

## Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2015 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2015-2016.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2014-2015	\$2,139	N/A	\$5,606
Distribution for 2015-2016	\$50,995	N/A	\$62,162
Total Available for Expenditure in 2015-2016	\$53,134	N/A	\$67,768
Salaries and Employee Benefits (100 and 200)	\$25,234	\$46,288	\$41,060
Employee Benefits (200)	\$0	\$0	\$5,228
Professional and Technical Services (300)	\$24,000	\$0	\$0
Repairs and Maintenance (400)	\$0	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0	\$0
Travel (580)	\$0	\$0	\$0
General Supplies (610)	\$0	\$0	\$1,031
Textbooks (641)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0	\$0
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$20,449
<b>Total Expenditures</b>	<b>\$49,234</b>	<b>\$46,288</b>	<b>\$67,768</b>
Remaining Funds (Carry-Over to 2016-2017)	\$3,900	N/A	\$0

## Goal #1

### Goal

Increase the school-wide average Student Assessment of Growth and Excellence (SAGE) English/Language Arts score from 59% in 2015 to 62% in 2016.

## Academic Areas

- Reading

## Measurements

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

SAGE Reading Assessment, 2015 Baseline: 59%

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

We improved the school-wide average Student Assessment of Growth and Excellence (SAGE) English/Language Arts score from 59% in 2015 to 64% in 2016, a 5% increase.

## Action Plan Steps

We improved the school-wide average Student Assessment of Growth and Excellence (SAGE) English/Language Arts score from 59% in 2015 to 64% in 2016, a 5% increase.

## Action Plan Steps

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### **This is the Action Plan Steps identified in the plan to reach the goal.**

We will spend \$7,000 to fund a 20 hr/wk student academic support aide who will: Work individually and in small groups with students on IEPs, general education students who need remediation, and students with physical disabilities; assist struggling students to improve literacy in vocabulary-rich science and social studies classes; help progress monitor students; and review concepts with students who are absent to help them complete missing assignments and assessments. We will spend \$4,500 to fund 50% of a 24 hr/wk student academic support aide who will support students at risk of failing academically in ELA. This aide will: help identify students who are at risk for academic failure as defined by low grades, low scores on assessments, and excessive missing assignments and absences; work with at risk students both individually and in small groups to reteach ELA concepts that have not yet been mastered; help at risk students learn to better use technology by providing more time and instruction with technology; provide reading and vocabulary development assistance. We will spend \$4,500 to fund 50% of a library aide to allow for extended library hours to support the following ELA academic interventions: open the library both before and after school to provide student access and support to library computers and materials in order to complete assignments, conduct research, and use the MY ACCESS writing program; assist a variety of students with the use of the library for group projects and after-school tutoring; free our librarian up to conduct an after-school Book Club to encourage extracurricular literacy; free our librarian up to spend time in classes teaching ELA Common Core objectives, primary sources, website evaluation, avoiding plagiarism, giving book talks, etc. We will spend \$6,000 to pay ELA and Special Ed teachers, involved in co-teaching, one hour of in-service pay per week per teacher to allow time to plan and prepare for co-teaching. This time would be used to do the following: assess and progress monitor students in co-taught classes; adapt curriculum content, activities and assessments to align with IEPs and special needs of students in classes; plan for remediation of students not passing assessment benchmarks. We will spend \$2000.00 to fund 50% of a new-teacher coach who will: conduct frequent observations in the classrooms of new teachers to help the new teachers improve in the following Instructional Priorities: PBIS/classroom management, feedback, explicit vocabulary, opportunities to respond, engagement strategies, and communication with parents; provide positive and constructive feedback to teachers and remediation and retraining after observations.

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

We spent \$7,254.19 to fund a 20 hr/wk student academic support aide who:

- Worked individually and in small groups with students on IEPs, general education students who needed remediation, and students with physical disabilities.
- Assisted struggling students to improve literacy in vocabulary-rich science and social studies classes.
- Helped progress monitor students.
- Reviewed concepts with students who were absent to help them complete missing assignments and assessments.

We spent \$4,634.57 to fund 50% of a 24 hr/wk student academic support aide who supported students at risk of failing academically in ELA. This aide:

- Helped identify students who were at risk for academic failure as defined by low grades, low scores on assessments, and excessive missing assignments and absences.
- Worked with at risk students both individually and in small groups to reteach ELA concepts that had not yet been mastered.
- Helped at risk students learn to better use technology by providing more time and instruction with technology.
- Provided reading and vocabulary development assistance.

We spent \$4,240.26 to fund 50% of a library aide to allow for extended library hours to support the following ELA academic interventions:

- Opened the library both before and after school to provide student access and support to library computers and materials in order to complete assignments, conduct research, and use the MY ACCESS writing program.
- Assisted a variety of students with the use of the library for group projects and after-school tutoring.
- Freed our librarian up to conduct an after-school Book Club to encourage extracurricular literacy.
- Freed our librarian up to spend time in classes teaching ELA Common Core objectives, primary sources, website evaluation

We spent \$4,240.26 to fund 50% of a library aide to allow for extended library hours to support the following ELA academic interventions:

- Opened the library both before and after school to provide student access and support to library computers and materials in order to complete assignments, conduct research, and use the MY ACCESS writing program.
- Assisted a variety of students with the use of the library for group projects and after-school tutoring.
- Freed our librarian up to conduct an after-school Book Club to encourage extracurricular literacy.
- Freed our librarian up to spend time in classes teaching ELA Common Core objectives, primary sources, website evaluation, avoiding plagiarism, giving book talks, etc.

We spent only \$1,827.14 of the \$6,000 allotted to pay ELA and Special Ed teachers involved in co-teaching time to plan and prepare for co-teaching. The teachers were able to complete most of their planning for co-teaching during regular contract time. This time was used to do the following:

- Assess and progress monitor students in co-taught classes.
- Adapt curriculum content, activities and assessments to align with IEPs and special needs of students in classes.
- Plan for remediation of students not passing assessment benchmarks.

We spent \$2773.50 to fund 50% of a new-teacher coach who:

- Planned and conducted new teacher mentoring meetings once a month.
- Trained new teachers on school policies and procedures, school goals, etc.
- Trained new teachers on district policies and procedures, instructional priorities, etc.
- Conducted frequent observations in new teachers' classrooms to help new teachers improve in the following: PBIS/classroom management, feedback, explicit vocabulary, opportunities to respond, engagement strategies, and communication with parents.
- Provided positive and constructive feedback to teachers and remediation and retraining after observations.

## Behavioral Component

Category	Description
Behavioral/Character Education/Leadership Component	We use the Knight of the Day Award to recognize two students each day of the school year (one boy and one girl) for improved academics as well as behaviors (turning work in on time, attendance, organization, etc.) that lead to academic success.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Professional and Technical Services (300)	Student academic support aide (20 hr/wk) \$7,000. 50% Student academic support aide (24 hr/wk) \$4,500. 50% Library aide \$4,500. Language arts co-teachers paid an hour a week for extra planning, preparation, and collaboration \$6,000. 50% New-teacher coach \$2,000.	\$24,000	\$0	These expenditures should have come out of the Salaries and Employee Benefits (100 and 200) category: Student academic support aide (20 hr/wk) \$7,254.19. 50% Student academic support aide (24 hr/wk) \$4,634.57. 50% Library aide \$4,240.26. Language arts co-teachers paid an hour a week for extra planning, preparation, and collaboration \$1,827.14. 50% New-teacher coach \$2,773.50. These expenditures should have come out of the General Supplies (610) category: Knight of the Day Award supplies \$1,031.23. There was an error going from the template to the website, resulting in an error in category. We will report it in goal number two expenditures because that is the correct category.
	Total:	\$24,000	\$0	

## Goal #2

### Goal

1. Increase the school-wide average SAGE Math score from 58% in 2015 to 61% in 2016. 2. The school-wide scores will increase by 15% from the September pretest to the January mid-year on the District Math Core Assessment and 10% from the January mid-year to the May final.

## Academic Areas

## Measurements

## Academic Areas

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- Mathematics

## Measurements

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

1. SAGE Math Assessment, 2015 Baseline: 58%
2. District Math Core Assessment, 2015 Baseline will be calculated in September of 2015

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

1. We maintained the school-wide average Student Assessment of Growth and Excellence (SAGE) Math score, which was 58% in 2015 and held at 58% in 2016.
2. We increased the school-wide scores on the District Math Core Assessment by 23% from September to January, and an additional 18% from January to May, for a total increase of 41% for the year.

## Action Plan Steps

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**This is the Action Plan Steps identified in the plan to reach the goal.**

We will spend \$7,734 to fund a math aide. This aide will do the following: work individually and in small groups with students on IEPs, general education students who need remediation, and students with physical disabilities; help progress monitor students; assist in the math lab; review concepts with students who have been absent in order for them to complete missing assignments and assessments. We will spend \$4,500 to fund 50% of a 24 hr/wk student academic support aide who will support students at risk of failing academically in math. This aide will: help identify students who are at risk for academic failure as defined by low grades, low scores on assessments, and excessive missing assignments and absences; work with at risk students both individually and in small groups to reteach math concepts that have not yet been mastered; help at risk students learn to better use technology by providing more time and instruction with technology; provide reading and vocabulary development assistance. We will spend \$4,500 to fund 50% of a library aide to allow for extended library hours to support the following math academic interventions: open the library at 7:00 a.m. Monday through Thursday for math tutoring for struggling students; keep the library open after school on Tuesdays and Wednesdays for math tutoring of struggling students. We will spend \$6,000 to pay Math and Special Ed teachers, involved in co-teaching, one hour of in-service pay per week per teacher to allow time to plan and prepare for co-teaching. This time would be used to do the following: assess and progress monitor students in co-taught classes; adapt curriculum content, activities and assessments to align with IEPs and special needs of students in classes; plan for remediation of students not passing assessment benchmarks. We will spend \$2000 to fund 50% of a new-teacher coach who will: conduct frequent observations in the classrooms of new teachers to help the new teachers improve in the following Instructional Priorities: PBIS/classroom management, feedback, explicit vocabulary, opportunities to respond, engagement strategies, and communication with parents; provide positive and constructive feedback to teachers and remediation and retraining after observations.

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

- We spent \$10,919.45 to fund a math aide. This aide did the following:
- Worked individually and in small groups with students on IEPs, general education students who needed remediation, and students with physical disabilities.
  - Helped progress monitor students.
  - Assisted in the math lab.
  - Reviewed concepts with students who had been absent in order for them to complete missing assignments and assessments.

- Worked individually and in small groups with students on IEPs, general education students who needed remediation, and students with physical disabilities.
- Helped progress monitor students.
- Assisted in the math lab.
- Reviewed concepts with students who had been absent in order for them to complete missing assignments and assessments.

We spent \$4,634.57 to fund 50% of a 24 hr/wk student academic support aide who supported students at risk of failing academically in math. This aide:

- Helped identify students who are at risk for academic failure as defined by low grades, low scores on assessments, and excessive missing assignments and absences.
- Worked with at risk students both individually and in small groups to reteach math concepts that have not yet been mastered.
- Helped at risk students learn to better use technology by providing more time and instruction with technology.
- Provided reading and vocabulary development assistance.

We spent \$4,240.26 to fund 50% of a library aide to allow for extended library hours to support the following math academic interventions:

- Opened the library at 7:00 a.m. Monday - Thursday for math tutoring for struggling students.
- Kept the library open after school on Tuesdays and Wednesdays for math tutoring of struggling students.

We spent only \$1,827.14 of the \$6,000 allotted to pay Math and Special Ed teachers involved in co-teaching time to plan and prepare for co-teaching. The teachers were able to complete most of their planning for co-teaching during regular contract time. This time was used to do the following:

- Assess and progress monitor students in co-taught classes.
- Adapt curriculum content, activities and assessments to align with IEPs and special needs of students in classes.
- Plan for remediation of students not passing assessment benchmarks.

We spent \$2,773.50 to fund 50% of a new-teacher coach who:

- Planned and conducted new teacher mentoring meetings once a month.
- Trained new teachers on school policies and procedures, school goals, etc.
- Trained new teachers on district policies and procedures, instructional priorities, etc.
- Conducted frequent observations in new teachers' classrooms to help new teachers improve in the following: PBIS/classroom management, feedback, explicit vocabulary, opportunities to respond, engagement strategies, and communication with parents.
- Provided positive and constructive feedback to teachers and remediation and retraining after observations.

### Behavioral Component

Category	Description
Behavioral/Character Education/Leadership Component	We use the Knight of the Day Award to recognize two students each day of the school year (one boy and one girl) for improved academics as well as behaviors (turning work in on time, attendance, organization, etc.) that lead to academic success.

### Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Math aide \$7,734. 50% Student Academic support aide (24 hr/wk) \$4,500. 50% Library aide \$4,500. Math co-teachers paid an hour a week for extra planning, preparation, and collaboration \$6,000. 50% New-teacher coach \$2,000.	\$24,734	\$45,125	Math aide \$10,919.45. 50% Student Academic support aide (24 hr/wk) \$4,634.57. 50% Library aide \$4,240.26. Math co-teachers paid an hour a week for extra planning, preparation, and collaboration \$1,827.14. 50% New-teacher coach \$2,773.50.
	Total:	\$24,734	\$45,125	

### Goal #3

#### Goal

1. Increase the school-wide average SAGE Science score from 59% in 2015 to 61% in 2016. 2. Increase the percent of students scoring proficient on the SAGE Science test by 2% for each grade (6th Grade 47% to 49%, 7th Grade 69% to 71%, and 8th Grade 62% to 64%).

GOALS

**Goal**

1. Increase the school-wide average SAGE Science score from 59% in 2015 to 61% in 2016. 2. Increase the percent of students scoring proficient on the SAGE Science test by 2% for each grade (6th Grade 47% to 49%, 7th Grade 69% to 71%, and 8th Grade 62% to 64%).

**Academic Areas**

- Science

**Measurements**

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

1. SAGE Science Assessment, 2015 Baseline: 59%. 2. SAGE Science Assessment, 2015 Baseline: 6th Grade 47%, 7th Grade 69%, and 8th Grade 62%.

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

1. We improved the school-wide average Student Assessment of Growth and Excellence (SAGE) Science score from 59% in 2015 to 71% in 2016, a 12% increase.  
 2. The percentage of students scoring proficient on the SAGE Science test increased by 22% in 6th grade (47% in 2015 to 69% in 2016), decreased by 3% in 7th grade (69% in 2015 to 66% in 2016), and increased by 14% in 8th grade (62% in 2015 to 76% in 2016). It should also be noted that when comparing the same group of kids, our 7th grade had the highest Median Growth Percentage (MGP) at 65 for all students and 69 for students who were below proficiency.

**Action Plan Steps**

**This is the Action Plan Steps identified in the plan to reach the goal.**

We will spend \$500 to pay a Lego League advisor stipend to help students involved in the State Lego League competition, which teaches and supports STEM objectives.

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

We spent \$638.85 to pay a Lego League advisor stipend to help students involved in the State Lego League competition, which teaches and supports STEM objectives.

**Behavioral Component**

Category	Description
Behavioral/Character Education/Leadership Component	Knight of the Day Supplies.

**Expenditures**

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Lego League Advisor \$500.	\$500	\$1,163	Lego League advisor stipend \$638.85. Plus \$524 for the previous year's fund.
	Total:	\$500	\$1,163	

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Lego League Advisor \$500.	\$500	\$1,163	Lego League advisor stipend \$638.85. Plus \$524 for the previous year's Lego League advisor that came out of this year's fund.
	Total:	\$500	\$1,163	

## Increased Distribution

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

Any increases in funding will be used to purchase and maintain/replace technology, especially to keep up with the ongoing demand for mobile computer labs and Chromebook labs in classrooms.

**Description of how any additional funds exceeding the estimated distribution were actually spent.**

All additional funds, as well as funds saved from teachers using their contract time to plan for co-teaching, were spent on mobile Chromebook labs that supported the Language Arts, Math, and Science goals. Total: \$20,449

## Publicity

**The following items are the proposed methods of how the Plan would be publicized to the community:**

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

**The school plan was actually publicized 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

## Policy Makers

The school community council has communicated with the following policy makers about the School LAND Trust Program. Communication with Policy makers is encouraged and recommended. It is not required.

**State Leaders** Governor: Gary R. Herbert.

**State Senators** Dist. 9 Wayne Niederhauser

**State Representative** Dist. 49 Spendlove, Robert M.

**State School Board** David L. Crandall

## Summary Posting Date

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A summary of this Final Report was provided to parents and posted on the school website on **2016-10-20**

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
11	0	5	2015-03-19

### Please Note

Comments will only be visible for users that have logged in.