

# Bear River 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.

| <b>Available Funds</b>                                      | <b>Planned Expenditures<br/>(entered by the school)</b> | <b>Actual Expenditures<br/>(entered by the District<br/>Business Administrator)</b> |
|---|---|---|
| <b>Carry-Over from 2012 - 2013</b>                          | <b>\$18,050</b>   | <b>\$17,759</b>   |
| <b>Distribution for 2013 - 2014</b>                         | <b>\$34,539</b>   | <b>\$44,337</b>   |
| <b>Total Available for Expenditure in 2013 - 2014</b>       | <b>\$52,589</b>   | <b>\$62,096</b>   |
| Salaries and Employee Benefits (100 and 200)                | \$2,000   | \$4,734   |
| Professional and Technical Services (300)                   | \$0   | \$0   |
| Repairs and Maintenance (400)                               | \$0   | \$0   |
| Other Purchased Services (Admission and Printing) (500)     | \$0   | \$0   |
| Travel (580)  | \$1,500   | \$0   |
| General Supplies (610)                                      | \$0   | \$0   |
| 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) | \$47,900  | \$56,724  |
| <b>Total Expenditures</b>                                   | <b>\$51,400</b>   | <b>\$61,458</b>   |
| <b>Remaining Funds (Carry-Over to 2014 - 2015)</b>          | <b>\$1,189</b>  | <b>\$638</b>  |

## ITEM A - Report on Goals

### Goal #1

Reduce the number of students failing any course to 6% of the student body.  
Identified academic area(s).

Mathematics

Reading

Fine Arts

Science

Writing

Technology

Health

Foreign Language

Social Studies

**This was the action plan.**

The student information system (SIS) and Pinnacle reports entitled, "low achievement," will be used at the end of each trimester to evaluate and chart progress toward this goal.

The school implemented a school-wide intervention plan last year called, "BEAR TIME." This is a 30 minute block of time that happens after 2nd period where those needing extra instruction and help are requested by teachers to go to their classroom for an intervention. Those students who have mastered the concepts and are not in need of the extra attention may participate in an extension of their choice.

Step One: Implement the Utah Core Standards and Curriculum.

Step Two: Provide teachers with time for Professional Learning Communities (PLC's) to plan, pace, prepare common formative assessments, evaluate data, and devise methods for interventions and extensions.

Step Three: Provide students with multiple and frequent opportunities across all curriculum areas to do interventions on deficiencies (BEAR TIME).

Step Four: Target specific assessment data, formative and summative, to identify by concept what students are lacking understanding in course curriculum.

Step Five: Prepare curriculum to address those deficiencies.

Step Six: Prepare Common Formative Assessments.

Step Seven: Continually repeat steps four through six in PLC's

A person is needed to facilitate the intervention and extension process. This person will be one of our Aides at school who will need some additional time in days and hours to complete this assignment.

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

A 30 minute block of time was built into the school day between second and third period. This was accomplished by reducing the other class periods by 5 minutes each day except Wednesdays. Those periods are now 50 minutes each rather than 55 minutes. With this block of time students are referred to a particular teacher depending upon the priority

day of that subject. During this intervention time we call, "Bear Time," students who have been identified as deficient in the most recent concepts being taught are given additional time and instruction to master the concepts. This intervention period has proved to be very helpful in meeting student needs. Teachers are given one hour each Wednesday morning during a late start to conduct Professional Learning Communities (PLC). During this time formative and summative data are reviewed and students needing interventions are identified. They then devise the best approach to meeting the student's intervention needs.

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

The student information system (SIS) and Pinnacle reports entitled, "low achievement," will be used at the end of each trimester to evaluate and chart progress toward this goal.

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

The data shows; first trimester 94% of students were proficient in all classes, second trimester 92% and third trimester 94% of students were proficient in all classes. Although we did not meet the 94% proficiency goal all three trimesters, we were extremely close. The data from the last two years shows that BEAR Time is helping increase the number of proficient students. During first trimester in 2012-13 (control period w/o Bear Time) BRMS had 86% of students passing all classes. During second trimester BRMS implemented BEAR Time. BRMS had 92% of students passing at the end of second trimester and 95% of students passing after third trimester. Since the implementation of BEAR Time BRMS has maintained a 92% or higher rate of students passing all classes. This is at least 6% points higher than was occurring prior to implementation of the intervention program.

Bear River Middle School - BEAR Time Comparison

| <b>2012-13</b> |  | Number of Total F"s" N |        |         |        |     |
|----------------|--|------------------------|--------|---------|--------|-----|
| Grade          |  | 1st Tri                | "F's"  | 2nd Tri | "F's"  |     |
| 8th Grade      |  | 102                    | 61     | 20      | 58     | 34  |
| # students     |  | 357                    | 355    | 354     | 16.25% | 9   |
| 9th Grade      |  | 72                     | 32     | 17      | 43     | 19  |
| # students     |  | 352                    | 350    | 348     | 12.22% | 5   |
| Total "F's"    |  | 174                    | 93     | 37      |        |     |
| Total Students |  | 709                    | 705    | 702     | 101    | 53  |
|                |  |                        | 24.54% | 13.19%  | 5.27%  |     |
| <b>2013-14</b> |  | Number of Total F"s" N |        |         |        |     |
| Grade          |  | 1st Tri                | "F's"  | 2nd Tri | "F's"  |     |
| 8th Grade      |  | 28                     | 38     | 28      | 22     | 27  |
| # students     |  | 357                    | 360    | 356     | 6.16%  | 7.5 |
| 9th Grade      |  | 26                     | 41     | 34      | 19     | 28  |
| # students     |  | 344                    | 346    | 349     | 5.52%  | 8.0 |
| Total "F's"    |  | 54                     | 79     | 62      |        |     |
| Total Students |  | 701                    | 706    | 705     | 41     | 55  |
|                |  |                        | 7.70%  | 11.19%  | 8.79%  | 4   |

\*\*\* 1st Trimester 2012-13 BEAR Time was not in place yet. It began with 2nd trimester of the 2012-13 yr.

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

| <b>Amount Category</b>                            | <b>Description</b>                                     |
|---|--|
| 2000 Salaries and Employee Benefits (100 and 200) | One Aide facilitating the implementation of BEAR TIME. |

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

One person was the BEAR Time coordinator. This person needed an additional hour per day and about ten more days added to their original contract to provide this service. This was about \$1600 dollars that came from Salaries and Employee Benefits (100 and 200).

## **Goal #2**

Provide Math students, using an electronic textbook, additional time in computer lab, specifically, two hour per week. Identified academic area(s).

Mathematics

**This was the action plan.**

Step One: Replace the computers in room #48 so the hardware is in place to provide this opportunity for Math students.

Step Two: Prioritize this lab for Math Students.

Step Three: Reserve this lab for the Math Department on the school computer lab sign-up sheet.

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

New computers were purchased for this former classroom. New computer tables were also acquired to configure the room for functionality. This was accomplished. 36 new computers were added to the computer lab. This lab was then designated the Math Computer lab. It was scheduled via a master scheduling Goggle Document that all faculty have access to. Math teachers have first priority to this lab. If it is not being used by the math department, then other classes may schedule its use.

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

Monitor the computer lab sign-up sheets for the number of hours math students are in the lab.

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

This goal was measured by referring to the sign-up sheets for the Math lab on the Goggle Doc sign-up sheet. All math students got at least one day a week in the lab, and many had a second day at least every other week. We discovered that one lab isn't adequate to give every math student two hours per week. Having noticed this problem, we have made plans in future years to purchase mobile computer labs from Trustland funds to allow students computer access in their classrooms. This will provide the additional time needed to reach the goal of two hours per week on a computer in math classes.

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

| <b>Amount Category</b>  | <b>Description</b>  |
|---|---|
| 31000 Equipment (Computer Hardware, Instruments, Furniture) (730) | Acquire 36 new computers. With the electronic textbook, teachers have to supplement with unusually large quantities of paper copies for students. Allowing students computer time will decrease the number of copies of paper needed for instruction and more can be done on-line.. This will create a substantial savings to other school resources presently being consumed in paper and copier supplies. |

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

From the Equipment (Computer Hardware, Instruments, Furniture) (730) category about \$3200 was spent to acquire the 36 new desktop computers for the Math Computer Lab.

## **Goal #3**

Provide wireless Internet access to at least 50% of the school building.

Identified academic area(s).

Mathematics

Reading

Science

Writing

Technology

**This was the action plan.**

Step One: A master plan has been engineered for the building

Step Two: wiring for 40 hubs has previously been complete.

Step Three: Eight hubs are presently installed

Step Four: Add an additional 13 new hubs at a cost of \$1300 each

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

This item was well intended, but near the start of the 2013-14 school year the Box Elder School District IT Department made the decision to finish adding wireless access points throughout the district buildings to complete the build-out of the wireless infrastructure.

This decision made it unnecessary for BRMS to spend the intended Trustland Funds for this purpose. An amendment was submitted to the school board to modify the 2013-14 Trustlands Plan. The revised plan directed this funding into other needs identified by the School community Council. Those areas identified were 1) compensation for the PLC Team Leaders amounting to about \$3100 and 2) the purchase of 20 new TI84+color graphing calculators for the math department.

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

The building has a master plan that has been engineered to provide saturation for wireless device usage. It will require 40 wireless hubs to complete the infrastructure. The building presently has 8 wireless hubs. It is purposed to add another 10 - 15 wireless hubs in the coming year. The building was rewired last summer and that part of the project is in place. The measure that will be used to identify if this goal is reached is to identify the number of wireless hubs installed in the building.

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

These new areas can be measured by student proficiency scores on the end of level test. This however, will be a bit challenging this year because the prior testing was provided by CRT Test and the new testing instrument for the 2013-14 school year are provided by the new SAGE format. The data is not comparable as it has been in prior years in regard to following trend lines. The only path that might give some comparisons is to compare our difference with the state averages in number of students' proficient. The following chart tries to illustrate this.

Comparison of BRMS over the State Avg. on End of Level Testing

| Subject    | 8th Grade Math |      |      |      |      |
|------------|----------------|------|------|------|------|
| Year       | 2010           | 2011 | 2012 | 2013 | 2014 |
| UT         | 65             | 69   | 69   | 74   | 37   |
| BRMS       | 70             | 74   | 81   | 77   | 38   |
| Difference | 5              | 5    | 12   | 3    | 1    |

| Subject    | 9th Grade Math |      |         |         |      |
|------------|----------------|------|---------|---------|------|
| Year       | 2010           | 2011 | 2012    | 2013    | 2014 |
| UT         | 64             | 67   | 64      | 66      | 31   |
| BRMS       | 65             | 69   | No Data | No Data | 47   |
| Difference | 1              | 2    | ?       | ?       | 16   |

| Subject | 8th Grade ELA |      |      |      |      |
|---------|---------------|------|------|------|------|
| Year    | 2010          | 2011 | 2012 | 2013 | 2014 |
| UT      | 86            | 90   | 90   | 90   | 41   |
| BRMS    | 87            | 87   | 95   | 91   | 50   |

|            |                          |
|------------|--------------------------|
| Difference | 1 -3 5 1 <b>9</b>        |
| Subject    | <b>9th Grade ELA</b>     |
| Year       | 2010 2011 2012 2013 2014 |
| UT         | 82 88 89 88 40           |
| BRMS       | 84 87 93 91 47           |
| Difference | 2 -1 4 3 <b>7</b>        |

|            |                          |
|------------|--------------------------|
| Subject    | <b>8th Grade Science</b> |
| Year       | 2010 2011 2012 2013 2014 |
| UT         | 72 72 74 77 46           |
| BRMS       | 71 69 77 76 48           |
| Difference | -1 -3 3 -1 <b>2</b>      |

|            |                                |
|------------|--------------------------------|
| Subject    | <b>9th Grade Earth Science</b> |
| Year       | 2010 2011 2012 2013 2014       |
| UT         | 75 73 75 75 43                 |
| BRMS       | 78 79 76 70 53                 |
| Difference | 3 6 1 -5 <b>10</b>             |

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

| <b>Amount</b> | <b>Category</b>   | <b>Description</b>   |
|---------------|---|--|
| 16900         | Equipment (Computer Hardware, Instruments, Furniture) (730) | Purchase at least 13 wireless hubs at a cost of \$1300 each. |

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

The revised plan spent \$2530 on new Graphing Calculators. This came from the category: Equipment (Computer Hardware, Instruments, Furniture) (730). In addition to the PLC Team leaders were compensated for their efforts about \$390 prior to deductions for the 8 staff members serving in that role. This spent another \$3110 from the category: Salaries and Employee Benefits (100 and 200).

#### **Goal #4**

Improve the Hispanic subgroup GPA across the school, specifically the "Latino In Action" (LIA) Class average GPA to 3.0.

Identified academic area(s).

Reading

**This was the action plan.**

- Step One: Sponsor a class for the Hispanic population using the "Latinos in Action" curriculum.
- Step Two: Provide transportation to and from a neighboring elementary school for these students do a service learning experience, assisting younger students as reading tutors.
- Step Three: Provide a small portion of the cost of a shirt for students to be recognized as members of the program.
- Step Three: Provide transportation to the state LIA convention.

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

This was our second year in the Latino In Action program providing a class period once a day for our 22 Hispanic

students enrolled in the program for the first two trimesters of the year. These students learned that contrary to their culture they can be successful at school and preparing for college is a realistic and attainable goal for them. This group has high standards and students must maintain an acceptable GPA of 2.0 and Citizenship grades of Satisfactory or above to be allowed to participate. Of the Hispanic population in the 9th Grade who are permitted to participate this group represents about 2/3 of that population in the school.

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

The GPA for the students taking the LIA class will be computed and averaged based on their GPA following both 1st and 2nd trimesters. Last year they went from an 8th grade GPA of 2.59 to a 2.94 after the LIA experience. I believe this core group of students setting a standard and acting as a role models for other Hispanic students will help inspire and motivate other Hispanic students to do well in school. Those in the 8th grade will work harder to be eligible to participate in the program as 9th graders. The overall effect will be to improve the academic success of the entire subgroup. This can also be measured in the results of the subgroup on the CRT evaluation at the end of the academic year.

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

The students enrolled in the Latinos In Action (LIA) group this past year made significant gains again in their GPA during the two trimesters they participated in the class. They had a regression after the class during 3rd trimester, however, the regression this year was less than the regression last year. Students went from a GPA in 8th Grade of 2.63 to 2.96 in 1st trimester and 3.04 during 2nd trimester.

|                | LIA 12-13 w/o | LIA 12-13 | LIA 13-14 w/o | LIA 13-14 |
|----------------|---------------|-----------|---------------|-----------|
| Prior Year GPA | 2.59          |           | 2.63          |           |
| 1st Trimester  | 2.92          |           | <b>2.96</b>   |           |
| 2nd Trimester  | 2.94          |           | <b>3.04</b>   |           |
| 3rd Trimester  |               | 2.65      |               | 2.8       |

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

| Amount | Category     | Description  |
|--------|--------------|--|
| 1500   | Travel (580) | Bussing to and from a neighboring elementary school for 90 days.<br>Transportation to Annual State LIA Convention. |

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

Bussing was an issue that we haven't been able to track down as to what the district charged the program to transport the students from the middle school to the elementary school for approximately 72 days. This cost was also shared by the LIA group from the High School.

The cost to provide bussing and travel for the group to the State Convention held in Ogden, UT at Weber State University was \$155.00. This came from the category: Travel (580)

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

With the infusion of additional funds, Bear River Middle School would acquire additional Wireless and Technology infrastructure. This will help to meet goal #3 of getting the school saturated with wireless capability. As the building increases in wireless capability, there will be opportunity for students and teachers in all classrooms to use either their person electronic devices or for the school to begin to acquire more tablet and portable computer labs for students. This will be a big asset for the Hispanic population who are ELL. They can then access assistive programs to help them understand the language in any classroom and not need to rely upon being in a particular lab for that advantage. With the numerous copies that have been required the past couple of years to implement the new Utah Core in Math and Language Arts and the implementation of a math curriculum without a textbook , the Copy and Risso machines at the school are getting to the end of their useful life. Replacing one or both of these machines is another option for the use of additional funding. This would fall under both Goals #1 and #2.

**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."**

The District completed the wireless access points and thus no expenses was incurred by the school this past year to complete the build-out of this infrastructure.

The PTA used funds from their very successful fundraiser to acquire a new copy machine for the school, thus no Trustland funds were required to provide this new equipment as mentioned in the above description.

With a balance of nearly \$20,000 of remaining Trustland funds, it was decided to continue to meet the first goal of acquiring additional computers for the math department. So a portable computer lab was purchased consisting of 36 Samsung Chromebooks. The 36 Chromebooks cost a bit more than \$15,000 and the cart cost roughly \$1700.

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

- Letters to policy makers and/or administrators of trust lands and trust funds
- School website
- Other: Please explain.

A Calling System was used to send parents a message letting them know about the Trustlands Plans. If they wanted a copy of the details they could contact the school and a copy would be sent to them or they were also directed to the school website for further information.

**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**

Dist. 17 Peter C. Knudson

**U.S. Representatives**

Rob Bishop

**State Representatives**

Dist. 1 Menlove, Ronda Rudd

**District School Board**

Lynn Capener  
Connie Archbald

**State School Board**

Terryl Warner

**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.**

10/21/2014