

# Final Report 2015-2016 - City Academy

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	\$2,523	N/A	\$0
Distribution for 2015-2016	\$15,123	N/A	\$19,221
Total Available for Expenditure in 2015-2016	\$17,646	N/A	\$19,221
Salaries and Employee Benefits (100 and 200)	\$0	\$0	\$0
Employee Benefits (200)	\$0	\$0	\$0
Professional and Technical Services (300)	\$0	\$0	\$2,800
Repairs and Maintenance (400)	\$0	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0	\$0
Travel (580)	\$0	\$0	\$0
General Supplies (610)	\$0	\$0	\$1,156
Textbooks (641)	\$16,500	\$9,761	\$9,761
Library Books (644)	\$0	\$0	\$1,248
Periodicals, AV Materials (650-660)	\$0	\$0	\$0
Software (670)	\$1,146	\$4,256	\$4,256
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
<b>Total Expenditures</b>	<b>\$17,646</b>	<b>\$14,017</b>	<b>\$19,221</b>
Remaining Funds (Carry-Over to 2016-2017)	\$0	N/A	\$0

## Goal #1

### Goal

Improve student achievement in mathematics with a focus on developing clear progression of learning day on day, and year on year. This is to be accomplished by establishing curriculum and instruction, and learning support opportunities that progressively develop improved mathematical knowledge and skills for all students with an emphasis on reasoning and problem solving. Secondary Mathematics I, II, and III curriculum to be purchased and established during 2015-2016.

## Academic Areas

- Mathematics

## Measurements

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

1) SAGE mathematics proficiency school wide will improve from 25% to 30%. 2) SAGE mathematics proficiency in grade levels influenced by targeted curricular improvements will improve as follows: Math 7 - from 17%\* in Math 6 spring 2014, to 30% in Math 7 spring 2015; Math 8 - from 5%\* in Math 7 spring 2014, to 25% in Math 8 spring 2015; Secondary Math I - from 22%\* in Math 8 Spring 2014, to 30% in Secondary Math I spring 2015 (\*note: SAGE proficiency percentages for last spring are based on results for students who are currently enrolled at City Academy regardless of where they attended school last year.)

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

SAGE math proficiency in spring 2016 did not improve yet and still sits at about 25% school-wide. We are disappointed, but possibly we were overly ambitious about how quickly the new curriculum might translate to improved performance on SAGE tests. We have redoubled our efforts targeted at mathematics attainment and expect better SAGE results in spring 2017.

## Action Plan Steps

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

ACTION STEP 1: Curriculum. We will purchase new textbooks for Secondary Math I, II, & III with Land Trust funds. (Note: New texts for Math 7 & 8 were purchased last year.) There are now available new texts for Secondary Math which are well aligned with the new Utah core curriculum and aligned with our City Academy goal of teaching math with an emphasis on mathematical reasoning and problem solving. ACTION STEP 2: Instruction. Math teachers who teach Math 7, Math 8, Secondary Math I, II, and III will be paid for extra time for professional development, collaboration, and course development with new teaching materials predominantly through our USTAR grant. ACTION STEP 3: Student Learning Support. With the help of USTAR and STEM grant funds for extended salaries, teachers will establish remedial and honors classes and help rooms that meet in addition to the regularly scheduled classes each week. The early availability of SAGE scores from May 2015 will help us to identify and place students in these extra classes right away. We will hire paraprofessionals and continue to utilize volunteers for help rooms after school. We will pay for ALEKS licenses if the STEM Action Center program that currently provides these licenses is discontinued.

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

Action Step 1: We purchased new Utah core aligned math curriculum for Secondary Math I, II, and III classes and professional development for teachers using the program.

Action Step 2: Math teachers received professional development from the curriculum publisher as well as job-embedded coaching in bringing the new curriculum to life.

Action Step 3: We implemented math help labs before and after school, and enrolled students on ALEKS to help personalize the student learning support. Students were identified and enrolled in extra math help throughout the school year.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Textbooks (641)	Secondary Math I, II, and III text books.	\$16,500	\$9,761	As described
Software (670)	ALEKS licenses, or other math software support	\$1,146	\$4,256	We received ALEKS licenses through the STEM Action Center and online math program resources were included in the cost of the curriculum. Our board approved an amended grant budget recommended by the School Land Trust Council on May 18, 2016. The budget was amended because it was determined that both the full amount budgeted to pay for the new math curriculum, shipping, teacher resources, and the additional amount budgeted for math software would not required. Instead the Land Trust Council voted to fund another focus of our school improvement plan which was reading. The balance of the budget for 2015-2016 was shifted to help cover purchase of software for the READ 180 program.
	Total:	\$17,646	\$14,017	

## Increased Distribution

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

If the actually distribution is more than is estimated we will be able to purchase more textbooks, or if that is not necessary we will purchase chromebooks.

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

The additional distribution was spent on teacher resources and professional development aligned with the new math curriculum.

## Publicity

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**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):**

- School newsletter
- School website

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date	Board Approval Date
8	0	1	2015-03-11	2015-03-18

No Comments at this time

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