

School LAND Trust Final Report 2015-2016 - Bear River MD

Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2015 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2015-2016.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Remaining Funds (Carry-Over to 2016-2017)	\$6,785	N/A	\$23,789
Carry-Over from 2014-2015	\$11,210	N/A	\$13,162
Distribution for 2015-2016	\$45,887	N/A	\$54,155
Total Available for Expenditure in 2015-2016	\$57,097	N/A	\$67,317
Salaries and Employee Benefits (100 and 200)	\$6,000	\$10,681	\$8,200
Employee Benefits (200)	\$0	\$0	\$2,481
Professional and Technical Services (300)	\$9,630	\$2,083	\$2,083
Repairs and Maintenance (400)	\$0	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$2,000	\$200	\$0
Travel (580)	\$0	\$0	\$0
General Supplies (610)	\$420	\$20	\$0
Textbooks (641)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0	\$0
Software (670)	\$0	\$0	\$27,806
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$32,262	\$30,764	\$2,958
Total Expenditures	\$50,312	\$43,748	\$43,528

Goal #1

Goal

Bear River Middle School will implement full inclusion of Special Education Students (1/3 Sp. Ed. +2/3 Gen. Ed. Student mix) into the mainstream classroom using the Co-Teaching approach to instruction by the end of the second trimester on March 4, 2016.

Academic Areas

- Reading
- Mathematics
- Writing
- Science

Measurements

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

Bear River Middle School will use the data from the SAGE Summative Test to measure the progress of the sub-group, students with disabilities. The 2013-14 and the 2014-15 scores for this sub-group will be the baseline. The score from the SAGE Summative for this sub-group for the 2015-16 test administration will be compared to the baseline to determine the effectiveness of the inclusion and Co-Teaching approach to mainstreaming the Special Education students.

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

All Special Education students who were not classified behavior or functional were included in the co-teaching classrooms. These students did not move out of the proficiency rating of a '1', but their growth score was impressive as shown in the following table.

Student Growth Comparison for Co-Teaching Special Ed students

<u>Graduation Group</u>	<u>Subject</u>	<u>8th grade MGP</u>	<u>9th grade MGP</u>
2019	Language Arts	35	67.5
	Math	24.5	48.5

Action Plan Steps

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

1. Schedule students into classes with Co-Teaching instructors at a ratio of 1/3 SpEd and 2/3 GenEd. 2. Pair appropriate teachers together in a Co-Teaching environment. One SpEd teacher paired with a Core Subject instructor. 3. Provide the Co-Teaching pair a common prep period. 4. Provide Professional Development for the Co-Teaching pair instructors on the art and science of Co-Teaching by attending the Utah Co-Teaching Project over the summer for Math teachers and bring Lori Gardner to BRMS to provide a similar professional development experience for those teaching Language Arts.

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

All components of the Action Plan were implemented.

1. SpEd students were in full inclusion into regular ed classrooms at a ratio of 1/3 to 2/3.
2. A special ed and regular ed teacher were paired together in the classroom.
3. The co-teaching pair had a common prep period.
4. All co-teaching partners attended or were provide professional development in the art and science of co-teaching.

Expenditures Category	Description	Estimated Cost	Actual Cost	Actual Use
	Total:	\$9,630	\$2,083	
Professional and Technical Services (300)	Provide Professional Development for Co-Teaching implementation.	\$9,630	\$2,083	The District provided transportation to the training and substitutes were used to cover the teachers classrooms the day of the PD.

Goal #2

Goal

This is the second year of efforts to reach the goal to increase the Science proficiency rate for students at BRMS to be more reflective of schools in neighboring districts in the 8th Grade Integrated Science and 9th Grade Earth Systems/Science Courses. This past year BRMS was 11-12% below the achievement being seen in Cache and Morgan School Districts. This goal will take two years to implement. The time line is to decrease that difference to 6% in the 2014-15 school year and then to be within 2% of the other districts by the end of the 2015-16 school year.

Academic Areas

- Science

Measurements

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

This goal will be measured by the results of the new SAGE Science Test data for the first two years of SAGE Data. The proficiency rate of BRMS and the schools in Cache and Morgan School Districts will be used to measure progress towards accomplishment of the goal. The spread between BRMS scores and the neighboring schools will be the measurement indicator.

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

Bear River Middle School was 15% points behind the combined average of the Cache and Morgan District 8th grades in science for the 2013-14 school year. That number improved to a difference of only 9% in 2014-15 and remained at that level in 2015-16. During this time a third trimester of science was added to 8th grade science curriculum.

BRMS was 17% points behind the combined average of the Cache and Morgan District 9th grades in science for the 2013-14 school year. That number improved to a difference of only 7% in 2014-15 and lowered to 4% in 2015-16.

The goal was not reached, but the gap was narrowed and good progress was made toward improving the science learning occurring at BRMS.

Action Plan Steps

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

Step #1 Add a Third Trimester of 8th Grade Integrated Science
BRMS made a systematic change to the 8th grade Integrated Science curriculum delivery last year. The schools with whom we are comparing ourselves teach the 8th grade Integrated Science course for three trimesters. BRMS has only taught this course for two trimesters. During the 2014-15 school year, BRMS will also offer 8th grade Integrated Science for three trimesters and will continue to offer this for the 2015-16 school year. Step #2 STEM Technology Enhancements Science courses are doing laboratory experiences that require students to gather, record

and extrapolate meaningful data. The purpose of this action item is to put some Chromebooks, portable electronic devices, into the hands of students so this data can be gathered, managed and processed in a more efficient process with tools that students will find in the real world experience. Students are able to manipulate and create charts and graphs with the use of electronic devices. This is a life skill they are very familiar with, but they need district owned devices to use at school that are connected to the Internet via the wireless signal in our school buildings. They have their own phones and personal devices, but they can't use them effectively without full access to the school's wireless network. These Chromebook devices would provide them that wireless access for mobility around and about the building as they gather their data, whether in the classroom, out on the playground or parking lot. This will greatly enlarge the learning environment to the whole school, not just the classroom.

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

Three trimesters of 8th grade science was placed in student's schedules. The school now has five Chromebook mobile computer labs available for students to have classroom access to computer technology. Two of these were purchased this year.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
	Total:	\$32,262	\$30,764	
Equipment (Computer Hardware, Instruments, Furniture) (730)	Purchase 72 Dell Chromebook devices Purchase 72 wireless access infrastructure connections Purchase 2 Storage Carts	\$32,262	\$30,764	Two new Chromebook labs were acquired. This will free up the Mobile labs for use in science and other department classrooms.

Goal #3

Goal #3 Reduce the number of students failing any course to 6% or less of the student body by the end of 2nd trimester 2015-16 school year.

Academic Areas

- Reading

- Mathematics
- Writing
- Science
- Social Studies

Measurements

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. The school implemented a school-wide intervention plan two years ago 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.

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

Bear River Middle School has been striving to lower the number of students failing in any one class. With the implementation of 'BEAR TIME' four years ago, the number of students failing any one class has greatly been reduced. The grading period prior to implanting 'BEAR TIME' in the fall of 2012, 14.25% of students were failing one or more classes. Upon its implementation, 'BEAR TIME' reduced that number to 7.52%. The next year that number dropped to 6.53%, followed by 7.08% in the 2014-15 school year. This past year, that number was at 6.73%. This number is lower than the previous year, but slightly above the results seen in 2013-14. However, during the second trimester of last year, the goal was attained at 5.92%. This is a strong emphasis at BRMS. The goal to maintain this level at or below 6% is still attainable.

Action Plan Steps

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

Step #1: Implement the Utah Core Standards and Curriculum. Step #2: 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 #3: Provide students with multiple and frequent opportunities across all curriculum areas to do

interventions on deficiencies (BEAR TIME). Step #4: Target specific assessment data, formative and summative, to identify by concept what students are lacking understanding in course curriculum. Step #5: Prepare curriculum to address those deficiencies. Step #6: Prepare Common Formative Assessments. Step #7: Continually repeat steps four through six in PLC's Supplies to operate the Intervention and Extension time will be required. This includes items such as; movie licensing, Netflix subscriptions, Xbox hard and software, glitter, polish, cards, board games, foodstuffs, balls, PE equipment and the like. Personnel are needed to facilitate the intervention and extension process. These individuals will be some of our Aides at school who will need some additional time in days and hours to complete this assignment. They are currently on a 165-day contract and will need to have that extended to 180 days or are only on 6 hour contracts per day and will need to be extended to 7 hours per day. Step #8 PLC Team Leader Accountability and Stipend Each PLC Team Leader will be responsible for guiding the PLC Team in the PLC process, organizing an agenda and submitting required reports to administration, and attending a monthly PLC Team Leader meeting. A Stipend of \$400 will be offered to the PLC Team Leader for assuming and completing these duties.

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

The various steps of the Action Plan were carried out as outlined. Additional training was provided for more effective PLC with a consultant, Joe Cuddemi of Solution Tree to PLC Team Leaders, new teachers and singletons. PLC teams were given additional time to collaborate and prepare curriculum, formative and summative assessments. A substitute for each PLC team member was hired for the day so the group could get together for this work. this happened in multiple PLC teams and for multiple trimesters.

Additional Aide time was purchased to allow staff members more days or hours/day in the building to meet the needs of the school.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Total:		\$6,420	\$10,701	
Salaries and Employee Benefits (100 and 200)	PLC Team Leader Stipends Additional Aide time to administer "BEAR TIME."	\$6,000	\$10,681	Substitutes were used to provide teacher time to meet during the day. Aides time was extended to meet the school's needs. PLC Team Leaders received a stipend.
General Supplies (610)	Book Study for PLC Team Leaders	\$420	\$20	Books for New Teachers in the Big 8 Theory were acquired.

Goal #4

Goal

Goal #4 Increase the number of students participating in intra-curricular activities by 10% by May of 2016.

Academic Areas

- Mathematics
- Science
- Fine Arts
- Foreign Language

Measurements

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

These activities have been hard to encourage students to participate in because the school hasn't been able to provide funds for entrance fees. If the school provides the fees for these students to participate, it is believed that the number of students participating will increase. This past year only 19 students attended the Latinos-In-Action State Convention and only 26 music students attended the Bridgerland Music Festival. Our school hasn't participated for many years in the State Geography Bee or the Language Festival at BYU. Our goal would be measured by counting the number of students attending these

events. An increase of students to each event would be deemed a successful accomplishment.

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

Intra-Curricular Activity Participation		
Year	2014-15	2015-16
Latinos In Action Convention	19	17
State Math Comp @BYU	20	19
Honor English	0	53
Honors Math	0	63
Geography Bee	0	1
FFA Contests and Conventions	50	55
USU Music Festival	26	0
Total	115	208

Additional opportunities were had by students in multiple content areas. The intra-curricular activities tie the classroom instruction to a fun and rewarding activity or event for students to strive for excellence in order to be able to participate. Most of these activities are reserved for students who reach a pre-determined level of proficiency.

Action Plan Steps

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

Step #1: Use Latinos-In-Action, Foreign Language Fairs, Geography Bee and Music Festivals/Competitions to increase the academic success of students who involve themselves in these activities. These non-core subjects have been somewhat neglected in the past and this will enable them to offer a carrot to dangle in front of these students as a reward or anticipated event, thus encouraging hard work, effort and accomplishment in all aspects of their school experience. Step #2: Involving a core group of students setting a standard and acting as role models for other students will help inspire and motivate other students to do well in school. Those in the 8th grade will work harder to be eligible to participate in the programs as 9th graders. The overall effect will be to improve the academic success of the entire school. Step #3: Provide registration fees for students willing to prepare themselves to participate. Continue to support the LIA program with funding for their State Convention registration fees. Provide registration fees to various regional and state intra-curricular activities for Language, Social Studies, Science, Math and Music students to attend State Competitions at Utah Colleges and Universities

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

The number of events students participated in increased from four to six events. One event at USU in music was cancelled due to construction on campus, but hopefully will be reinstated next year. Registration and fees for many of these events were covered by School LAND Trust funds, thus relieving that expense from students and their families. Students seemed to appreciate the opportunities and the good will it generated will hopefully increase the number of participants next year.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
	Total:	\$2,000	\$200	
Other Purchased Services (Admission and Printing) (500)	Provide student registration fees to various State and Regional Contest for students to participate in intra-curricular events.	\$2,000	\$200	As Described

Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of \$23,789 to the 2016-2017 school year. This is 44% of the distribution received in 2015-2016 of \$54,155. Please describe the reason for a carry-over of more than 10% of the distribution.

There was an increase in distribution and other funds were set aside to use in purchasing a new computer lab in the following year.

Increased Distribution

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

Goal #1 Additional Professional Development would be pursued for training teachers and staff in the implementation of teaming, inclusion and co-teaching. Goal #3 These funds will be used in the to acquire additional Computers or Chromebooks. Our District IT policy requires that the same make and model of device be acquired. Their recommendation is to wait until the entire set can be purchased. This would avoid having the earlier model, that could be ordered, no longer be available and a different model would create mixed-matched set. A classroom set is about \$16,000.00 and additional funding would permit the complete set to be purchased. Therefore, the carryover will be held until a complete set of Chromebooks can be acquired.

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

As described - held in reserve to purchase additional computers.

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):

- Letters to policy makers and/or administrators of trust lands and trust funds.
- School newsletter

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 Leaders

Governor: Gary R. Herbert.

U.S. Representatives

Rob Bishop

State Senators

Dist. 17 Peter C. Knudson

State Representative

Dist. 1 Sandall, Scott D.

State School Board

Terryl Warner

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2016-10-20**

Council Plan Approvals

Number Approved Number Not Approved Number Absent Vote Date

8

0

6

2015-04-23