

2013-2014 Final Report

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 | \$10,096 | \$2,674 |
| Distribution for 2013 - 2014 | \$67,978 | \$67,978 |
| Total Available for Expenditure in 2013 - 2014 | \$78,074 | \$70,652 |
| Salaries and Employee Benefits (100 and 200) | \$49,500 | \$41,030 |
| Professional and Technical Services (300) | \$1,800 | \$0 |
| Repairs and Maintenance (400) | \$0 | \$0 |
| Other Purchased Services (Admission and Printing) (500) | \$0 | \$0 |
| Travel (580) | \$0 | \$0 |
| General Supplies (610) | \$3,294 | \$0 |
| Textbooks (641) | \$0 | \$0 |
| Library Books (644) | \$0 | \$0 |
| Periodicals, AV Materials (650-660) | \$0 | \$0 |
| Software (670) | \$2,800 | \$3,198 |
| Equipment (Computer Hardware, Instruments, Furniture) (730) | \$0 | \$0 |
| Total Expenditures | \$57,394 | \$44,228 |
| Remaining Funds (Carry-Over to 2014 - 2015) | \$20,680 | \$26,424 |

ITEM A - Report on Goals

Goal #1

With the changes to the Common Core in math, we will have 95% of our students pass their math courses this school year. In order to accomplish this we will need more and better collaboration among our math teachers. We will provide them with additional staff developments as needed to help them improve their skills and knowledge of the new core. This additional staff development will also help assist our teachers in developing pre assessments so we can monitor our students progress. Some of the staff development will take place at the district level with some taking place at the school level.

Identified academic area(s).

Mathematics

This was the action plan.

We will have a pre and post test to check our students progress. We will also use our students grades to determine progress. We will review previous

years grades, review the pre tests from our students and determine what the students needs are in each class. With this information, we will determine what skills we need to teach for our students to be successful. Then we will administer a post test to see our students progress, and re teach those skills that are not at sufficient levels. We will recommend additional students for our team taught math classes as needed to help them improve.

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

Our math teachers meet together during department meetings in order to discuss what was working in their individual classrooms. Teachers used common assessments through the DIGITS program developed by Pearson Education for the 8th grade students, and common assessments written by the district math consortium. These assessments helped determine which students would need extra attention, and they were recommended for the team taught math classes. We have one of our AMP home rooms with a full time math teacher so that we can also provide support during home room for students who need a little extra attention in math. Many of our teachers re taught on their own based on post test scores per unit.

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

We will use pre and post tests. Some of the tests will be in the UTIPS program or the new testing program that is going to be implemented in the coming year. We will use grades from math class. We will use 2013-14 grades as well as 2012-13 grades to help determine students needs for the team taught math class.

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

How to enter a chart

Based on overall grades, we showed a slight decrease in number of students failing their math class. Our 9th grade students showed a decrease of failed math classes from 113 in the 8th grade to 84 failed classes in the 9th grade. Almost a 25% decrease in the number of failed math classes for our 9th grade students. We had 38% decrease among our 9th grade team taught classes.

We had a total of 94.4% of all our 9th grade students pass all three trimesters of their math classes and 97.4% passed 2 or all 3 trimesters of their math classes or received 1 full credit of Secondary Math 1 toward high school graduation.

We had more of our 8th grade students fail 1 or more of their math classes. We had a total of 160 failed math class periods for our 8th grade students. However, our team taught classes were much more successful. We reduced the number of failed math classes in our team taught math classes by 25%.

We had a total of 90.4% of all our 8th grade students pass all 3 trimesters of their math classes and 94.7% passed 2 or all 3 trimesters of their math classes.

Overall, 92.3% of our students passed all 3 trimesters of their math class. And 96.5% pass at least 2 of their math classes.

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

| <i>Amount</i> | <i>Category</i> | <i>Description</i> |
|----------------------|---|--|
| 16500 | Salaries and Employee Benefits (100 and 200) | Salaries for our AMP (Adult Mentor Program) aides to help in our math classes and during home room time. |
| 1800 | Professional and Technical Services (300) | This will be used for professional development for our math teachers. |

998

General Supplies (610)

Paper, pencils and calculators
for the adult mentors to monitor
progress and give help during home
room.

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above. Please list the amount, category and description for each expenditure category.

We hired AMP aides to help during our home room time and some after school time in order to provide additional instruction or assistance to our students. We took these funds for the Salaries and Benefits category, which was a total of \$18,381.87.

Goal #2

All of our students both in 8th grade and 9th grade in their language arts class will have the opportunity to use the Utah Write program to improve their writing skills. We will have all students take a pre test assignment, and we will use that as a base line for the year. They will take this early in the school year, and then 2 or 3 times during the course of the year they will have the opportunity to take additional assignments to show improvement. Then in March all 8th grade students will take the DWA (Direct Writing Assessment). We will use this as the final assessment for the writing. The 9th grade students will use a prompt from the Utah Write as their final assessment. We will have 98% of our 8th grad students reach a minimum score of 18.

Identified academic area(s).

Reading Writing

This was the action plan.

We will take a prompt from the Utah Write program early in the school year to see how each student scores on their writing. We will then have each 8th grade student take the DWA in early March and see how they progressed.

We continue to collaborate with our feeder schools in proctoring the Diagnostic Assessment of Reading in an attempt to identify those students who would directly benefit by being participants in the "Language!" Program. The DAR assessment also serves as a baseline for measurement of growth throughout the year. The students in the "Language!" Program participate in consistent benchmarking assessments.

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

We had each Language Arts class have 2-3 opportunities to complete writing prompts in the Utah Write program. The teachers choose prompts that were in the Utah Write program, and allowed the students to meet in the computer lab and complete an essay. The teachers reviewed the written work of the students and gave them feedback. The Utah Write program also provided feedback to the students. This feedback was then used to help the students improve their written essay in Utah Write. In March all the 8th grade students participated in the Direct Writing Assessment (DWA), which we used as the post assessment.

Every 6-8 weeks we had our aides help in performing a Diagnostic Assessment of Reading (DAR) for those students that have been identified as lower reading students. These students were identified based on previous years results of testing and by teacher recommendation. These students will use "Language" program in conjunction with the Team Taught class in hopes of improving their reading and writing skills.

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

We will use the Utah Write program to determine progress in our students writing. They will take a pre assessment at the first of the year, and a post assessment (DWA) in March as the post assessment.

We will use the DAR assessments to assess our students reading in our Team Taught Language Arts classes. We will use one during September, and every 6 - 8 weeks after that we will take another DAR assessment to see progress.

We are going to offer our at risk students an additional Language Arts class to focus on the skill of writing. Through this course we will help with forming

ideas, organizing those ideas, vocabulary to help with word choice, writing well constructed sentences, and grammar skills to help them score better on the DWA.

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

How to enter a chart

In our pre assessments completed in the Utah Write program, we had 68% of our students score 18 or better. On the DWA (our post assessment) we had 98% of our students score at 18 or better. That is an increase of 30%, or about 170 students improving to a score of 18 or better.

Our DAR reporting for our Team Taught Language Arts classes improved as well. In our 9th grade class we went from a overall DAR Average of 6.77 to 6.89, and in our 8th grade class we went from a overall DAR Average of 5.35 to 6.48. The DAR looks at word Recognition, Oral Reading, Silent Reading Comprehension, Spelling and Word Meaning. These averages take all 5 of these areas into consideration. Our Special Education Language Arts classes use this same reporting, and they increased as well. Our 9th grade Special Education class improved from an average of 5.09 to 5.55 and in the 8th grade Special Education class we improved from 3.65 to 3.9.

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

| <i>Amount</i> | <i>Category</i> | <i>Description</i> |
|----------------------|---|--|
| 16500 | Salaries and Employee Benefits (100 and 200) | Salaries for the adult mentors in the AMP program. |
| 1298 | General Supplies (610) | Paper, pencils and other classroom supplies to help the mentors monitor students progress in the Language Arts classes. Supplies and study helps for the new writing class. |
| 2800 | Software (670) | The costs for the Utah Write program for all 9th grade students. |

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above. Please list the amount, category and description for each expenditure category.

We had some assistance for our Language Arts classes form the AMP aides as well. We used about \$12,390.63 for help in the AMP home rooms for improvement of our writing and reading programs.

We also used \$3,197.60 for the Utah Write program to help our 9th grade students have access to the writing program.

Goal #3

Show improvement on test scores for Science classes. We will have all students scoring below 70% on the pre test show improvement of 15-20% on their post test. Students scoring above 70% will show improvement of 5-15% improvement. We will have all students scoring at least 75% on the post tests.

Identified academic area(s).

Science

This was the action plan.

We will have our students take the UTIPS test as a pre assessment. We will teach the curriculum, and have all students take the UTIPS test again as a post test and monitor progress. At the end of the courses we will have all students take the CRT or end of level test to see the overall progress. We will use the CRT scores from 7th grade as a pre test for the overall curriculum as well.

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

UTIPS was not available all year. Therefore we were unable to use it for our pre and post assessments. Our teachers used some formative assessments that were written by them to help in improving scores for the CRT. We used AMP aides to help our students during their home room. They worked on assigned work to help increase their knowledge of the core curriculum.

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

We will use the UTIPS program for our pre and post tests for the individual areas, and use the CRT or year end core test for the final post test.

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

How to enter a chart

CRT tests from the 7th grade was used as the pre assessment. There were 107 students that were not proficient in the 7th grade on their CRT test.

With the new SAGE testing, the test is scored and graded differently. We had a total of 201 8th grade students not proficient on this new test.

CRT tests from the 8th grade was also used as the pre assessment. There were 65 students that were not proficient on their 8th grade CRT test, and with the new SAGE testing we had 183 of our Earth Science students not proficient and 55 of our Physics students not proficient.

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

| <i>Amount</i> | <i>Category</i> | <i>Description</i> |
|----------------------|---|--|
| 16500 | Salaries and Employee Benefits (100 and 200) | Salaries for the adult mentor program. |
| 998 | General Supplies (610) | Paper, pencils and other needed supplies to monitor progress in our science classes. |

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above. Please list the amount, category and description for each expenditure category.

We continued to use the AMP aides to help our science classes as well. The salaries accounted for \$10,257.52.

ITEM B - In the Financial Proposal and Report, there is a carry-over of \$26424 to the 2014-2015 school year. This is 39% of the distribution received in 2013-2014. Please describe the reason for a carry-over of more than 10% of the distribution.

With the new testing requirements additional time on computers is getting to be more vital then ever. We had some carryover so that we could purchase additional chrome book computers to help with SAGE testing. This opens up the computers for additional Science instruction on line, additional assistance with our new writing program for all Language Arts classes, and additional time for our Math classes to use the various math helps available on line. We will also be able to wait an extra couple of weeks to begin the SAGE testing because we will have additional resources.

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

We will hire additional adult mentors that can help specifically in math and science.

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."

We ended up hiring 1 additional AMP aide with the money, but didn't use any of the supply money. We decided with approval of our School Community Council that we would look into purchasing chrome book computers or ipads. They agreed that it would be a wise investment to get the additional technology we need.

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

- 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

U.S. Senators

State Senators

U.S. Representatives

State Representatives

District School Board

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.

10/15/2014