

# Sage Hills Elementary Final Report 2012-2013

**Financial Proposal and Report** - This report is automatically generated from the School Plan entered in the spring of 2012 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2012-2013.

<b>Available Funds</b>	<b>Planned Expenditures (entered by the school)</b>	<b>Actual Expenditures (entered by the District Business Administrator)</b>
<b>Carry-Over from 2011 - 2012</b>	<b>\$808</b>	<b>\$4,438</b>
<b>Distribution for 2012 - 2013</b>	<b>\$36,396</b>	<b>\$41,347</b>
<b>Total Available for Expenditure in 2012 - 2013</b>	<b>\$37,204</b>	<b>\$45,785</b>
Salaries and Employee Benefits (100 and 200)	\$31,650	\$13,865
Professional and Technical Services (300)	\$0	\$577
Repairs and Maintenance (400)	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0
Travel (580)	\$0	\$0
General Supplies (610)	\$5,000	\$4,050
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	\$531
<b>Total Expenditures</b>	<b>\$36,650</b>	<b>\$19,023</b>
<b>Remaining Funds (Carry-Over to 2013 - 2014)</b>	<b>\$554</b>	<b>\$26,762</b>

## ITEM A - Report on Goals

### Goal #1

Sage Hills Elementary kindergarten teachers will work with struggling students re-teaching or pre-teaching concepts in a small group setting. Teachers will tutor thirty minutes after/before each kindergarten session. Identified academic area(s).

Mathematics

Reading

#### **This was the action plan.**

1. Teachers will administer kindergarten literacy and math assessments in August and DRA in winter and spring. Using this assessment information and common assessments throughout the school year, students will be selected to participate in small group tutoring sessions.
2. Teachers will re-teach and pre-teach four days per week based upon benchmark standards and student needs. Student groups will have fluid transitions as students master benchmark proficiencies.

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

Kindergarten teachers implemented pre-teach and re-teach one extra hour per day, four days a week. Kindergarten students were identified using kindergarten readiness testing, common assessments, and standards based curriculum benchmarks. Teachers focused in on missing vital academic standards to help students obtain standard benchmarks. Kindergarten students entered first grade with a great fluency with letters, letter sounds, phonemic awareness, sight words, vocabulary words, and reading.

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

Kindergarten teachers will use District fall literacy and math assessments, winter and spring DRA testing, and common assessments to identify and measure student progress and growth.

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

Kindergarten teachers used the Alpine School District DRA text levels in Winter 2013 and Spring 2013 measuring text level, fluency, accuracy, WPM, comprehension, and engagement.

Kindergarten DRA Winter Spring Increase

**Grade Level      2.3      4.2      1.9**

Kindergarten Literacy Assessment 2012-13

Sept. 1st May 1st Growth

Name/Age

2.7 3 0.3

Repeats sentences	3.5 3.9 0.3
Concepts of print	7.3 11 3.6
Writes name	3.3 4.6 1.3
Name of letters	38.5 51.7 12.9
Sounds of letters	12 25.4 13.2
High Frequency Words	3.4 23.9 20.5
CVC diagraphs	0.3 2.7 2.5
Writes sentences	5.2 28.5 23.2
Total	77.2 156.5 78.9

Alpine School District Math Assessment was used in September 2012 and May 2013 to measure progress in counting, taking objects away, one more in sequencing, one less in sequencing, telling more or less, and changing numbers.

Kindergarten Math Assessment 2012-13

	Sept. 1st	May 1st	Growth
Count pile objects	11.8	28.7	16.7
Count out quantity	7.3	16.4	8.9
One more sequence	7.3	15.9	8.7
One less sequence	7.5	18	10.4
One more no sequence	7.9	15.7	7.07
One less no sequence	7	15.2	8.2
Tells more/less	0.6	10.4	10
Change numbers	0.7	10.2	9.6
Total	38.8	121.6	82.7

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

Amount	Category	Description
8930	Salaries and Employee Benefits (100 and 200)	Kindergarten Teacher
		Salaries:
		\$7,200.00
		Kindergarten Teacher
		Benefits:
		\$1,730.00
		Total:
		\$8,930.00

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

Funds were allocated for salaries and benefits for kindergarten teachers to work four days a week, one hour a day to double-dose, re-teach, and pre-teach. Not all of the money allocated was expended this year. Factors that contributed to money remaining were: District started an OEK (Optional Extended day Kindergarten) at our school; two teachers tutored instead of three teachers; and teacher illnesses.

Allocated:	8,930.00
Spent	2,533.13
Remaining money	6,396.87

**Goal #2**

Substitutes will be hired for one day to allow teachers to DRA test students in grades 2-6 at the beginning of the school

year. This will allow teachers to readily identify student literacy levels.  
Identified academic area(s).

Reading

**This was the action plan.**

1. Teachers in grades 2-6 will be allowed to have a one day substitute so they can accomplish testing in one day.
2. Teachers will set up guided reading within the the second week of school.

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

First through sixth grade teachers were given a one-day substitute for Diagnostic Reading Assessment to be administered. This allowed teachers to organize and facilitate small group instruction time and guided reading groups on student levels. Students gained an extra two weeks of literacy.

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

1. Teachers will be able to readily set up guided reading and student literacy levels within the first two weeks of school. The district DRA test will be administered to all students in the school.

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

Diagnostic Reading Assessment average scores for each grade level for 2012-13. The scores reflect increase on each grade level.

DRA Administration / Text Level Increase

	Fall	Winter	Spring
<b>1st Grade Average</b>	<b>4.6</b>	<b>12.2</b>	<b>17.9</b>
<b>2nd Grade Average</b>	<b>15.1</b>	<b>22.6</b>	<b>26.4</b>
<b>3rd Grade Average</b>	<b>29.2</b>	<b>34.3</b>	<b>29.9</b>
<b>4th Grade Average</b>	<b>35.9</b>	<b>37.4</b>	<b>35.2</b>
<b>5th Grade Average</b>	<b>48.3</b>	<b>47.9</b>	<b>49.5</b>
<b>6th Grade Average</b>	<b>58.3</b>	<b>58.5</b>	<b>57.5</b>
<b>School Average</b>	<b>30.3</b>	<b>29</b>	<b>21.9</b>

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

<b>Amount</b>	<b>Category</b>	<b>Description</b>
2900	Salaries and Employee Benefits (100 and 200)	Substitutes for 34 teachers: \$2,900.00

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

Funds were allocated for substitutes for Diagnostic Reading Assessment for teachers on first through sixth grades. Teachers did not take advantage of this opportunity. Reading levels increased without the use of substitutes.

Allocated: 2,900.00

Spent 357.76

Remaining money 2,543.24

**Goal #3**

A para educator will be hired one hour per week to facilitate the Take Home Library. The para educator will be responsible for training parent volunteers, ordering supplies, repairing books and supplies, and aiding in Take Home Library needs.

Identified academic area(s).

Reading

**This was the action plan.**

1. Hire a para educator for one hour per week.
2. Train para educator in the Take Home Library with the expectations of the school for managing and facilitating the library, and training volunteers.
3. Train para educator to work with administration in ordering books and supplies for the Take Home Library.
4. Equipment will be purchased to repair books, store books, and maintain current library.

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

A para-educator was hired one hour per week to facilitate the Take Home Library. The para-educator spent more than an hour a week to set up the library, train parents, and maintain the library. The Take Home Library facilitated students in grades kindergarten through fourth grade. Parents and teachers were very pleased throughout the year with the library.

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

1. The Take Home Library ensures every child has the opportunity to take home a reading book nightly on their independent reading level. Para educator will be tracked through time cards, training sessions, and needs as they arise.

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

The financial secretary accounted for all records and time cards with great fidelity. Para-educator maintained a forthright integrity with this position.

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

Amount	Category	Description
1220	Salaries and Employee Benefits (100 and 200)	Para Educator Salary:  \$1,000.00 Para Educator Benefits: \$ 220.00 Total: \$1,220.00
5000	General Supplies (610)	General Supplies: crates, hanging folders, labels, baggies, new books: \$5,000.00

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

Funds were used with great prudence by the para-educator. The para-educator did a phenomenal job with our Take Home Library.

Allocated:	1,220.00
Spent	971.87
Remaining money	248.13

**Goal #4**

Para educators will be hired to give identified students additional exposure to curriculum through pre-teaching and re-teaching in a small group setting under the direction of the classroom teachers.

Identified academic area(s).

Mathematics

Reading

**This was the action plan.**

1. Teachers will use district assessments and common assessments to identify students who need extra support with curriculum.
2. Teachers will have students attend double-dosing three days a week for a two to three week duration receiving help with concepts and pre-teaching for upcoming concepts.
3. Teachers will use common assessments to post test students towards benchmark achievement.

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

Para-educators were hired to double-dose on grade levels one through six. Students were identified using CRT test results, district assessments, and common assessments in language arts and math. Sage Hills had 250 students participate in double-dosing throughout the year. Students attended 20-30 minute sessions three days per week.. Students received additional support through re-teach and pre-teach.

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

1. Teachers will use district assessments and common assessments to identify students who need extra support with curriculum.
2. Teachers will use common assessments to post test students towards benchmark achievement.

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

Below is a copy of the UCAS reports for 2011-12 and 2012-13. Note that all of the students were not the same with mobility and grade level advancement.

UCAS Report Growth Points Achievement Points Total Points

2011-12	229	236	465
2012-13	214	245	459

Below are the disaggregated growth points for 2011-12 and 2012-13/

Growth Points 2011-12 2012-13

All Students	151	145
Below Proficient	78	69

Sage Hills worked to reduce the number of students below proficient by 1% and achieved our goal.

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

Amount	Category	Description
18600	Salaries and Employee Benefits (100 and 200)	Para Educator Salaries: \$15,000.00 Para Educator Benefits: \$ 3,600.00 Total: \$18,600.00

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

Funds were allocated in salary and benefits for para-educators. We had difficulty maintaining consistent para-educators all year long. Some of the grade level teachers facilitated their grade level double-dosing. The program continued to serve students but at a different level than outlined. Student end of year CRT scores reflected an increase and effort were expended for growth.

Allocated:	15,000.00
Spent	1,258.01
Remaining money	13,741.99

**ITEM B - In the Financial Proposal and Report, there is a carry-over of \$26762 to the 2013-2014 school year. This is 65% of the distribution received in 2012-2013. Please describe the reason for a carry-over of more than 10% of the distribution.**

Sage Hills had a carry over of more than 10% this year. We learned that investing into para-educators and people can be unstable and insecure. It was difficult to rely upon consistency with para-educators. We also allocated \$,1000.00 in contracted services towards bringing in a national speaker with our high school cluster. With a change of plans, principals attended a conference with the speaker in California. \$5,000.00 was allocated for materials and supplies. A carry-over from year 11-12 of \$4,759.61 was added to this account for purchase of Take Home Library books and supplies. Not all was used.

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

Additional funds will used to support Goal #3 in purchasing more Take Home Library books. This will ensure adequate books on lower levels and higher levels for third and fourth grade. Sage Hills is a fast growing school and the new books will help students in kindergarten through fourth grade. The new books will help service over 735 students each night.

**The distribution was about 14% more that 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."**

The distribution was allotted into para-educators salary for double-dosing.

**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
- Sticker and stamps that identify purchases made with School LAND 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**

Mike Lee

**State Senators**

Dist. 11 Howard Stephenson

**U.S. Representatives**

Jim Matheson

**State Representatives**

**District School Board**

Paula Hill

**State School Board**

**ITEM F - The State Board Rule requires reporting of the dates when local boards approved the other plans school community councils are responsible for. Please enter the most recent approval date for each plan listed. These approval dates are for plans being implemented in the 2013-2014 school year and require a 2013 approval date.**

2013 - 2014 School Plans

School Improvement Plan  
(required for all schools)

06/18/2013

Professional Development Plan  
(required for all schools)

06/18/2013

Reading Achievement Plan  
(required for all schools with K-3 grades)

06/18/2013

Note for Charter Schools: Charter Schools are only required to have a Reading Achievement Plan, if they receive funding for the program. The other plans are not required.

**ITEM G - A summary of this Final Report must be provided to parents and posted on the school website by November 15th of the 2013. When was this task completed?**

**Not required for Charter Schools.**

11/15/2013