

Final Report 2015-2016 - Wasatch High

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 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)
Carry-Over from 2014-2015	\$10,965	N/A	\$170
Distribution for 2015-2016	\$125,220	N/A	\$147,082
Total Available for Expenditure in 2015-2016	\$136,185	N/A	\$147,252
Salaries and Employee Benefits (100 and 200)	\$51,600	\$61,893	\$47,614
Employee Benefits (200)	\$0	\$0	\$14,279
Professional and Technical Services (300)	\$25,000	\$45,675	\$45,675
Repairs and Maintenance (400)	\$0	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0	\$963
Travel (580)	\$0	\$0	\$0
General Supplies (610)	\$20,000	\$10,385	\$10,385
Textbooks (641)	\$20,000	\$0	\$0
Library Books (644)	\$8,000	\$24,891	\$24,891
Periodicals, AV Materials (650-660)	\$0	\$0	\$0
Software (670)	\$0	\$0	\$348
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$1,500	\$3,097	\$3,097
Total Expenditures	\$126,100	\$145,941	\$147,252
Remaining Funds (Carry-Over to 2016-2017)	\$10,085	N/A	\$0

Goal #1

Goal

Increase the number of students progressing toward their plan for college and career readiness as measured by the indicators below for school year 2015-2016.

Academic Areas

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

Measurements

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

1. Ensure every student has an individual academic plan with goals and support for what he or she needs to learn.
2. Increase the percent of passing grades per quarter.
3. Increase scores to 1 point above the State average in each area on ACT Utah State Testing 2015 Grade 11 Tested Students.
4. Show improvement and score better than State average on 2015 SAGE tests.
5. Increase the percent of students that are Math 1050 (or higher) ready by

graduation. 6. Increase the percent of students achieving a score of 1185L (college ready) on the Scholastic Reading Inventory (SRI) by graduation. 7. Increase the percent of college credits generated by graduation. 8. Increase the percent of CTE Pathways completed by graduation.

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

1. Counselors met with every student to discuss their PPCR (Plan for College and Career Readiness). Counselors also provided additional education and career planning through various career exploration experiences for students. For example, counselors spend two weeks with students in the Drivers Education classes teaching students about various career options through exploration activities. All Freshmen participate in Reality Town, a full-day activity that gives students experience with careers and finances. All seniors are interviewed in the fall of their senior year to determine their individual post-secondary plans. College Day gives seniors an opportunity to meet with college representatives and explore options for their individual plans.
2. In 2015-2016, 5.23% of the total grades were Failing scores, which was a 1.54% decrease from the 2014-2015 school year total of 6.57%.
3. Wasatch High School outperformed the Utah state average in every category on the ACT. English scored 20.4, which was 1.6 points above the state average of 18.8. Math scored 19.8 which was 0.3 points above the state average of 19.5. Reading scored 20.7, which was 0.6 points above the state average. Science scored 20.7 which was 0.6 points above the state average of 20.1. The Composite score was 20.5, which was 0.7 points above the state average.
4. English SAGE results show 9th grade students performed 1 point below state average and 5 points worse than the previous year. 10th grade students scored 2 points below state average and 9 points worse than the previous year. 11th grade students scored 3 points above state average and 3 points worse than the previous year. Math SAGE results show Math 1 students scored 10 points below state average and 8 points worse than the previous year. Math 2 students scored 5 points below state average and 4 points worse than the previous year. And, Math 3 students scored 7 points below state average and 4 points worse than the previous year. Science SAGE results show Earth Science students scored 26 points below state average and 6 points better than the previous year. Biology students scored 10 points below state average and 14 points worse than the previous year. Physics students scored 4 points below state average and 10 points better than the previous year. And, Chemistry students scored 13 points above state average and 3 points worse than the previous year.
5. In 2016, 30% of graduates completed at least Math 1050, which is a 3% increase from the previous year. 21% of graduates completed at least Math 1010, which was a decrease of 7% from the previous year.
6. Literacy goals have evolved through the year with the focus now on getting students on grade level based on their Lexile scores. We are no longer tracking our original goal of getting students to a Lexile score of 1185 because our seniors do not take the NWEA benchmark test, which now provides us with this data. We are only testing our freshman through juniors. At the end of the 2016 school year, 64% of 9th grade students were at grade level with a Lexile score of 1000, 66% of 10th grade students were at grade level with a Lexile score of 1010, and 69% of 11th grade students were at grade level with a Lexile score of 1030.
7. The total amount of college credit earned by graduates increased in 2016 from the previous year. In 2015, 5069 total college credits were earned by graduates, for an average of 2.84 credits per graduating senior. In 2016, 6666 total college credits were earned by graduates, for an average of 3.33 credits per graduating senior. The total number of graduates receiving college credit, however, decreased, with 62% of graduates earning college credit in 2016, compared to 74% of graduates earning college credit in 2015.
8. 2016 graduates completed more CTE Pathways than in the previous year. In 2016, 38% of graduating seniors completed at least one CTE Pathway. This is an 18% increase from the 2015 year.

Action Plan Steps

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

1. Hire academic intervention aides.
2. Strategic professional development supporting academic content areas and PLC model.
3. Academic content area resources including laboratory supplies and technology.
4. Testing services and tutoring support.
5. Library resources.

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

1. In 2016 Wasatch High School hired 3 academic intervention aides to work with our under-served and at-risk students. These aides tracked student progress and met with students on a weekly basis to set individual academic and attendance goals.
2. Funds from Land Trust supported various professional development for faculty and staff. Professional development included conferences to support academic and elective content areas and PLC Institute training. Funds were also used to purchase Innovative Harbor curriculum to support our at-risk students and Guided Studies classes.
3. Land Trust monies were used to provide educational opportunities to our students through competitions such as Envirothon. Supplies were also purchased that supported instruction in all content areas.
4. Math tutoring was provided every Tuesday, Wednesday, and Thursday throughout the school year, with teachers receiving stipend pay for their services. Funds were also used to provide academic advisory training and professional development.
5. Expenditures in Library Books (644) were used for improving and supporting content literacy. Various media was purchased for this purpose, including reading materials for classrooms, media, and library books.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Three intervention aides. Outside-of-contract pay to teachers for special assignments including curriculum development and planning time for PLCs.	\$51,600	\$61,893	As described, plus math tutoring every Tuesday, Wednesday & Thursday from 5:30pm to 7:00pm in the library.
Professional and Technical Services (300)	Professional development aligned to the school's academic goals.	\$25,000	\$45,675	As described, plus Innovative Harbor curriculum to support the under-served students and Guided Study classes.
General Supplies (610)	Teacher and departmental expenditures supporting academic content areas (e.g. English, math, science, social studies, world languages, health and fine arts). Expenditures will include lab supplies, technology, and other classroom supplies.	\$20,000	\$10,385	As described
Textbooks (641)	ACT testing system including Aspire 9th grade computer (\$21.50/student) and Practice ACT 10th grade paper (\$16.50/student).	\$20,000	\$0	Money was not spent in this category.
Library Books (644)	Books for library and classrooms.	\$8,000	\$24,891	As described
Equipment (Computer Hardware, Instruments, Furniture) (730)	Video hardware for instructional coaches.	\$1,500	\$3,097	Library benches and stools, library book carts, and printer for special education department.
	Total:	\$126,100	\$145,941	

Increased Distribution

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

1. Outside-of-contract pay to teachers for special assignments including curriculum development and PLC data analysis and planning. 2. Professional development directed towards academic content areas and PLCs. 3. General supplies for teachers and departments—science lab supplies. 4. Library books 5. Equipment—classroom technology supporting 1:1 digital conversion

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

As described.

Publicity

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

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

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

- School website

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
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Plan Amendments

Approved Amendment #1

Submitted By:

Tod Johnson

Submit Date:

2016-05-04

Admin Reviewer:

Karen Rupp

Admin Review Date:

2016-05-10

District Reviewer:

Jill Cottam

District Approval Date:

2016-06-03

Board Approval Date:

2016-06-02

Number Approved:

10

Number Not Approved:

0

Absent:

4

Vote Date:

2016-03-24

Explanation for Amendment:

Move \$20,000 budgeted for Textbooks (641) to Library Books (644). The proposal to purchase tests from Textbooks, including Aspire 9th grade computer tests (\$21.50/student) and Practice ACT 10th grade paper tests (\$16.50/student), was not approved by the Land Trust administration. Library Book money is used to purchase teacher and student requested books and media.

Please Note

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

Comments

Date	Name	Comment
2015-05-26	Heather Gross	MUST BE FIXED: Behavioral Component, not explained how these funds will be spent. General Supplies, Need an outline of how and what these funds will be spent on and how much will be allotted to specific content areas, etc. Awards should be of marginal total cost. MUST BE FIXED: Carry-over: \$28719. Updated amount to ensure that CO is not excessive. MUST BE FIXED: Increased Distribution- 3 & 5, specify decided-upon supplies that have been identified as a priority and technology planning to purchase.
2015-07-06	Jill Cottam	Please see comments from Heather Gross dated 05/26/2015
2015-07-20	Jill Cottam	See comments

[BACK](#)

