

Sky View High Final Report 2022-2023

2022 - 2023



Final Report Approved

Final Report Approval Details

Submitted By:

Shane Jones

Submit Date:

2024-02-16

Admin Reviewer:

Admin Review Date:

LEA Reviewer:

Ann Hunt

LEA Approval Date:

2024-02-20

Board Approval Date:

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2022), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)
Carry-Over from 2021-2022	\$0.00	\$0.00	\$383.99
Distribution for 2022-2023	\$214,835.27	\$0.00	\$214,835.27
Total Available for Expenditure in 2022-2023	\$214,835.27	\$0.00	\$215,219.26
Salaries and Benefits	\$101,500.00	\$208,219.40	\$182,163.50
Contracted Services	\$8,000.00	\$0.00	\$0.00
Professional Development	\$28,000.00	\$0.00	\$0.00
Student Transportation Field Trips	\$0.00	\$0.00	\$0.00
Books Curriculum Subscriptions	\$16,500.00	\$4,000.00	\$0.00
Technology Related Supplies	\$43,010.00	\$0.00	\$0.00
Hardware, etc.	\$0.00	\$0.00	\$0.00
Software	\$0.00	\$0.00	\$3,496.00
Technology Device Rental	\$0.00	\$0.00	\$0.00
Video Communication Services	\$0.00	\$0.00	\$0.00
Repair Maintenance	\$0.00	\$0.00	\$0.00
General Supplies	\$10,000.00	\$3,000.00	\$248.04
Remaining Funds (Carry-Over to 2023-2024)	-\$174.73		\$29,311.72

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)
Services Goods Fees	\$8,000.00	\$0.00	\$0.00
Other Needs Explanation	\$0.00	\$0.00	\$0.00
Non Allowable Expenditures	\$0.00	\$0.00	\$0.00
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			\$0.00
Total Expenditures	\$215,010.00	\$215,219.40	\$185,907.54
Remaining Funds (Carry-Over to 2023-2024)	-\$174.73		\$29,311.72

Goal #1

close

State Goal

close

All students will be on track for graduation by the end of the school year with improved attendance and academic performance. We will reduce the number of students failing classes by 10% and reduce chronic truancy by 10% from the previous 2021-2022 data by the end of April 2023.

Academic Area

close

- College and Career Readiness (*secondary schools only*)
- English/Language Arts
- Graduation Rate Increase (*secondary schools only*)
- Mathematics
- Science

Measurements

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

1) Chronic attendance problems and failing grades from the 2021-2022 Powerschool data will serve as a baseline for measurement. 2) Students will review their results from the Powerschool data at mid-term of each trimester. This will take place no later than mid October, mid January and mid April. Reviews will be assisted by the Peer Court, peer mentors, and/or a member of the Student Assistance Team (SAT). 3) Students needing more frequent review and observation will have data reviews by a member of the SAT team on a weekly basis, following Tuesday morning SAT meetings. 4) Data from each mid-term will be compared to the same time periods in 2021-2022 school year to compare and determine student growth.

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

This is a reminder that goals were amended with the change in administration.

Goal #1 We will increase the number of students on track for graduation by the end of the school year with a focus on improving attendance and academic pass rate. Our goal is to reduce the number of students failing classes by 10% by improving attendance, increasing remediation opportunities and addressing student social and emotional needs through responsive services and preventative curriculum.

Measurements: Students on track for graduation data was not broken down by grade level. The only graduation data Sky View has had in the past is the graduation rate for exiting seniors. Our graduation rate is high, but we are like other schools and follow national trends of students who do not graduate are most likely to be not on track for graduation because of falling behind their freshman year. We now have a Sky View Data Package that contains additional data, including data on tracking students by grade level with regards to graduation progress. We established a very good baseline for the school year 2022-23. Our focus was on 9th graders and how much progress they made towards graduation.

9th Grade students on track for graduation - 90.2%

10th Grade students on track for graduation - 86.9%

11th Grade students on track for graduation - 86%

12th Grade graduation rate - 94.4%

Our attendance rates stayed relatively the same, we had a slight attendance increase from 94.78% in 2021-22 to 95.61% in 2022-23.

As a school we had 130 less failed classes in 2022-23 compared to 2021-22. This included the number of students failing classes decreasing by 52 students. Our biggest drop happened at the 9th grade level where total number of failed classes dropped by 94 classes and 34 students.

Our biggest accomplishment with Goal #1 was the creation of our Student Success Center (SSC). The SSC worked with our Student Assistance Team to address academic, social and emotional needs of our students. What it looked like at the beginning of the year versus what it currently looks like is very different. Staffing has increased, remediation opportunities have increased, interventions have become more preventative in nature and more students are being served for a variety of reasons. It has been so successful that we now have data being gathered for the 2023-24 school year and is part of our on-going School Trustland Plans.

Action Steps

close

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

1) Peer Court will meet twice a month and serve as an intervention for at-risk students who are struggling academically, socially, or with minor legal issues. Supplies and materials are needed for its operation. Cost: \$500 for supplies and materials

2) The Student Assistance Team (SAT) will meet weekly with administration, counselors, Social worker, interns and Vista volunteers to look at student data, particularly for those students with attendance and/or academic issues. Support for these students will be added through consultation, parent intervention, in-house interventions and community programs. The team will also assist students with mid-term reviews. Cost: \$8000 for VISTA volunteers; \$2000 for supplies and materials to support at-risk students targeted by the SAT team.

3) A portion of an FTE (.25) will be used to have a full-time Social Worker to assist with the social and emotional well-being of students at risk academically, at risk socially, or at-risk with family dynamics. Cost: \$30000

4) Advisory teachers will invite students that have failing grades to attend intervention with the teacher's whose class they are failing. The invitations will be tracked daily and continue until their student is passing all classes. Students not using the intervention time will be tracked further by Gear Up and College Readiness advisors and tutors. Cost: \$5000 for professional development and training

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

No

How was the plan implemented and associated expenditures spent differently?

These action plans were changed with the amended goals. Most of expenditures were the same but we did not operate or fund a Peer Court. Because of the growth of our Student Success Center other

funds were required to work in congruence with our School Trustland Funds to meet the academic, social and emotional needs of our students.

Digital Citizenship/Safety Principles Component

close

No

Goal #2

close

State Goal

close

Ninety percent of Sky View students will achieve a mastery level of 80% or more specifically in Language Arts, Math, Science and Social Studies/Reading by the end of April 2023. The proficiency of each student will be compared from a pre and post common assessment given during each trimester.

Academic Area

close

-
- English/Language Arts
 - Mathematics
 - Science
 - Social Studies

Measurements

close

Measurements

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

1. Teachers will identify areas of student weakness by comparing base line pre-assessment data with post-assessment data, at the beginning and end of each trimester. 2. Seventy-five percent of the Sky View teachers will use Mastery Connect software with Canvas assessments software in PLC discussions and in conferencing with individual students. Measurements will come from administrative rights to monitor teacher usage of Mastery Connect and Canvas. 3. Teachers will use formative and common formative assessments to focus on cross curricular vocabulary, literacy, and writing. Measurements will come from software data within Canvas and Mastery Connect. Additional data review will occur with Professional Learning Teams and Department meetings. 4. Each trimester, teachers will report their implementation of depth of questions, unpacked standards, writing prompts and use of literacy within their content area to administration and department chairs.

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

This is a reminder that goals were amended with the change in administration.

Goals #2 and Goal #3 were combined into the following goal: Increase student academic performance as measured on our school report card. An increase in our proficiency scores and growth scores in English Language Arts, Math, & Science on the Aspire Test and students scoring an 18+ composite on the ACT.

ACT: We looked at two measures for our ACT progress. First, we looked at our overall ACT Composite Score. We had our 2nd straight year of growth in our Composite Scores. In 2020-21 our average ACT Composite was 19.1. In 2021-22 we raised our ACT Composite Score to 20.4. In 2022-23 we raised it again to 21.1. The other ACT data measure was part of the state report card. It looks at the percentage of students that score 18 or higher on the ACT. We again had a 2nd straight year of growth on this measure. In 2020-21 the percentage of students that scored 18+ on the ACT was 58.6%. In 2021-22 we raised it to 65.5% and in 2022-23 we raised it to 74.6%, an increase of 9.1%.

Aspire+: We looked at the percentage of students meeting proficiency on the Language Arts, Mathematics and Science tests. In Language Arts, we had 59.2% of our students meet proficiency. This was an increase of 9.4% and was 13% higher than the state average. In Mathematics, we had 49.1% of our students meet proficiency. This was a decrease by 2.6%, but this was still 18% higher than the state average. In Science, we had 40.5% of our students meet proficiency. This was an increase by 4.5% and was 5% higher than the state average.

Action Steps

close

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

1. Teachers will use Mastery Connect software and bank of test questions and assessments to assess student improvement.
2. A .33 FTE will be used to reduce class size in mathematics and language arts to support math lab for students needing extra time and help to learn math concepts. COST: \$\$25000
3. Select groups of teachers will attend an assessment/professional learning community conference, a curriculum conference, literacy conference, and other professional development opportunities to improve their content knowledge, best practices and overall educational development. Included will be the NCTM national conference for Math teachers and ASCD national conference for select teachers in tested content areas. COST: conferences and travel (\$12000 travel; \$16000 professional development/tuition) In addition, \$2000 is set aside for substitute teachers under the salaries and benefits category.
4. Purchase portable computer labs, audio enhancement systems, projectors and other technology devices to enhance teacher instruction. COST: \$43010
5. Hands-on manipulative items, literacy materials, and other supplies deemed necessary by teachers to improve learning opportunities will be purchased. COST: \$3500.
6. Printing for student instruction. COST: \$1500.
7. Teachers will develop common assessments and examine depth-of-knowledge questions within each PLC and/or department. COST: summer stipends - \$18,000
8. Teachers will use RCK Hour instruction for intervention to work with individual students needing extra help to achieve 90% student mastery. COST: None

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

No

How was the plan implemented and associated expenditures spent differently?

These action steps were changed with the amended goals. We did not focus on Mastery Connect this year. We did not spend any money on professional development. Technology was purchased with other funds and our mathematics program went a different direction so no money was spent on math labs or manipulatives or literacy materials. The changes in our plan put more money into FTE's to lower class sizes, offer team taught classes and additional Advanced Placement and concurrent enrollment classes. The only expenses that did line up with our amended plan was the \$4000 earmarked for online subscriptions was spent out of software. The purchase was the planned purchase we just did not put it into the correct category.

Digital Citizenship/Safety Principles Component

close

No

Goal #3

close

State Goal

close

Sky View High School will achieve scores in Language Arts, Science, Mathematics and Reading at or above the state average in standardized tests (ACT and ACT Aspire) in the 9th, 10th, and 11th grade. Students in the sub groups of English Language Learners (ELL) and Special Education will have a 10% increase in the number of students achieving a score of 17 in each of the tested categories. Data from 2022 testing will be used to compare growth and progress by June 2023 (or as soon as testing data becomes available)

Academic Area

close

- College and Career Readiness (*secondary schools only*)
- English/Language Arts
- Mathematics
- Science
- Social Studies

Measurements

close

Measurements

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

1. All teachers will mentor students in their RCK Advisory to monitor academic progress, whether it be credit recovery or challenge for more rigor. Reported progress will be shared with the SAT team on a mid-term and end of trimester basis. Higher risk students will be monitored daily and weekly by the Advisory teacher.
2. Teachers in tested content areas will provide at least one question on every assessment that is similar to a question found on the ACT or Aspire. As a PLC team, teachers will examine student success on the identified questions and use the information to review with their students.
3. All teachers in tested areas will be familiar with Schmoop and the ACT Canvas course.
4. All Juniors will be registered for a six week Canvas course to prepare for the ACT test in the Spring. A

minimum of 50% of the juniors will complete the course at a mastery level. 5. ESL and Special Education students will receive test specific instruction from their ESL and Special Education teachers.

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

Goal #3 was incorporated into Goal #2 in our amendment.

Action Steps

close

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

1. Provide a .15 FTE to accommodate the implementation of Freshman Rock Academy. Cost \$10,500
2. Purchase books and audio materials to assist our ESL students and others at-risk with lower reading skills, to provide greater access to the general curriculum while having books at Lexile levels conducive to their reading skills. Cost: \$8,000.
3. Personnel cost training staff for Rock Academy. Cost: \$3000
4. Supplies and materials specific to Rock Academy Cost: \$2,500
5. Additional math support aide(s) or co-teaching to assist teachers in working with students struggling in mathematics and science and writing Cost:\$16000
6. Habitudes software to supplement social/emotional curriculum of Freshman Academy and general student body. Cost: \$3500
7. Support software licenses for literacy programs Cost: \$5000

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

No

How was the plan implemented and associated expenditures spent differently?

Goal #3 was incorporated into Goal #2 with our amendment. Action Step 1,3,4,5, and 6 did happen and was a big reason for our improvements in our 9th grade student performance. Action Step 2 was funded with different funds. The only expenses that did line up with our amended plan was the

\$4000 earmarked for online subscriptions was spent out of software. The purchase was the planned purchase we just did not put it into the correct category.

Digital Citizenship/Safety Principles Component

close

Yes

Category	Description
Behavioral	A portion of this goal is to address social-emotional learning that contributes to academic success through the Habitudes on-line learning program

Please explain how this component was completed to support the goal.

We had a school-wide assembly addressing digital citizenship but the real implementation and learning happens in our RCK Academy classes. This class is required for all 9th grade students and addresses the Big 5 Social and Emotional Learning areas; Personal Awareness, Personal Management, Social Awareness, Relationship Skills and Responsible Decision Making.

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	\$43,010.00
Books, Ebooks, online curriculum/subscriptions	\$16,500.00
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	\$10,000.00
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	\$28,000.00
Services, goods and fees not defined above	\$8,000.00
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	\$8,000.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$101,500.00
Total:	\$215,010.00

Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of \$29311.72 to the 2023 - 2024 school year. This is 13 % of the distribution received in 2022 - 2023 of \$214835.27. Please describe the reason for a carry-over

of more than 10 % of the distribution.

With the majority of the money being spent on salaries and benefits it was difficult to predict the exact amount that would be needed for employee compensation. The largest part of the discrepancy was because FTE was spent on newer teachers and did not cost as much as we planned.

Funding Changes

There are times when the planned expenditures in the goals of a plan are provided by the LEA, a grant, or another unanticipated funding source, leaving additional funds to implement the goals. If additional funds are available, how will the council spend the funds to implement the goals in this plan?

FTE has not been established yet by the district. Trustland funds, allocated to FTE may be less, depending on the allocation given by the district. If that is the case, the Council will look at distributions of funds into other stated needs

If any funds were expended as identified in Funding Changes, please describe how they were spent to implement the approved goals. If you did not implement the Funding Changes plan, please put "did not implement Funding Changes."

We had massive changes in our amended plan due to a change in administration. I believe we have covered the funding changes in the above goals sections.

Publicity

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

- Letters to policymakers 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 policymakers and/or administrators of trust lands and trust funds
- Other: Please explain
- School assembly
- School marquee
- School newsletter
- School newsletter or website
- School website
- Social Media
- Stickers that identify purchases made with School LAND Trust funds

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
21	0	5	2022-03-30

**Plan Amendments
Approved Amendment #1**

Submitted By:

Shane Jones

Submit Date:

2022-10-27

Admin Reviewer:

Paula Plant

Admin Review Date:

2022-10-27

LEA Reviewer:

Ann Hunt

LEA Approval Date:

2022-10-27

Board Approval Date:**Number Approved:**

18

Number Not Approved:

0

Absent:

3

Council Vote Date:

2022-10-18

Explanation for Amendment:

We are amending our goals because of a change in principalship. Shane Jones was placed at Sky View for the upcoming year starting officially on July 1, 2022. He was involved in some hiring in the spring of 2022 but did not have access to plans and school data until fall of 2022. The new leadership has met with stakeholders, including; students, faculty, parents, district personnel and the Sky View community council. It was decided to go in a direction different than the original plan and this has required a major change to the original plan. Changes have been shared with the community council but can not be officially adopted until approved by the LEA board. The following is the proposed amendment to goal #1 and the combining of goal #2 and #3. Goal #1 We will increase the number of students on track for graduation by the end of the school year with a focus on improving attendance and academic pass rate. Our goal is to reduce the number of students failing classes by 10% by improving attendance, increasing remediation opportunities and addressing student social and emotional needs through responsive services and preventative curriculum. Academic Areas: Social and Emotional Learning Graduation Rates Language Arts Mathematics Science Measurements We will measure the failing percentages at the end of each trimester and compare them to last year's percentages. We will also track our attendance rates and focus our efforts on students at risk of academic failure and poor attendance utilizing Panorama. Action Steps The Student Assistant Team (SAT) will meet weekly with administration, counselors, and our social worker. We will address students at-risk for academic failures and identify students using Panorama data and assign appropriate interventions. We will use our

Student Success Center, Learning Strategies Class, Parent Liaison and community resources as possible interventions. \$10,000 for personnel in Student Success Center We will pay .25 of an FTE to fund a full time social worker to assist with the social and emotional well-being of students at risk academically or socially. \$30,000 for a portion of FTE. We will train teachers in our RCK Academy classes to help students develop the social and emotional skills needed to be successful. \$3,000 for supplies and \$10,000 teacher training. \$4,000 for an online curriculum. Goal #2 and Goal #3 will be combined into the following goal: Increase student academic performance as measured on our school report card. An increase in our proficiency scores and growth scores in English Language Arts, Math, & Science on the Aspire Test and students scoring an 18+ composite on the ACT. Academic Areas: English Language Arts Science Mathematics English Language Learners Special Education Measurements We will utilize Aspire Assessments to measure the number of students meeting proficiency and improving on growth scores, specifically in ELL and special education populations. We will also use the state ACT from our school report card for measuring 18+ composite scores. Action Steps Identify courses to target for improving proficiency rates. A 1.2488 FTE will be used to reduce class size in math, language arts and science and offer team taught classes to ELL and Special Education students. We will hire an ELL aide to help assist in mainstream classes. Cost is \$125,000 for FTE and ELL aide wages. Using Panorama, identify those students we are targeting in each class and design and track interventions using Panorama. No cost Register all Juniors for an ACT Prep Canvas course during Trimester 2 to help prepare them for the state ACT in the spring. Teachers will be available before and after school, and during RCK hours for instruction and help with ACT Prep class. Teachers will also track progress of completion of the additional course with a goal of 50% of our students completing the course outside of the regular school day. \$33,219.40 for teacher pay and training.

Was the Amendment implemented and associated expenditures spent as described?:

Yes