate on benchmark assessments, formative assessments, curriculum alignment, horizontal/vertical alignment of core, and data disaggregation. The funding will be used to provide substitutes for teachers which will allow them to work together with all colleagues at the junior high school level.

6. Provide tier 2 and tier 3 reading intervention in a pull-out class. Funding will be used for a .167 FTE for a teacher to teacher the class as well as for technology to support the intervention.

7. Purchase a reading assessment (possibilities include Scholastic Reading Inventory or Monroe Reading Test) to be administered to all students in their English Language Arts Class to assess reading level and diagnose reading deficiencies.

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

The action plan allowed structures for teachers and students to access programs to help meet goals set forth by the school land trust committees specifically action steps were funded for the following purposes.
Step#1 = Monies were used to buy classroom sets of novels to support the core concepts in English Language Arts. Novels were purchased on 8/21/17 and 9/8/17.
Step #2 = Funds were used to purchase KUTA math software, TI Math Calculators, Comp. Notebooks for Science. State math competition for students.

Step #3 Funds were used to support registration for state English Teacher conferences, Behavior conference for state registration,
Step #4 -#7 Funds were used for substitute teachers to Collaborate within departments and teams. Funds also were used to buy IO Reading assessments for students.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Cost of substitutes and stipends for teachers to engage in professional learning through working on benchmark assessments, technology training, and other professional development opportunities.	$8,500	$7,301	As Described
Professional and Technical Services (300)	Professional fees for professional development for teachers in implementing the English Language Arts, Mathematics, Social Studies and Science cores and best practices for teaching.	$2,000	$3,300	As described
Textbooks (641)	Purchase novels to be used in ELA curriculum. Purchase resources for teaching Math & Science curriculum to be used by students in the classroom.	$7,000	$850	As Described
Software (670)	Purchase reading assessment (possibilities include Scholastic Reading Inventory or Monroe Reading Assessment)	$10,000	$7,757	Actual Described
Equipment (Computer Hardware, Instruments, Furniture) (730)	Provide technology (hardware) that supports the English Language Arts, Math, Social Studies, and Science Utah Core including document cameras and devices (to be determined).	$4,000	$11,000	As Described
	Total:	$31,500	$30,208	

Goal #2
Goal

FOSTER A LEARNING COMMUNITY Student achievement data (SAGE, quarterly grades, failing rates, attendance) continue to show the need to foster a learning community that supports learning for all students. The Hillcrest Jr. High School and Murray City School District Improvement Plans lists attendance and college & career Awareness as priority goals. The school changing demographics also support the need to foster a learning community. School LAND Trust funds will be used to fund academic and behavior supports to foster a community of learning and focus on the school and district improvement plan. These supports include school wide academic & behavior programs, classroom aids, and technology. Funds will also be used for teacher professional development in intervention systems to strengthen the learning community and support student learning.

Academic Areas

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

Measurements

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

1. Student Grades: Student grades will be compared to previous year data to assess if the supports are helping to foster a learning community and increase learning. The target to achieve is a 5% decrease in the number of failing students over the previous year.

2. Behavior Data: Behavior referrals will be tabulated quarterly and compared to the previous year data. The target to achieve is a 5% decrease in the number of behavior referrals over the previous school year.

3. SAGE Data: In 7th & 8th grade, the data from our SAGE exams will be used to measure progress in student learning in Language Arts, Math and Science. Data from the 2016/2017 administration will be compared to data from the previous two years for analysis.

4. ACT Aspire Data: In 9th grade, the college level readiness benchmark data from the ACT Aspire will be used to measure progress in Language Arts, Math, and Science.

5. Attendance Data: Attendance data will be tabulated quarterly and compared to the previous year data. The target to achieve is a 95% average attendance rate for the year.

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

After implementing the above measurements, Academic performance improved in SAGE growth and proficiency scores and in student pass/failure rate. Math, English
and Science scores for SAGE prociency
rose 22% overall and growth for Math, English, and Science ranged from 47% to 80% growth. Student
failure rate decreased by 5% overall with the entire student body in core and elective classes. Additionally, Chromebooks and Carts were
bought to implement support for teaching of the Core concept.

Action Plan Steps

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

1. Fund a 3 hour/week Computer Aid. This aid will staff an open computer lab for students to use before school three days a week. This aid will give students the opportunity to access a computer lab before school for academic use.

2. Fund professional development for teachers on the Response to Intervention Model (RTI) and Multi-Tiered System of Support interventions for all students.

3. Provide teachers with time to collaborate on formative assessments, curriculum alignment, horizontal/vertical alignment of curriculum, and data disaggregation to identify students needing additional support and/or challenges. The funding will be used to provide substitutes for teachers which will allow them to work together.

4. Provide teachers with time and professional development to continue to work on ways to support student learning and engagement in the classroom through a modified block schedule. The funding will be used to provide substitutes for teachers to allow them to visit schools to look at alternative bell schedules and engagement strategies being implemented on those alternate bell schedules.

5. Purchase 180 Chromebooks to be used in classrooms. These Chromebook labs will increase the opportunity for students to use technology to enhance their learning in the classroom. First priority will be given to Language Arts, Math and Science teachers.

6. Purchase/maintain technology that supports student learning in the classroom. This includes projectors and document cameras.

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

Trustland funds were spent specically on a computer aide. Having this aide gave students access to online assignments and access to Canvas, which the school uses as a learning management system for students. Teachers were given opportunities to collaborate in PLC's and align curriculum, review common formative assessments, and review SAGE data. These collaborations and PLC opportunities happened both during school hours and after hours. Software, laptops, chrome book, and other software programs were purchased to enhance and guide student learning and assessment.

Behavioral Component

Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	Student behavior data directly correlates with fostering our learning community. Students who are engaged academically have less behavior referrals.	

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Fund 3 hour compute lab aid. Substitutes for teacher collaboration and professional development.	$13,000	$3,500	Actual Use
Professional and Technical Services (300)	Fund professional development on RTI and/or MTSS supports.	$3,000	$2,400	Actual Use
General Supplies (610)	Incentives for decreased behavior incidents.	$500	$500	Actual Use
Equipment (Computer Hardware, Instruments, Furniture) (730)	Purchase 180 Chromebooks to be used in the classroom to support the curriculum.	$50,000	$46,806	Actual Use
	Total:	$66,500	$53,206	

Increased Distribution (and Unplanned Expenditures)

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

Increased distribution will be used to purchase additional Chromebooks to be used in the classroom.

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

If additional money is received, it will be used to purchase additional laptops, notebooks, e-readers, and/or tablets to use in the classroom. This hardware will continue to support and strengthen Goal #2 of Fostering a Learning Community .

Publicity

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.
- School newsletter
- School website

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

- School newsletter
- School website
- School marquee

Policy Makers

The school community council has communicated with the following policy makers about the School LAND Trust Program. Communication with Policy makers is encouraged and recommended. It is not required.

State Representative:

Dist. 44 Cutler, Bruce R.

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2018-10-01**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
9	0	0	2017-03-30

No Comments at this time

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