

Final Report 2016-2017 - Jordan HI

This Final Report is currently pending initial review by a School LAND Trust Administrator.

You may unlock the Final Report to edit/update non-substantive changes without a vote.

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	\$15,548	N/A	\$5,676
Distribution for 2016-2017	\$142,179	N/A	\$156,436
Total Available for Expenditure in 2016-2017	\$157,727	N/A	\$162,112
Salaries and Employee Benefits (100 and 200)	\$122,100	\$96,883	\$67,080
Employee Benefits (200)	\$0	\$0	\$29,165
Professional and Technical Services (300)	\$0	\$0	\$0
Repairs and Maintenance (400)	\$0	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0	\$5,852
Travel (580)	\$5,500	\$5,500	\$0
General Supplies (610)	\$0	\$0	\$0
Textbooks (641)	\$0	\$0	\$286
Library Books (644)	\$5,000	\$3,380	\$3,380
Periodicals, AV Materials (650-660)	\$0	\$0	\$0
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$18,220	\$41,453	\$41,453
Total Expenditures	\$150,820	\$147,216	\$147,216
Remaining Funds (Carry-Over to 2017-2018)	\$6,907	N/A	\$14,896

Goal #1 Goal

Jordan High will increase the number of students reading at the basic level as reported by SRI assessments by 5%, as well as increase the number of students reading at the proficient level by 5%. The SRI test is given each year to all freshmen and sophomores as well as some juniors and seniors in the fall, winter, and spring. We will use the fall scores in conjunction with past SRI proficiency to determine progress for 2016-17. We will use PLAN and ACT Reading data to help measure improvement in reading as well. We will evaluate progress towards this goal in March of 2017, and again at the conclusion of the 2016-17 school year.

Academic Areas

- Reading
- Writing

Measurements

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

Scholastic Reading Inventory (S.R.I.) fall of 2016 baseline - December and March to measure progress.
 SAGE Data - Spring 2017 (baseline from 2016)
 ACT Test - Spring 2017 (baseline from 2016)

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

--The Fall SRI (2016) showed that 28% of the students were reading at the basic level. By the Spring SRI (2017), only 26% of the students were reading at the basic level. While this looks as if the goal was not achieved, it is important to note that we decreased the percentage of students in the below basic range from 13% to 11%
 --To measure the percent of students in the proficient range on the SRI, the baseline data was established in the Fall of 2016. 25% of students were proficient. By the spring of 2017, only 24% of the students were in the proficient range. However, when you add the proficient and advanced categories together (which then includes all students at or above grade level), we went from 59% of the students reading at grade level (Fall 2016 SRI) to 64% of the students reading at grade level (Spring 2017 SRI). This does suggest that our goal was met, as we did increase proficiency levels by more than the 5% goal that was originally set.
 --Language Arts proficiency rates on SAGE went from 30% in 2016 to 34% in 2017, with the greatest gain in the ninth grade which increased from 29% to 34% proficient.
 --ACT English scores increased by 1% from 53% to 54% of students reaching college benchmarks.
 --ACT Reading scores increased from 36% to 37% of students reaching college benchmarks,
 --Summary: The emphasis on reading has improved comprehension levels and has translated into greater proficiency rates on both the SAGE Language Arts and the ACT.

Action Plan Steps

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

1. Students that are struggling with academic success within the regular school program will be placed in a study skills class. Within this study skills class, students will be taught specific AVID reading strategies, organizational strategies, as well as receive homework help for their current courses. We will carry 4 sections of study skills during the 2016-17 school-year. Students will be identified for study skills by our at-risk committee. The cost for this will be one teacher teaching 4 periods of study skills (.625 F.T.E.)
2. Federal guidelines require that we give specialized language acquisition instruction to English Language Learners. We will teach 2 periods of English Language Acquisition to our level 1,2 & 3 E.L.L. students as determined by WIDA testing. The cost to implement this program for 2016-17 will be one teacher teaching 2 periods of English Language Acquisition (.25 F.T.E.) and a 17 hour aide to help with the most significantly language deficient students.
3. Our students that are currently reading at a below basic or towards the low end of the basic spectrum as determined by SRI and CBM testing will be placed in a specialized reading course. These students will be identified by our at risk committee. The cost of this program will be one teacher teaching 2 periods of reading (.25 F.T.E.)
4. In order to adequately assess all of our students in a timely fashion, we are purchasing 2 sets of 40 Chromebooks with carts. These computers will be used for enhancement of regular instruction as well as literacy assessments, foreign language assessments, and math and science assessments. Current pricing on Chromebooks (as of March

2016) is \$186.00 each, for a total of \$14,880.00. Current pricing on carts is \$1,670.00 each for a sum total of \$3340.00. Combined this will cost \$18,220.00.

5. Our library is an essential part of our efforts to impact reading at Jordan High. We try very hard to rotate our books to provide our students with current books and books specially catered towards our diverse populations. The cost to support our library for 2015-16 will be \$5,000.00.

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

- 1) Four sections of Study Skills were implemented, and specific AVID reading strategies were explicitly taught during this class.
- 2) Two periods of English Language Acquisition (ELD) were paid for to help English Language Learners further develop reading skills and strategies to assist them in their academic development.
- 3) Two periods of a reading intervention class were also implemented to target students that were in the basic or below basic range on the SRI, which is likely why proficiency rates increased by 6%.
- 4) Two chromebook carts were purchased to progress monitor students in reading and to assist with the administration of the SRI three times a year and the SAGE at the end of the year.
- 5) Money was also put towards the library to expand book selections for our diverse population and to provide reading material at a variety of lexile levels.
- 6) A 17.5-hour aide was hired and used to track data for students in intervention classes so that we could make recommendations about whether to continue these interventions for particular students.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	1 teacher teaching 4 periods of study skills with salary and benefits. 1 teacher teaching 2 periods of English Language Acquisition with salary and benefits. 1 teacher teaching 2 periods of Reading with salary and benefits.	\$84,000	\$70,765	As Described
Library Books (644)	Increase books available for circulation as well as purchase books for English Language Learners for library use.	\$5,000	\$3,380	As Described
Equipment (Computer Hardware, Instruments, Furniture) (730)	2 sets of Chromebooks with carts	\$18,220	\$41,453	As Described; Additional Chromebook carts were purchased with excess Land Trust funds
	Total:	\$107,220	\$115,598	

**Goal #2
Goal**

Jordan High will increase the number of students proficient in math and science by 5% as measured by the SAGE test. We will use 2015 -16 baseline data to measure progress as soon as it is available. We will also help at least 25 students recover math credit through our math lab program.

Academic Areas

- Mathematics

Measurements

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

We will use 2015-16 SAGE data as a baseline and we will use 2016-17 SAGE data to measure growth in math proficiency.

We will keep track of all credit recovered through our math lab.

We will keep track of all students attending the after school math/science tutoring program.

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

--Baseline data was established with 2016 SAGE Math Scores with 38% proficiency rates. However, in 2017, SAGE Math scores dropped to 30% overall. Secondary Math 1 students dropped from 36% proficiency to 33% proficiency from 2016 to 2017, and Secondary Math 2 students dropped from 32% to 28% proficiency.

--On the ACT, in 2016 only 27% of students met college ready benchmarks while in 2017, 30% of students met these benchmarks.

--In our Secondary Math Lab 1 course, 11/49 enrolled students earned math recovery credit, and 11/49 students improved their overall GPA in math by 1.49. 16/49 students enrolled maintained passing grades in math as a result of the math lab support class and did not need credit recovery as a result. However, 24/49 of the students enrolled in math lab failed math outright and were still in need of credit recovery or achieved no grade improvement as a result of the additional support class. This does not, however, suggest that the math lab is not an effective intervention. The wrong students were likely identified to receive support in the math lab, meaning that we selected Tier 3 students for this support rather than focusing on Tier 2 students.

--In our Secondary Math Lab 2 class, 0 students showed a significant improvement in their GPA. 1/13 enrolled students experienced a decline in their GPA over the course of their enrollment in the class. 8/13 students still failed math and were in need of credit recovery, and 4/13 did maintain passing grades in Secondary Math 2, but their overall GPA in math showed no improvement.

--Fewer than 10% of the students receiving supports in the after school math/science tutoring program significantly turned around their grades or their SAGE scores as a result of the additional supports. Most of the students served by the academic center were higher achieving students who simply needed additional help with their homework. On any given week (as an average number), fewer than 10 students were served by the Academic Center.

Action Plan Steps

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

1. Students needing additional math support will be placed in math lab courses. These courses are specifically designed to help fill gaps in math concepts that students need to learn as well as help students recover math credit they may be lacking as a result of past failures. Students will be identified for math lab through our at-risk committee. We are planning on a total of 4 math labs, 1 will be funded through school funds and 3 by land trust at a cost of .375 F.T.E.

2. Jordan High will offer after school tutoring geared specifically towards math and science in our library after school for 2 days each week, this program is referred to as our academic center.

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

- 1) Math lab courses were provided for students in both Secondary Math 1 and Secondary Math 2. Students were identified through the At-Risk Committee, but often these students were Tier 3 students with attendance issues which made it difficult to have the kind of success we needed.
- 2) An after school Academic Center was offered two days a week, but the students needing the most assistance were often not able to access the resource because of busing issues.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	2 teachers teaching 3 periods of math lab. Several teachers teaching in the library media center after school 2 days each week for 1 hour each day.	\$31,000	\$19,018	As Described
	Total:	\$31,000	\$19,018	

**Goal #3
Goal**

Jordan High will continue to offer a freshman mentoring program (Link Crew) in an effort to improve academic success for all freshman and increase retention of freshman students in an effort to increase our overall graduation rate. 2016-17 will be our third year of offering Link Crew. We will increase our freshman retention by at least 5% over our rate for 2015-16. We will evaluate this progress in May of 2017.

Academic Areas

- Reading
- Mathematics
- Writing
- Science
- Social Studies

Measurements

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

We will collect data on freshman mobility and use this data to see if Link Crew is having an impact on effective transition and retention from 8th grade to high school. We will also use graduation rate as longitudinal data as soon as it is available.

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

- Our freshmen retention rate went from 89% to 91% . It was not improved by the 5% we had hoped, but progress was still made.
- Our graduation rate stayed at 88% for the 2017 school year, which represents a net gain of zero.

Action Plan Steps

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

Link Crew will conduct Freshman Orientation in the fall to welcome and assign students a peer mentor.

Link Crew students will work throughout the 2016-17 as peer tutors in a variety of academic classes to help those freshman in need of additional supports.

Link Crew will be a class held at Jordan High which will inform the Link Leaders on how to best impact the freshman they serve.

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

--Link Crew did run a Freshman Orientation program prior to the beginning of school. Each freshman was assigned a Link Crew mentor, and they were invited to school activities throughout the school year.

--Funds were used to pay for a teacher to teach a Link Crew Leader class so that ideas could be generated on how to connect freshmen more readily to the high school experience to reduce dropout rates.

--Funds were used to pay for training of an additional Link Crew Lead Teacher.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	1 teacher teaching 1 period of Link Crew all year.	\$7,100	\$7,100	Actual Use
Travel (580)	2 school personnel (1 administrator and 1 teacher).	\$5,500	\$5,500	As Described
	Total:	\$12,600	\$12,600	

Increased Distribution

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

If our distribution is increased, we will use those funds to purchase additional technology.

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

Additional funds were used to purchase additional Chromebook carts

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- School newsletter
- School website

The school plan was actually publicized to the community in the following way(s):

- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School newsletter
- School website

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2017-10-18**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
16	0	2	2016-03-03

Plan Amendments

Approved Amendment #1

Submitted By: Tom Sherwood

Submit Date: 2016-12-06

Admin Reviewer: Natalie Gordon

Admin Review Date: 2016-12-12

District Reviewer: Alice Peck

District Approval Date: 2016-12-12

Board Approval Date: 2016-12-12

Number Approved: 18

Number Not Approved: 0

Absent: 2

Vote Date: 2016-09-21

Explanation for Amendment: In our original plan we voted to use .375 F.T.E. to fund a math lab program at Jordan High. Jordan High was able to acquire some other funds to help cover the costs of math lab. Our school community council voted unanimously to reallocate some of these funds to purchase 80 Chrome Books and 2 Chromebook carts.

Please Note

Comments will only be visible for users that have logged in.

Comments

Date	Name	Comment
2016-06-13	Karen Rupp	Link Crew will be sending 2 school personnel to attend a training. Please clarify what personnel will be going.
2016-06-14	Alice Peck	clarify personnel going to Link Crew training

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