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 School LAND Trust
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2008 - 2009 PROGRESS REPORT

1. Person responsible for the implementation of the current year plan:

Name: Mike Madeo

Email: mmadeo@morgan.k12.ut.us

2. Most critical academic need identified in the School Plan:

Reading
 Writing
 Technology

3. Briefly report how the school is implementing the 2008-2009 Academic School Plan and how the School LAND Trust money is being spent. BE SPECIFIC! (You do not need to enter testing scores because you will report the measurement of student improvement in the Final Report to be submitted in October 2009.)

We utilized this year's trust lands money to purchase teachers time to provide items for the all students' school wide. Teachers were compensated for the following: a collaboration of middle school math, science and technology teachers to provide middle school engineering concepts to our students; math competition preparation at University of Utah; development of a computer based writing assessment tool-student activities; reading competition between all students and the accumulation of points toward a winning Advisory group; school wide read-a-thon and all that goes with scheduling, securing donations, tabulating scores, and rewarding of incentives; and a school wide spelling bee complete with organization, incentives, practice sessions, and competition experiences.

We spent a little over \$10,000 for student text books. This allowed us to meet the needs of each student and also we provided texts for remedial students. Out of the textbook category, we purchased \$8,078 for math and algebra books; \$1,919 for Spanish books; \$314 for English books. This total equals \$10,311 for text books.

We provided all of our students with items that would allow them to improve their reading levels and utilize the electronic management of comprehension. Out of library books and supplies we purchased \$1,703 for software, \$1277 for AR quizzes, \$311 for reading quizzes and \$1,706 for online titles. This total equals \$4,997 for library books and supplies.

We purchased 5 projectors, 1 video camera and 15 computers out of equipment and technology. The computers are part of our annual updating to maintain current with the purchase of 15 computers. Out of the equipment, we purchased \$3,750 for LCD purchases, and \$11,382 for 15 computers or \$15132. This total equals \$15132 for technology supplies.

We do not anticipate needing to use trust land money for the after school program that will total about \$3,500 plus due to a grant that was approved with Weber Health Department. Due to a concern with our parents, we will not be administering the SHARP Survey this year and that may make it so that our necessary data will not qualify us for the grant. However, we anticipate not needing trust land money this year due to other methods of data acquisition. This short explanation includes submission of the trust land proposal need for further money if the grant is disallowed.

4. Policy makers who have provided funding and support for the School LAND Trust Program appreciate hearing about your School Plans and how the funds are used to improve student academic performance. The communication has been helpful in keeping this funding flowing to schools, in conducting land exchanges in Congress and in making educational decisions in the legislature. If you wish to keep policy makers updated about school progress, please indicate to whom you have or will communicate. Hold down the CTRL key to select more than one name in a box.

Governor: Jon Huntsman Jr.
 State Attorney General: Mark Shurtleff
 State Treasurer: Richard Ellis
 Orrin Hatch
 Bob Bennett
 Rob Bishop
 Jim Matheson
 Jason Chaffetz
 Dist. 53 -- Mel Brown
 Shelly Locke
 Neil Carrigan
 Joey Skinner

K. Earl Ericksen
Ken A. Durrant
Bruce Galbraith

5. Enter the total amount you ESTIMATE spending to implement the current 2008-2009 School Plan. The carry over, distribution and total available funds are actual. When you enter the ESTIMATED spending, the ESTIMATED carry over to 2009-2010 will be calculated here and will also appear in the financial proposal in the 2009-2010 Plan. All numbers in the financial proposal are estimates.

Carry Over from 2007-2008	\$9164
Distribution for 2008-2009	\$37820
Total Available Funds	\$46984
ESTIMATED spending for 2009	\$35794
ESTIMATED Carry Over to 2009-2010	\$11190

2009 - 2010 SCHOOL PLAN

1. Have the current members of the Council/Committee viewed the training DVD A Matter of Trust? If not, please provide the opportunity for them to do so.

Yes

2. School's identified most critical need(s) addressed in this plan:
Please check only the primary area(s). Improvement in some academic areas may improve all other academic areas but if the goal is to improve reading (or technology), only check that area.

Reading
Writing
Technology

If you have check "Other" as the academic area identified by the school community council (or committee for charter schools), explain why the area has been selected. Remember, the law requires that the area must be the "most critical academic need."

3. Briefly describe the School LAND Trust Plan. Include specific quantifiable measurements.

Academic Goals:

Enter specific academic goal(s) Morgan MD has set to improve student performance with School LAND Trust money. Please describe specifically what part of the goal is being supported by School LAND Trust money, if addressing goal(s) will use additional funds. Be certain that these narratives and the Financial Proposal agree.

Morgan Middle School has decided to use the school land trust money for the following academic reasons:

1. To continue a writing plan for studentsÆ school wide that develops good ideas, organize those ideas clearly and maintains proper conventions.
2. To continue a reading emphasis school wide that assesses the reading level of all students annually and offers remediation and accelerated reading experiences.
3. To continue to develop steps to improve Test Taking Techniques and Study Skill, which will help all students achieve the best possible on class assessments, CORE evaluations and all standardized tests.
4. To continue to initiate programs to increase studentsÆ Academic Successes.
5. To maintain the availability of current technology.
6. To continue the support of our current programs for at risk and accelerated students in literacy.
7. To purchase Core text books and library books for the classroom teacher and students.

Planned Steps:

Describe in detail the steps Morgan MD will take to reach each goal. Describe specific actions (Hire a remediation reading teacher, purchase microscopes for AP Biology class, provide professional development to improve writing instruction) that will be taken to achieve the goal. In short, please provide a road map to success.

* If you will be spending funds for professional development, please describe the planned training and how it supports the goal and academic area of focus. Please specifically explain what the funds will be used for. For example :Funds will be spent for tuition for three teachers to take the course, for their travel, and for substitute teachers to teach their classes while they are involved in the training.

* Some goals may be using other funds to support the planned steps. Be sure to identify any actions that will be funded with revenue other than School LAND Trust funds, so that your narrative will agree your Financial Proposal.

The following is Morgan Middle SchoolÆs description in detail of steps that we will take to reach each goal including specific actions that we will take to achieve each goal:

1. Regarding a writing plan for studentsÆ school wide that develops good ideas, organize those ideas clearly and maintains proper conventions; the following are the details and specific actions involved:

- Purchase of an annual subscription to the computerized writing evaluation program entitled "My Access".
- Costs related to 6 traits staff instruction.
- Costs related to purchase of current literature on teaching writing school wide.
- Costs related to consultants to discuss writing school wide.
- Costs related to compensation of staff to read, attend in-services and present information on writing school wide.
- Costs related to survey of students, staff and parents.
- Costs related to the visit of model middle schools that have exemplary school wide writing programs.
- Costs related to a school wide writing coordinator.
- Costs related to after school writing instruction.
- Costs related to a school wide writingathon.

2. Regarding a reading emphasis school wide that assesses the reading level of all students annually and offer remediation and accelerated reading experiences; the following are the details and specific actions involved:

- Purchase for updates of Gates McGinire assessments.
- Costs related to purchase of current literature on teaching reading school wide.
- Costs related to consultants to discuss reading school wide.
- Costs related to compensation of staff to read, attend in-services and present information on reading school wide.
- Costs related to survey of students, staff and parents.
- Costs related to the visit of model middle schools that have exemplary school wide reading programs.
- Costs related to a school wide reading coordinator.
- Costs related to after school reading instruction.
- Costs related to a spelling bee.

3. Regarding steps to improve Test Taking Techniques and Study Skills, which will help all students achieve the best possible on class assessments, CORE CRTÆs and all standardized tests; the following are the details and specific action involved:

- Purchase of Test Taking and Study Skills forms and or pamphlets.
- Costs related to purchase of current literature on Test Taking and Study Skill school wide.
- Costs related to consultants to discuss Test Taking and Study Skills school wide.
- Costs related to compensation of staff to read, attend in-services and present information on Test Taking and Study Skills school wide.
- Costs related to survey of students, staff and parents.
- Costs related to the visit of model middle schools that have exemplary school wide Test Taking and Study Skills programs.
- Costs related to a school wide Test Taking and Study Skill coordinator.

4. Regarding the continuation and initiation of programs to increase studentsÆ Academic Successes; the following are the details and specific actions involved:

- Purchase of vocabulary, best practice, appropriate middle school, positive school wide environment and promptness of returning academic work forms and or pamphlets.
- Costs related to purchase of current literature on vocabulary, best practice, appropriate middle school, positive school wide environment and promptness of returning academic work school wide.
- Costs related to consultants to discuss vocabulary, best practice, appropriate middle school, positive school wide environment and promptness of returning academic work school wide.
- Costs related to compensation of staff to read, attend in-services and present information on Test Taking and Study Skill school wide.
- Costs related to survey of students, staff and parents.
- Costs related to the visit of model middle students that have exemplary school wide vocabulary, best practice, appropriate middle school, positive school wide environment and promptness of returning academic work programs.

5. Regarding maintaining the availability of current technology; the following are the details and specific actions involved:

- Purchase of 15 computers annually to maintain a current aspect to our computer labs.

6. Regarding supporting of our current programs for at risk and accelerated students in literacy, Language Arts & Math; the following are the details and specific actions involved:

- Compensation for Language Arts, Math, Reading and Writing teachers, staff and student aides after school if we do not qualify for the Weber Morgan grant.

7. Regarding the purchase of Core text books and library books for the classroom teacher and students; the following are the details and specific actions involved:

- Purchase of about \$10,000 of core textbooks and \$5,000 of media center materials.

Measuring Progress Toward Goals:

Which beginning and ending specific quantifiable measurements is Morgan MD going to use to measure progress towards each goal? The same measurement (test scores, number of library books checked out, informal teaching assessment, etc) must be used so results can be compared. What is the target to be achieved?

The Core Language Arts results for this year's 6, 7 & 8th grade indicate that the following are the abilities of these students:

	Substantial-Level 4	Sufficient-Level 3	Partial-Level 2	Minimal-Level 1
6th	53%(86)	27%(44)	12%(20)	7%(12)
7th	60%(109)	31%(56)	7%(12)	3%(5)
8th	66%(113)	25%(43)	7%(12)	2%(4)

As we disaggregate the CORE Language Arts data for 6th grade, it is apparent that 19% of our 6th graders or 32 students are below competency. It would be our goal to raise 3 students from level 1 to level 2; 4 students from level 2 to level 3; and 10 students from level 3 to level 4. That is a 25% percent goal increase to the next level.

As we disaggregate the CORE Language Arts data for 7th grade, it is apparent that 10% of our 7th graders or 17 students are below competency. It would be our goal to raise 2 students from level 1 to level 2; 3 students from level 2 to level 3; and 14 students from level 3 to level 4. That is a 25% percent goal increase to the next level.

As we disaggregate the CORE Language Arts data for 8th, it is apparent that 9% of our 8th graders or 16 students are below competency. It would be our goal to raise 1 student from level 1 to level 2; 3 students from level 2 to level 3; and 10 students from level 3 to level 4. That is a 25% percent goal increase to the next level.

We suggest that writing and reading are the key concepts that will increase Language Art Core Test Scores. Therefore we have set the above as our goals to increase the Language Arts CRT scores and more importantly increase the literacy abilities of potentially all studentsÆ school wide.

The following CORE test scores 07-08 represent the performances of students at Morgan Middle School:

86%(447) of the 6, 7, & 8th graders were evaluated as proficient in Language Arts.

92% (478) of the 6, 7 & 8th graders were evaluated as proficient in Math.

83% (431) of the 6, 7, & 8th graders were evaluated as proficient in Science.

We speculate that the number achieving proficiency could be increased if Test Taking Techniques, Study Skills, vocabulary instruction, best teacher practices, more appropriate middle school concepts, positive school wide behavior concepts and increase of prompt returning assignments were discussed by staff and presented to students when deemed appropriate to help students achieve higher scores and more accurately reflect learning on all assessments especially standardized tests like CORE tests. The following goals would be met due to our involvement in the aforementioned activities.

Our goal would be to raise 18 students from 6, 7, and 8th graders to proficient in Language Arts or 25 % of those that were not proficient.

Our goal would be to raise 10 students from 6, 7, and 8th graders to proficient in Math or 25 % of those that were not proficient.

Our goal would be to raise 22 students from 6, 7, and 8th graders to proficient in Science or 25 % of those that were not proficient.

In our literacy program, reading & writing, the following are also indicators of success:

- Student, Staff & Student surveys
- Number of "My Access" assessments completed
- Number of writing prompts actuated
- Number of parent/writing discussions completed by staff
- Number of students assessed school wide regarding their reading level
- Number of students in the accelerated reading class
- Number of students tutored in reading during the day and after school
- Amount of literature examined and purchased to become items of staff discussion in in-services
- Number of staff that participate in the reading of literature
- Number of staff that participate in the literature discussions
- Number of staff that present items to their colleagues
- Number of in-services held
- Number of visits to exemplary programs at other schools
- Number of presenters that facilitate staff discussions

In our test taking techniques and study, the following are also indicators of success:

- Student, Staff & Student surveys
- Amount of literature examined and purchased to become items of staff discussion in in-services
- Number of staff that participate in the reading of literature
- Number of staff that participate in the literature discussions
- Number of staff that present items to their colleagues

- Number of in-services held
- Number of visits to exemplary programs at other schools
- Number of presenters that facilitate staff discussions

In our vocabulary instruction, best practices, appropriate middle school items, increase of items returned promptly, the following are also indicators of success

- Student, Staff & Student surveys
- Amount of literature examined and purchased to become items of staff discussion in in-services
- Number of staff that participate in the reading of literature
- Number of staff that participate in the literature discussions
- Number of staff that present items to their colleagues
- Number of in-services held
- Number of visits to exemplary programs at other schools
- Number of presenters that facilitate staff discussions

Plans for expenditures of increased distribution:

The 2009 - 2010 is an estimate. If the actual distribution is more than the estimate, how will any additional funds be spent to implement the goals described in the plan? Please provide an adequate explanation of academic use so that it will not be necessary to go back to the school board for approval to expend an increased distribution. Please be aware we do not expect the large increases that have been received in prior years.

If increased funds are available for the school , the money will be used to purchase text books, library items and technology.

4. The School LAND Trust plan should be an academic subset of the school improvement plan/strategic plan. How does this plan support the goals of the school improvement plan/strategic plan?

The use of School Trustland funds for this school year relates directly to the items listed on our school improvement plan. These items are as follows:

1. Continuation of a writing plan for students school wide that develop good ideas, organize those ideas clearly and maintain proper conventions.
2. Continuation of a reading emphasis school wide that assesses the reading level of all students annually and offers remediation and accelerated reading experiences.
3. Development of steps to improve Test Taking and Study Skills which will help all students achieve minimal competency on, class assessments, the CRTÆs and all standardized tests.

4. Continuation and initiation of programs to increase studentsÆ academic success by vocabulary instruction, best teaching practices, better middle school approaches, and increased promptness in returning academic work.

5. Financial Proposal - This Financial Proposal must match the narratives provided in the School Plan.

ESTIMATED Carry over from 2008-2009 (automatically entered from Progress Report)	\$11190
ESTIMATED Distribution in 2009-2010	\$27640
Total ESTIMATED Available Funds 2009-2010	\$38830
Salaries and Employee Benefits (100 and 200)	\$3000
Professional Development and Technical Services (300)	\$4500
Repairs and Maintenance (430)	\$0
Other Purchased Services(Travel / Admission / Printing) (500)	\$0
General Supplies (610, 630 and 733)	\$0
Textbooks (641)	\$10000
Library Books / Periodicals / Audiovisual (644, 645, 646)	\$5000
Software / Technology related Hardware / Other Equipment (670, 734, 739)	\$16309
ESTIMATED Total Spent in 2009-2010 (automatically calculated)	\$38809
ESTIMATED Carry Over to 2010-2011 (automatically calculated)	\$21

Please explain any planned expenditures in Other Purchased Services.
Please include each general category with the associated dollar amounts.

This question is not applicable.

Please explain any planned expenditures in General Supplies.
Please include each general category with the associated dollar amounts.

This question is not applicable.

If you plan to Carry Over more than one third of your distribution, please explain below.

This question is not applicable.

6. If Morgan MD has used School LAND Trust funds to acquire matching grants or donations, please explain below.

Amount:

\$0

Sources:

7. How will the plan and results be publicized to your community? (Please check all that apply)

Letters to State Senators, Representatives, Governor, Attorney General, State Treasurer, and Congressional Delegation
 School newsletter
 School assembly
 School marquee</p> School website

Other. Please Explain.

8. In order for schools to receive School LAND Trust Program funds, School Community Councils (Trust Land Committees for Charter Schools) must follow the law and State Board Rule. You may view the School Community Council Law by clicking [here](#) and the School LAND Trust Program Law by clicking [here](#). The State Board Rule on School Community Councils is viewable by clicking [here](#), the State Board Rule for Charter Schools that establishes the Trust Lands Committee by clicking [here](#), and the Rule on the School LAND Trust Program is clicking [here](#) Some programming in this form requires compliance in the law and rule. To assure that schools understand other compliance requirements, please respond to the following statements by clicking Yes or No. All "No" answers require an explanation in the box provided below.

NOTE for Charter Schools: Only the underlined portion of the second and fourth questions apply, though you may still need to provide a brief explanation for "No" answers to avoid getting an error message.

Notification was provided two weeks in advance of elections for the School Community Council. Including the positions that are available, dates and times of elections, and instructions for becoming a candidate.

Yes

Parents were elected by parents or when there were unfilled positions, the parent members on the council appointed parent members to fill the positions.

Yes

Employees were elected by employees or when there were unfilled positions, the employee members on the council appointed employee members to fill the positions.

Yes

The public is welcome to attend meetings and notice is provided so they can participate, including posting an agenda on the door of the school beginning the day before each meeting. The notice included the date and location of the meeting. Written minutes of all meetings are being kept along with a recording labeled with the date, time and place. The notice of the upcoming meeting and the minutes of the prior meeting are posted on the school website at least one week in advance.

Yes

For contested races, the election was overseen by the principal or designee and was conducted by means of secret ballots, deposited in a secure ballot box. The results were kept on file by the principal.

Yes

The following schedule and report summaries are provided on the school website AND via required means to each individual household with a student attending the school.

* A meeting schedule for the year, within the first two weeks of the school year that includes the date, time and location of each meeting.

* A summary of the Final Report of the School LAND Trust Program Plan implementation for the prior year in the fall of the following year

* A mid-year summary of the council's actions and activities to date

Yes

Explain any 'No' answers.

Schools, in conjunction with local school boards, now decide the beginning date of the School Community Council terms. Terms run for two consecutive years. Please enter the beginning date of the term for your Council members for the 2008-2009 School Year. (This question is not required for charter schools, please enter 00/00/0000 if not applicable for your committee.)

10/10/2008

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Thank you for your support of the School LAND Trust Program.

<http://www.schoollandtrust.org>