

Butler MD Final Report 2013-2014

Financial Proposal and Report - This report is automatically generated from the School Plan entered in the spring of 2013 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2013-2014.

Available Funds	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2012 - 2013	\$0	(\$2)
Distribution for 2013 - 2014	\$42,506	\$51,130
Total Available for Expenditure in 2013 - 2014	\$42,506	\$51,128
Salaries and Employee Benefits (100 and 200)	\$25,000	\$34,936
Professional and Technical Services (300)	\$10,000	\$0
Repairs and Maintenance (400)	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$963
Travel (580)	\$0	\$0
General Supplies (610)	\$0	\$10,578
Textbooks (641)	\$0	\$0
Library Books (644)	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0
Software (670)	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$7,506	\$0
Total Expenditures	\$42,506	\$46,477
Remaining Funds (Carry-Over to 2014 - 2015)	\$0	\$4,651

ITEM A - Report on Goals

Goal #1

Redirect our intervention strategies by revising the current Zeros Aren't Permitted (ZAP) program to a grade level academic support program. Each team will have at least one 17-hour academic support aide to oversee a grade level work completion program. The goal is to have all students turn in 100% of their work. Each academic support aide will also track a maximum of ten students who identified by each grade level as having significantly low CRT scores in all subject areas and are not already receiving additional academic supports. The goal is to have the identified students raise their CRT scores to a "proficient" level on all three areas tested. An additional 17-hour instructional aide for math tutoring will be used to supplement the three grade level aides. Each aide, 4 total, costs approximately \$6500, for a total cost of \$25,000 for the program.

Identified academic area(s).

Mathematics

Reading

Fine Arts

Science

Writing

Technology

Health

Foreign Language

Social Studies

This was the action plan.

1. Work with grade level teams to develop a working system that allows for timely academic support.
2. Train personnel on the tracking system and effective mentoring.

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

Initial students were identified as needing additional support services by the team analyzing data available in Data dashboard. The team took into account the previous years CRT data from all tested subjects and were focused on students that were not already receiving additional supports such as accommodations set forth in an Individual Education Plan (IEP). The students initially identified were assigned to the grade level academic support aide who began working with the student from the beginning of the 2013-2014 school year.

The academic support aide would meet with each student at least once per week. During that meeting the academic support aide would check the students academic tracker, help the student set goals, write those goals and then help the student work on organizational skills, communication skills that would enable the student to meet those goals. Each week the academic support aide would attend the interdisciplinary team meetings for their grade level to discuss the supports and progress for each of the students that they worked with. The interdisciplinary team would discuss other students that were in need of support and work collaboratively with the academic support aide to determine if the

interventions and supports provided by the academic support aide were appropriate for each individual student. If it was determined that the supports would help then the student would be added to the academic support aides case load.

Through communications between the academic support aide and parents as well as the academic support aide and the team, it would be determined if the supports were effective and whether or not the student needed to continue in the program or just be monitored.

This system allowed students to flow into and out of the program throughout the year so that supports could be given to the students that needed them most. Some students stayed in the program the entire year because the supports were needed, while other students improved significantly and would leave the program but were continually monitored by the interdisciplinary team in case it was found that they needed the supports again.

Because this was the initial year for the academic support aide program, the aides created the tracking system at the beginning of the year and adjusted it together as needed. The aides were trained on how to be effective mentors by the supervising assistant principal.

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

1. Data will be evaluated based on the number of student assignments submitted by teachers to our academic support aides and the number of assignments completed by the students.
2. Students receiving academic tracking will have their GPA recorded upon entering the program and again when exiting the program in conjunction with weekly formative evaluations by their support aide. Their CRT scores will also be compared at the conclusion of the year with the previous year.

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

Data was collected for each student each week by the academic support aide. During the meeting the academic support aide reviewed the academic tracker that the student had been filling out for the week and give feedback on improving organizational skills and self monitoring. The academic support aide would also help the student look through Skyward, the online grade book, check grades and GPA and to list and print any missing assignments. Together the student and the academic support aide would create a plan to finish any missing work and communicate with the teacher if there was any support needed from the student. Each week the academic support aide would report progress of the student to the parents through phone calls home, email communications or written letters.

As a school we were unable to compare the CRT results of the 2013-2014 school year to previous years because the CRT was no longer used as the summative evaluation in 2014 having been replaced by the SAGE computer adaptive test. The scores and data provided by these two tests do not align so can not be used as a source of data to show growth or progression for these students.

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

Amount	Category	Description
25000	Salaries and Employee Benefits (100 and 200)	Three 17-hour aides for academic support of students and one 17 hour aide for math support of students.

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.

The \$25000 was used exclusively to pay for the salary and employee benefits for the three 17-hour aides for academic support of students and one 17-hour aide for math support of students.

Goal #2

Increase the number of students scoring proficient on CRT in math, science and language arts by at least 3% in each area by:

1. Increasing student engagement through explicit teaching, optimizing opportunities to respond and providing specific feedback as measured by classroom observations.
2. Increasing student vocabulary knowledge by a school-wide focused vocabulary program.

Identified academic area(s).

Mathematics

Reading

Fine Arts

Science

Writing

Technology

Health

Foreign Language

Social Studies

This was the action plan.

1. Continued professional development in all areas of evidence-based instruction.
2. Continued walk-through and collaboration to improve practices and increase awareness of strengths and weaknesses in our educational practices.

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

Friday morning late starts were used to provide professional development for our entire staff of teachers. Each Friday we provided professional development on the instructional priorities outlined by Canyons School District, with a focus on explicit teaching, opportunities to respond and specific feedback. For the first hour of late start time professional development was provided by administration, our external coach, our achievement coach as well as teacher groups. The second hour of late start time was used by grade level data teams to collaborate on common lesson plans and common formative assessments and incorporating the instructional priorities into the unit plans, lesson plans and common formative assessments.

Our achievement coach, external coach, administration and peer teachers continued the walk-through observations that they had begun as a staff in the 2012-2013 school year. After each of these observations the observer would provide informal notes and feedback for the observed teacher.

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

1. Increased use of evidence-based instruction as measured by walk-through data and teacher self-reports.
2. Increase in student language arts CRT performance and SRI comprehension scores.

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

The data as a whole school can not be compared between 2012-2013 school year and 2013-2014 school year because of the grade realignment that happened between these two school years. The school went from 7,8,9 grade alignment to 6,7,8 grade alignment. However if we compare the SRI performance of the 2012-2013 school year 7th graders to their performance as 8th graders in the 2013-2014 school year we see an increase in SRI scores. This group of students had an increase from 163 students reading on the advanced level, according to the SRI, to 188 students reading on the advanced level the next at the end of the 2013-2014 school year. There was also an increase from 21 to 26 students reading at the proficient level and a drop in the number of students reading at basic and below basic.

As a school we were unable to compare the CRT results of the 2013-2014 school year to previous years because the CRT was no longer used as the summative evaluation in 2014 having been replaced by the SAGE computer adaptive test. The scores and data provided by these two tests do not align so can not be used as a source of data to show growth or progression for these students.

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

Amount	Category	Description
10000	Professional and Technical Services (300)	1. Funding for teachers on non-contract time for extended professional development of Best Practices. 2. Funding for professional development materials.

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.

\$10000 was spent on additional reading class as well as after school tutoring in math as a tier 2 intervention.

Goal #3

Increase the opportunities for student and teacher technology use in the classroom by ensuring a 2:1 ratio (two students for every device) in the school.

Identified academic area(s).

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

This was the action plan.

1. In-service by our Education Technology Specialist ongoing throughout the year to keep teachers updated on technology changes and use.
2. Feedback of success and struggles of newly implemented technology during weekly collaboration meetings.
3. Continued refinement and discovery of technology applications that support our curriculum efforts.
4. Development of surveys to gain feedback from students and teachers on technology needs and use.
5. Purchase of computers, iPads, etc. to allow for a 2:1 ratio.

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

We purchased 1 chromebook lab to increase the ratio. Teachers were trained on CANVAS by our Ed Tech specialist. Our English Language Arts and social studies teachers were trained to use CANVAS in the classroom to engage students in the use of technology in the learning environment.

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

1. Formative and summative assessment of teacher and student use of technology in the school.
2. Yearly goals as stated on teacher JPAS Interim reports.
3. Asset records and student entity counts to verify a 2:1 ratio of devices.

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

Formatively our teachers relayed needs to our Educational Technology specialist and professional development was then designed to address these needs. This training was continued throughout the year. This training included the app a week, AppleTV, CANVAS, CSDdocs, Skyward. Professional development on SAGE computer adaptive testing. DWA scores had the largest increase in the district to 24.2.

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

Amount	Category	Description
7506	Equipment (Computer Hardware, Instruments, Furniture) (730)	Purchase of current software, hardware and applications as updates and advancements become available.

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.

\$10,578 dollars was used to purchase a Chromebook lab which was used by the English department twice per week.

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

Increased funding will be used to supplement our base of technology and professional development in order to have a greater impact on positive student outcomes.

The distribution was about 14% more that 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."

Additional money went into student support in the form of the reading class and the after school tutoring.

ITEM D - The school plan was advertised to the community in the following way(s):

- School newsletter
- School website

ITEM E - Please select from the pull down menus the names of policymakers the council has communicated with about the School LAND Trust Program. To choose more than one name on a list, use CTRL while selecting. To unhighlight a selected name, choose another name or use CTRL and select it.

State Leaders	U.S. Senators
State Senators	U.S. Representatives
State Representatives	District School Board
State School Board	

ITEM G - A summary of this Final Report must be provided to parents and posted on the school website by October 20th of the 2014. When was this task completed?

Not required for Charter Schools.

10/20/2014