

Mount Mahogany EL Final Report 2013-2014

Financial Proposal and Report - This report is automatically generated from the School Plan entered in the spring of 2013 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2013-2014.

Available Funds	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2012 - 2013	\$1	\$6,638
Distribution for 2013 - 2014	\$44,382	\$57,338
Total Available for Expenditure in 2013 - 2014	\$44,383	\$63,976
Salaries and Employee Benefits (100 and 200)	\$42,042	\$40,095
Professional and Technical Services (300)	\$1,250	\$3,753
Repairs and Maintenance (400)	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0
Travel (580)	\$0	\$0
General Supplies (610)	\$1,000	\$4,834
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)	\$0	\$12,983
Total Expenditures	\$44,292	\$61,665
Remaining Funds (Carry-Over to 2014 - 2015)	\$91	\$2,311

ITEM A - Report on Goals

Goal #1

Increase Direct Reading Assessment (DRA) proficiency levels by 7 - 10% for students in grades first through third grade from fall 2013 to spring 2014.

Identified academic area(s).

Reading

This was the action plan.

To help achieve this goal the need for additional one-on-one reading opportunities for students will be required. Teaching assistants will be hired to assist teachers with this need.

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

Our first goal was to increase Direct Reading Assessments (DRA) benchmark proficiency levels by 7 – 10 % for students in grades first through third from fall 2013 to spring 2014. Teaching assistants were hired to assist regular classroom teachers provide more one on one learning opportunities for students. Specifically, students whose 2012-13 CRT language arts proficiency levels were reflected as either a one or two and/or SGP (Student Growth Percentage) were low.

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

DRA data will be collected by the use of COGNOS.

DRA PROFICIENCIES FALL 2013 SPRING 2014

First Grade

Second Grade

Third Grade

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

DRA BENCHMARK PROFICIENCIES % FALL 2013 SPRING 2014

FIRST GRADE	30.50%	74.80%
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SECOND GRADE	45.40%	76.90%
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THIRD GRADE	50.50%	58.90%
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The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:

Amount Category	Description
34484 Salaries and Employee Benefits (100 and 200)	A total of 15 hours per day for a 180 days of teaching assistant time will be provided. (Salary and benefits, \$34,484.00)

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.

3 teaching assistants were hired at five hours a day each for 180 days. The total amount for salary and benefits was (\$27, 810.00) salaries, and (\$6,674.00) benefits.

Goal #2

Increase Student Growth Percentages (SGP) in language arts for students in grades fourth through sixth from 40 to 45. Identified academic area(s).

Reading

This was the action plan.

Teaching assistants will be hired to assist teachers with this need. By using “Double Dosing” these teacher assistants will be hired to work with students in grades 3 - 6. We will also provide in service training for teaching assistants by utilizing the school's staff before schools starts.

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

Our second goal was to increase Student Growth Percentages (SGP) in language arts for students in grades fourth through sixth from 40 to 45. This goal was supported by using a combination of Trust land funds and district grant funds to hire additional teaching assistants who provided Tier 2 learning opportunities for students in grades third through sixth by utilizing “Double Dosing”. Teaching assistants were provided in service and training in best practices before school started.

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

Student Growth Percentages (SGP) will be identified by data measured by UCAS in language arts.

SGP	Spring 2012	Spring 2013	Spring 2014
Fourth Grade	38		
Fifth Grade	37		
Sixth Grade	52		
Total	40		

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

SGP Spring 2012 Spring 2013 Spring 2014

Fourth Grade 38 46

Fifth Grade 37 43

Sixth Grade 52 45

Total 40 45

Note spring 2014 data unavailable.

The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:

Amount Category	Description
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5638	Salaries and Employee Benefits (100 and 200)	<ul style="list-style-type: none"> • Teaching Assistants - Salary and benefits, \$4250.00. This amount will be matched with a district grant of the same amount to fund this program. • Salary for teachers to prepare materials, \$350.00. Teacher in service time, \$315.00. Salary for teaching assistants to attend summer in service, \$723.00
1000	General Supplies (610)	"Double Dosing" materials and instructional supplies.

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.

Teaching assistants were hired to work in grades third through sixth at two hours per day for 165 days. The total amount for salary and benefits was (\$4,200.00) from Trust land funds. This was combined with (\$4,200.00) from district grant money.
 Summer in service training was provided by two teachers (\$665.00) salary, for six teaching assistants at three hours each (\$723.00) salary.

Goal #3

Provide professional development opportunities for teachers as related to reading and language arts. Identified academic area(s).

Reading

This was the action plan.

Four teachers will be given the opportunity to attend the CITES conference that will assist them with reading and language arts instruction. Teachers will also have the opportunity to utilize half-day subs to assist with other professional development activities.

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

Our third goal was to provide professional development opportunities for teachers as related to reading and language arts. This was accomplished by providing registration and sub costs to send 4 teachers to the CITES conference that occurred in April 2014. Teachers also participated in other professional development opportunities utilizing half-day subs.

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

Teachers will use "best practice" instructional strategies with their instruction.

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

Teachers are using "best practice" instructional strategies with their reading and language arts instruction and are training other teachers and teaching assistant's.

The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:

Amount	Category	Description
1920	Salaries and Employee Benefits (100 and 200)	Sub costs - salary, \$1495.00, benefits, \$425.00.
1250	Professional and Technical Services (300)	CITES registration, \$1250.00.

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.

Registration costs for sending 4 teachers to the CITES conference, (\$1375.00). Sub costs for teachers to attend conference and other professional development opportunities, (\$1920.00).

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

Additional funds will be used to provide additional teaching assistant time, additional ½ day sub time, purchase additional guided reading and literacy books, and purchase technology to assist teachers with reading instruction.

The distribution was about 14% more than the estimate in the school plan. Please explain how the additional money was spent, if it was spent for items other than expenditures described in the approved goals above. If all expenditures were spent for items in the goals, please enter "Not applicable."

Not applicable.

ITEM D - The school plan was advertised to the community in the following way(s):

- Letters to policy makers and/or administrators of trust lands and trust funds
- School newsletter
- School website

ITEM E - Please select from the pull down menus the names of policymakers the council has communicated with about the School LAND Trust Program. To choose more than one name on a list, use CTRL while selecting. To unhighlight a selected name, choose another name or use CTRL and select it.

State Leaders

Governor: Gary R. Herbert.

U.S. Senators

Orrin Hatch

State Senators

Dist. 14 John L. Valentine

U.S. Representatives

State Representatives

District School Board

Brian Halladay
JoDee Sundberg
John Burton
Scott Carlson
Debbie Taylor
Wendy K. Hart
Paula Hill

State School Board

ITEM G - A summary of this Final Report must be provided to parents and posted on the school website by October 20th of the 2014. When was this task completed?

Not required for Charter Schools.

10/13/2014