

SCHOOL LAND TRUST
ADMINISTRATION FOR DISTRICTS & SCHOOLS

Home

School LAND Trust Web

Home / Final Report

Final Report 2016-2017 - Mapleton Junior High



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	\$0	N/A	\$20,196
Distribution for 2016-2017	\$71,263	N/A	\$85,323
Total Available for Expenditure in 2016-2017	\$71,263	N/A	\$105,519
Salaries and Employee Benefits (100 and 200)	\$56,900	\$74,075	\$55,015
Employee Benefits (200)	\$0	\$0	\$19,060

Welcome,

LOG OUT

Change School

[Request School Access](#)

Mapleton Junior High School Menu

Mapleton Junior High Home

Current School Plan

Principal Assurance

Final Report

Progress Report

Upcoming School Plan

Council Membership &
Signature Form

Professional and Technical Services (300)	\$8,300	\$10,064	\$10,064
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)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$6,000	\$14,476	\$14,476
Total Expenditures	\$71,200	\$98,615	\$98,615
Remaining Funds (Carry-Over to 2017-2018)	\$63	N/A	\$6,904

Goal #1

Goal

Ninety-five percent of students at MJHS will reach proficiency on their Student Learning Objectives (SLO), which will be based on state core curriculum standards, in every class by the end of each term. If applicable, which Board Goal does this apply to: Strategic Initiative 7 College and Career Ready

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.

At the end of each term we will calculate the number of students who have NOT reached proficiency on their SLO for the term. The list will then be turned into the administration at the end of each term.

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

Following each term we gathered data from teachers concerning the number of students who have NOT reached proficiency on their SLO for the term. Initially 93 percent of students met their SLO goal. Teachers and administrators worked with the 7 percent of students who did not and another 4 percent reached proficiency totaling 97 percent.

Action Plan Steps

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

1. LAND Trust will be used to pay teams of teachers to meet in the summer and do the following:
 - a.) Teachers will continue to create and improve Student Learning Objectives (SLO).
 - b.) Teachers will use data gathered from Common Assessments or SLO to find ways to improve and differentiate instruction to meet the needs of all students.
2. Reduce class size using LAND Trust to fund extra FTE to improve student learning.
3. Continue flex time student intervention priority days that will focus on giving specific help to struggling students. Information for these priority days will be gathered from data of common assessments.

4. A reward activity will be provided for students who achieve all of their SLO.

5. We will continue to invest and expand student use of technology to help master SLO.

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

LAND Trust funds were used to pay teams of teachers to meet in the summer and do the following: a.) Teachers continued to create and improve Student Learning Objectives (SLO). b.) Teachers used data gathered from Common Assessments or SLO to find ways to improve and differentiate instruction to meet the needs of all students. Class sizes were reduced using LAND Trust money to fund an extra FTE to improve student learning. We continued to use flex time and student intervention priority days to focus on giving specific help to struggling students. Information for these priority days was gathered from data of common assessments. Reward activities were provided for students who achieve all of their SLO. We continued to invest and expand student use of technology to help master SLO.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Reduce Class Sizes using LAND Trust to fund extra FTE to improve student learning. We will focus on Math, Language Arts, Science and Social Studies, but will make final decision when evaluating class numbers.	\$25,000	\$44,060	As described. The \$19,060 spent on the 'Employee Benefits' line was included in the amount below because it was not listed as an option in this report.

Equipment (Computer Hardware, Instruments, Furniture) (730)	Expand student use of technology to help master SLO and increase learning.	\$3,000	\$9,000	As Described.
Total:		\$28,000	\$53,060	

Goal #2

Goal

Ninety-five percent of 9th grade students at MJHS will earn all of his/her freshman credits toward high school graduation by July. (No I or F) If applicable, which Board Goal does this apply to: Strategic Initiative 7 College and Career Ready 90% graduation rate.

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.) Youth Support team will meet bi-monthly to determine students who need level 2 or level 3 interventions.

- 2.) Progress towards this goal will be measured at the end of each term. A list of students will be generated that did not earn credit and appropriate interventions will be provided.
- 3.) End of year report stating students with credit loss

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

Counselors, teachers, trackers and administrators (youth support team) met weekly to discuss and provide students level 2 and level 3 interventions. Throughout the year we tracked 83 students and 40 were placed in a study skills. 98 percent of 9th grade students earned all of the credit expected of them upon completion of their freshmen year of high school.

Action Plan Steps

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

1. Fund pyramid intervention classes using LAND Trust to help struggling students reach the proficiency level on their SLO and pass their classes.
2. Fund at-risk trackers using LAND Trust to help struggling students to meet SLO and pass their classes.
3. Our youth support team will monitor student progress each term identifying low performing students and providing them the additional time and support needed, i.e. tracker, pyramid class, etc

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

Pyramid intervention classes were funded using LAND Trust money to help struggling students reach the proficiency level on their SLO and pass their classes. Funds were also used for at-risk trackers using LAND Trust to help struggling students to meet SLO and pass their classes. Our youth support team monitored student progress each term identifying low performing students and providing them the additional time and support needed, i.e. tracker, pyramid class, etc

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Fund Pyramid Intervention classes (\$11,900). Fund at-risk trackers (\$14,000)	\$25,900	\$25,000	As Described.
Total:		\$25,900	\$25,000	

Goal #3

Goal

Teachers will improve their craft by focusing on implementing or improving at least one of the Big Eight teaching strategies during the school year, which will ultimately help improve student learning. If applicable, which Board Goal does this apply to: Strategic Initiative 3 Employee Evaluation

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.

Teachers will be observed by an administrator using the Utah Teaching Observation Tool which will measure their success in implementing the Big Eight strategies found in Standard three.

Drop in evaluation made by an administrator focusing on the Big Eight.

Data will be gathered through self-evaluations and reports generated by Observer Tab.

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

Administrators did weekly drop-in observations and recorded teacher use of 'Big Eight' strategies. According to the data, teachers increased their use of these strategies during their instruction.

Action Plan Steps

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

1. Inservice on the big eight teaching strategies.
2. Using LAND Trust funding to pay for substitutes giving teachers the opportunity to observe other teachers.
3. Provide LAND Trust funding to purchase technologies to aid teaching and improve teaching and student learning.
4. Provide LAND Trust funding for professional development.

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

Training was held on the big eight teaching strategies. LAND Trust funding was used to pay for substitutes giving teachers the opportunity to observe other teachers. LAND Trust funding was also used to purchase technologies to aid teaching and improve teaching and student learning. Finally, LAND Trust funds were used for professional development.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Professional and Technical Services (300)	Pay for Subs (\$5300 and \$1000) to help in teachers observe others and participate in professional development opportunities.	\$6,300	\$6,364	As described
Equipment (Computer Hardware, Instruments, Furniture) (730)	Purchase Technologies to improve teaching.	\$3,000	\$5,476	As described
Total:		\$9,300	\$11,840	

Goal #4

Goal

Increase the percent on the SAGE test of each longitudinal (same group of students) group of students in each of the following categories: Math, Language Arts, Writing and Science. Also, increase the percent on the SAGE test for each grade in the following categories: Math, Language Arts, Writing and Science. Each department will review and compare the data from the test in at least one collaboration meeting to discuss ways to improve teaching. If applicable, which Board Goal does this apply to: Strategic Initiative 7 College and Career Ready, 8 Secondary Math 90% of students college ready.

Academic Areas

- Reading
- Mathematics
- Writing
- Science

Measurements

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

Scores on end of level SAGE tests in Language Arts, Writing, Math and Science

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

Sage test data from the 2015-16 year was used as baseline measure while scores from the 2016-17 year were used as a comparison to show improvement. The data showed a 1% drop in Language Arts, no change in Math proficiency, and a 1% gain in Science. Collaborative teams continue to review and discuss Sage data in order to meet the academic needs of students.

Action Plan Steps

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

1. Teachers will collaborate to create curricular maps, Depth of Knowledge level three assessments, and SLO's.
2. Fund instructional technicians through LAND Trust to work with students to provide additional individual support to improve student learning.
3. Provide LAND Trust funding for professional development that focuses on pyramid of intervention strategies.
4. Collaboration time will be set aside in the month following the day that SAGE test results come back to review and discuss data.

Please explain how the action plan was implemented

to reach this goal.

Teachers collaborated to create curricular maps, Depth of Knowledge level three assessments, and SLO's. Funds were used for instructional technicians through LAND Trust to work with students to provide additional individual support to improve student learning. LAND Trust funding was provided for professional development that focused on pyramid of intervention strategies. Collaboration time was set aside in the month following the report of SAGE test results to review and discuss data.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Instructional Technicians	\$6,000	\$5,015	As described.
Professional and Technical Services (300)	Professional Development	\$2,000	\$3,700	As described.
Total:		\$8,000	\$8,715	

Increased Distribution

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

We have discussed this with our School Community Council and decided if we have additional funds we will spend them on extra FTE's to get class sizes down, additional professional development and additional technology.

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 newsletter
- School website

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2017-10-20**

