

Final Report on Land Trust Monies

Available Funds	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2012 - 2013	\$2,384	\$1,883
Distribution for 2013 - 2014	\$53,993	\$69,755
Total Available for Expenditure in 2013 - 2014	\$56,377	\$71,638
Salaries and Employee Benefits (100 and 200)	\$49,877	\$45,771
Professional and Technical Services (300)	\$0	\$9,289
Repairs and Maintenance (400)	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0
Travel (580)	\$0	\$0
General Supplies (610)	\$1,500	\$6,607
Textbooks (641)	\$0	\$0
Library Books (644)	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0
Software (670)	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$5,000	\$1,422
Total Expenditures	\$56,377	\$63,089
Remaining Funds (Carry-Over to 2014 - 2015)	\$0	\$8,549

Language Arts

Teachers received three days of training during June on the new ELA standards for 6th grade. Grades K-5 continued implementation of the new ELA standards. This process was the primary focus of the summer collaboration days over June 3, 4, and 5. Teachers were given one additional day to collaborate before August 2013.

CTL's attended summer training on June 7, 2013. During this training the focus was to help them understand their role in creating a highly functioning collaborative team. It included how to have crucial conversations, dealing with difficult people, reading and interpreting data, how to set team norms, lesson study, and how to make each team member accountable to the team and students.

We provided extra resources in the form of professional development opportunities, literature resources, trainings, etc. Sixth grade received training on the new ELA standards and were given resources and opportunities to extend learning through technology, as were the lower grades with eBooks, RAZ reading, and purchase of iPads and projectors. Teachers were also given support as we provided substitutes for their classrooms as they discuss the results of the NWEA test in fall and winter.

We developed re-teaching and enrichment activities for each major concept or essential standard as outlined in the new Utah core standards. These lessons were taught during the school-wide Step-Up program. This program provides each grade level with additional teacher aides (9) to assist in differentiating instruction for ALL learners. School Land Trust monies funds the Step-Up program providing compensation to the aides, as well as materials for them to use.

This year we were not given the opportunity to give the NWEA during the year, as we were transitioning to the SAGE test to assess CORE standards. Although we have not received any data from the SAGE test to date, the grade levels used the Direct Reading Assessment (DRA) to establish growth school-wide. Our original goal was to go from 54 to 58-percentile growth in grades 4-6 and 85% mastery in K-3. We also had 1300 students last year and with the opening of a new school went to 730 students. With a severe lack of any other normed data we chose to use the data received by giving the DRA school-wide. Our DRA data shows that students reading on or above grade level rose by 2% in grades K-3. The DRA data showed that students 4-6 had a loss of 1% reading on or above grade level. As we receive the results of the SAGE testing we will be able to focus on what standards need more attention.

We actually hired 9 aides having extra money given from the district for double-dosing and extra Land Trust funds. These aides worked with students Tuesday through Friday in small groups. Each aide was given a box with supplies for lesson plans to be given to the individual group of which they were in charge. The majority of our Land Trust monies went to purchase aides because we felt that the one-on-one attention given to students would affect the most improvement. We also gave teachers a day to discuss data from common assessments to help implement the new CORE. Land Trust monies compensated substitutes for that day.

We purchased iPads, projectors and document cameras so that each teacher had the needed equipment to implement the CORE and take advantage of many diverse resources. Aides were also instructed in the use of technology so they could teach the small groups.

We had a carry over of approximately \$8500 that the Community Council voted to use on a field trip for 5 teachers. We paid for conference tuition to the Ron Clark Academy the fall of 2014. The rest will be paid for next year. This experience will be designed to help teachers create strategies for intentional non-learners in their classrooms.

Mathematics

Teachers had in-service on the new Math core standards to better understand the principles of focus, coherence, and rigor, using these three anchors to better prepare students for further development in mathematics. Each teacher attended the summer common core collaboration days over June 3, 4, and 5 and was given one extra day to collaborate before August 2013.

The district purchased a new math program (My Math) for our school and we purchased technology to enhance instruction in the form of document cameras, iPads, Mastery Connect, and IXL. These helped teachers design common assessments, as well as daily instruction.

As in language arts, each individual teacher was responsible for the implementation of the new core standards that took place in collaborative teams. Team leaders received instruction on their role in creating a highly functioning collaborative team.

Some grade levels were given extra aides funded by Land Trust monies, to help ensure student success in mathematics.

Because we are transitioning to SAGE from the NWEA, no data was taken school-wide at the end of the year. NWEA results from the fall testing window to the winter testing window showed overall, average growth of 7 points grades K-6. Grade levels used common assessments to help understand what items needed to have a larger focus as they worked through the year. As the SAGE test results come in, we will look at the data to determine where our focus needs to be.