

# TRUSTLAND FUNDS

## 2012-13 FINAL REPORT

**Financial Proposal and Report** - This report is automatically generated from the School Plan entered in the spring of 2012 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2012-2013.

| <b>Available Funds</b>                                      | <b>Planned Expenditures (entered by the school)</b> | <b>Actual Expenditures (entered by the District Business Administrator)</b> |
|---|---|---|
| Carry-Over from 2011 - 2012                                 | \$28,010  | \$23,394  |
| Distribution for 2012 - 2013                                | \$47,971  | \$54,496  |
| <b>Total Available for Expenditure in 2012 - 2013</b>       | <b>\$75,981</b>                                     | <b>\$77,890</b>   |
| Salaries and Employee Benefits (100 and 200)                | \$60,000  | \$39,073  |
| Professional and Technical Services (300)                   | \$0   | \$12,126  |
| Repairs and Maintenance (400)                               | \$0   | \$0   |
| Other Purchased Services (Admission and Printing) (500)     | \$10,000  | \$0   |
| Travel (580)  | \$0   | \$8,149   |
| General Supplies (610)                                      | \$0   | \$1,016   |
| Textbooks (641)   | \$0   | \$0   |
| Library Books (644)   | \$0   | \$0   |
| Periodicals, AV Materials (650-660)                         | \$0   | \$0   |
| Software (670)  | \$5,000   | \$0   |
| Equipment (Computer Hardware, Instruments, Furniture) (730) | \$0   | \$0   |
| <b>Total Expenditures</b>                                   | <b>\$75,000</b>                                     | <b>\$60,364</b>   |
| <b>Remaining Funds (Carry-Over to 2013 - 2014)</b>          | <b>\$981</b>  | <b>\$17,526</b>   |

### ITEM A - Report on Goals

#### Goal #1

Have 90% of students obtain mastery in Math and 92% obtain mastery in English on the end of level CRT assessments.

#### **Identified academic area(s).**

Mathematics Reading Writing

#### **This was the action plan.**

Lakeridge Junior High School has a strong focus on the Professional Learning Community Model and will follow the principles and philosophy of a PLC to accomplish this goal.

1. The school will do up front work on 1) Determining what students should learn with a desired pacing guide, 2) Creating formative and summative assessments to determine if students have learned the desired outcomes.

2. The school will put in place a system to help student that do not learn the expected learning outcomes to get additional time and support to ensure the desired learning.
3. Analyze results of assessments to determine areas where improvement of instructional practices and school wide efforts can improve.

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

1. Lakeridge teachers created their pacing guides and refined their formative and summative assessments, making adjustments to standards and objectives as needed.
2. This year Lakeridge had many different intervention pieces in place to help those students who did not learn the information the first time it was presented to them.
3. We used Mastery Connect and our data specialist to collect and analyze data. This was given back to the teachers and they were also able to analyze the data to see where the problems were and work together during the summer and on sub days to come up with solutions.

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

The goal is to reach the same pass rate on the new Utah State Core as we have on the old Utah State Core as measured by teacher developed standard based formative assessment, three week benchmark assessments, and CRT tests.

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

**CRT DATA**

Percent Proficient

| <b>Subject</b>       | <b>2012</b> | <b>2013</b> |
|----------------------|-------------|-------------|
| <b>Mathematics</b>   | 91%         | 92%         |
| <b>Language Arts</b> | 94%         | 92%         |
| <b>Science</b>       | 87%         | 88%         |

As you can see, in Math and Science, we met the goal, but in Language Arts, we missed it by 2%.

If you look at the SGP or Student Growth Percentile, our goal was to be above 60 in each area.

Language Arts—63                      Math—59                      Science--65

We met that goal in Language Arts and in Science and barely missed the mark in Math.

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

\$36,000-- Salaries and Employee Benefits (100 and 200)

1. \$5,000 Work over the summer to do an initial creation of the two items.
2. \$4,000 To pay for subs for teacher to refine standards, assessments and pacing guide throughout the year.
3. \$5,000 for summer school courses designed to address the learning gaps between old Utah Core standards and new Utah Core Standards.
4. \$12,000 for a FLEX coordinator. This person's job will be to run the school wide intervention model used to address students that do not learn the desired outcome in a timely manner.
5. \$10,000 for a Math Study Skills aide to make sure that homework in math is being done consistently and in a timely manner

\$5,000-- Software (670)

1. \$5,000 For a data collection system to help collect data form assessment given that will drive collaborative conversations which bring a higher understanding of the New Utah Core and how to best get students to learn the material.

***Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above. Please list the amount, category and description for each expenditure category.***

1. \$13,554 for summer and throughout the year collaboration for our core teachers. We paid our Math, Social Science and Science teacher's hourly pay to come in during the summer and throughout the year to work on

their pacing guides and formative and summative assessments so they align with the Common Core. Many teachers took advantage of this opportunity and a great deal of work was accomplished.

2. \$3,878 to pay for subs so teachers could continue to work on standards, pacing guide and formative assessments. This was critical because the core was new and teachers needed more time than the summer allowed to continue to work.
3. \$0,000 to pay for a Summer Reading program for incoming 7th graders that were below grade level. Instead of using this money it was decided that it would come out of school funds. We did have the reading program and had 11 students begin the program and 9 completed. All nine improved their reading.
4. \$0.00 to pay for a FLEX coordinator. It was decided that these funds would go to support the teachers who needed extra time to implement the new core. We did have a FLEX coordinator who was responsible for running the reports, printing the daily grade slips and getting them out to the students prior to FLEX. She is also involved in our intervention process--getting the students to the teacher where their greatest need is.
5. \$12,062 to pay for two math aide salaries so they can run the 2nd half of math intervention for students who are below proficiency. Students are double dosed--one day with a math teacher and the other day with one of the math aides who reteach, answer questions and help with homework.
1. \$0 to pay for Mastery Connect which is the software that enables us to gather the data quickly and get it back to the teachers so it is meaningful. This was also paid from school funds.

## Goal #2

Develop adult capacity and vision in carrying out the Professional Learning Community process for school improvement.

### Identified academic area(s).

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

### This was the action plan.

1. Take teachers to the Professional Learning Community Summit.
2. Build a guiding coalition of leaders to lead out on the work of PLC's

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

1. Lakeridge took 9 teachers to the Solution Tree Summit. This was designed to help them better understand PLC's and their role as leaders in a PLC.
2. One of the main concepts in a Professional Learning Community is to build Leadership Capacity. We felt it was very important to have many leaders in our school because PLC's require continually researching and refining practices for improvement. We also felt it was very important to compensate them for their time so when we needed them, it became a priority, not just another task to complete. Our leaders are phenomenal.

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

We will utilize the Learning Community Culture Indicator to determine growth in the critical aspects of a high functioning professional learning community.

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

#### Language Arts

|      | Whole School | Caucasian | Hispanic | ELL | Low Income | Spec. Education |
|------|--------------|-----------|----------|-----|------------|-----------------|
| 2002 | 65           | 71        | 31       |     |            |                 |
| 2004 | 83           | 89        | 49       | 46  | 67         | 35              |
| 2005 | 86           | 91        | 59       | 57  | 77         | 52              |
| 2006 | 88           | 92        | 64       | 59  | 77         | 52              |
| 2007 | 88           | 92        | 70       | 60  | 77         | 45              |
| 2008 | 88           | 92        | 70       |     | 77         | 43              |
| 2009 | 89           | 93        | 76       | 56  | 83         | 56              |

|      |    |    |    |    |    |    |
|------|----|----|----|----|----|----|
| 2010 | 91 | 94 | 81 | 65 | 87 | 61 |
| 2011 | 91 | 94 | 87 | 74 | 86 | 65 |
| 2012 | 95 | 96 | 90 | 60 | 92 | 69 |
| 2013 | 92 |    | 87 | 43 | 89 | 69 |

### Mathematics

|      | Whole School | Caucasian | Hispanic | ELL | Low Income | Spec. Education |
|------|--------------|-----------|----------|-----|------------|-----------------|
| 2002 | 55           | 59        | 31       |     |            |                 |
| 2004 | 77           | 81        | 49       | 52  | 61         | 26              |
| 2005 | 79           | 85        | 59       | 45  | 70         | 29              |
| 2006 | 79           | 83        | 64       | 56  | 65         | 51              |
| 2007 | 82           | 85        | 65       | 58  | 71         | 45              |
| 2008 | 84           | 75        | 46       | 61  |            | 39              |
| 2009 | 68           | 74        | 44       | 34  | 56         | 43              |
| 2010 | 81           | 87        | 65       | 26  | 73         | 46              |
| 2011 | 90           | 93        | 83       | 73  | 87         | 51              |
| 2012 | 92           | 94        | 84       | 47  | 88         | 56              |
| 2013 | 92           |           | 83       | 60  | 87         | 64              |

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

\$7,000--Salaries and Employee Benefits (100 and 200)

1. \$5,000 to pay for collaborative team leaders. These teachers are critical in carrying out the critical work of collaborative teams in our school improvement model.
2. \$2,000 for new teacher orientation for two days with a mentor teacher to train teachers on the Professional Learning Community process.

\$10,000--Other Purchased Services (Admission and Printing) (500)

1. \$10,000 to pay for conferences and conventions. Very specific people will be asked to attend these conferences with the specific design of building leadership capacity in the school that can facilitate change.

**Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above. Please list the amount, category and description for each expenditure category.**

1. \$6,000 for Collaboration leaders. We paid our collaborative team leaders to lead out with the changes inherent to PLC's.
2. \$0 for mentors to train new teachers. We did not accomplish our goal of training new teachers in PLC's. We had a new assistant administrator and it was decided that it was more important for the team to attend training in Denver, which conflicted with the time that the mentoring should have happened.
3. \$17,412 for a total of for increasing leadership capacity. We took 9 teachers to the PLC Summit Conference in Arizona and took 3 administrators to the McReal Research Institute in Denver to find out about "Nine High Yield Strategies" that improve teaching, and sent our new Spanish teacher to Spanish AP conference.

### Goal #3

We have dropped the number of students entering 10th grade with a failing grade drastically. This is due to very specific efforts of the school from the moment they enter 7th grade to the time they leave in 9th grade.

- Goal is to have 12 students or fewer entering 10th grade with a failing grade their 9th grade year.

**Identified academic area(s).**

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

**This was the action plan.**

1. Build in a system of student leadership to help the adults attack any failure in the school.
2. Enhance a systemic approach to address failing grades.

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

1. We have created a leadership class that teaches 8th grade students how to be a leader but also trains them how to help other be successful. When they become 9th graders, they are placed with a student who needs an intervention. This allows the student to have a role model, be able to ask questions and have the intervention necessary to be successful in school.

These interventions include:

Peer Mentor--a trained student who would sit next to the student, help them with assignments and the student would ask questions to this person at any time.

Proximity--a trained student who would sit next to the student and help keep them on task and help the student focus on learning.

Co-learner--a student who models learning by taking the class with the student, does all the work along with the student so the student learns how a good student learns.

Inclusion--a class with the teacher and Special Ed teacher in the class followed by a lab class with the Special Ed teacher to review concepts taught and complete homework.

2. We have been tracking grades every three weeks and meeting with students and contacting parents of those students who are failing. Teachers work with those students to help them get caught up. The last three weeks of the term, students who are still failing are assigned a staff member to mentor/parent them until they get the work in.

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

1. Failure data each quarter for 9th grade students.
2. We will also track failure in 7th and 8th grade to make sure we are doing things to develop skills in these students.

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

|         | <b>% of 9th Grade</b> | <b># of Students</b> |
|---------|-----------------------|----------------------|
| 2006-07 | 46%                   | 179                  |
| 2009-10 | 18%                   | 79                   |
| 2010-11 | 7%                    | 27                   |
| 2011-12 | 2%                    | 9                    |
| 2012-13 | 3%                    | 13                   |

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

\$17,000--Salaries and Employee Benefits (100 and 200)

1. \$12,000 For an aide to organize and advocate in graduation success courses for 9th grade students at risk of not graduating.
2. \$5,000 for an aide to address accommodation's for Special Education Students.

**Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above. Please list the amount, category and description for each expenditure category.**

It was decided that this funding would go to help support leadership and building capacity in our team.

**ITEM B - In the Financial Proposal and Report, there is a carry-over of \$17526 to the 2013-2014 school year. This is 32% of the distribution received in 2012-2013. Please describe the reason for a carry-over of more than 10% of the distribution.**

Our school community council was very aware of the challenges the new core presents so they felt saving part of the funding would be a prudent and appropriate action in case students needed additional support.

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

- Additional funds would be more than likely be utilized to make mid-year adjustments to get additional support for struggling students in language arts. This would be a mid-year adjustment.

***The distribution was about 14% more than 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" because none of the additional funds were spent. They will roll over to next year.