Lone Peak 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	**$5,776**	**$7,779**
Distribution for 2013 - 2014	**$30,198**	**$42,281**
Total Available for Expenditure in 2013 - 2014	**$35,974**	**$50,060**
Salaries and Employee Benefits (100 and 200)	$32,974	$40,000
Professional and Technical Services (300)	$0	$0
Repairs and Maintenance (400)	$0	$0
Other Purchased Services (Admission and Printing) (500)	$0	$0
Travel (580)	$0	$0
General Supplies (610)	$0	$7,553
Textbooks (641)	$0	$1,851
Library Books (644)	$0	$0
Periodicals, AV Materials (650-660)	$0	$0
Software (670)	$1,800	$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	$1,200	$0
Total Expenditures	**$35,974**	**$49,404**
Remaining Funds (Carry-Over to 2014 - 2015)	**$0**	**$656**

ITEM A - Report on Goals

Goal #1

Increase number of students meeting proficiency in reading on end of year Criterion Reference Test (CRT) and Curriculum Based Measurements (CBM).
Identified academic area(s).
Reading
This was the action plan.
Monthly CBM administered to every student by classroom teacher
Collect, analyze and interpret grade level data as a team.
Provide Professional Development on student engagement strategies.
Differentiate instruction in the classroom and as a grade level.
Analyze and interpret data with administration and achievement coach during monthly Professional Learning Community (PLC) meetings.

Please explain how the action plan was implemented to reach this goal.
Lone Peak Elementary teachers administered monthly CBM tests in reading and collected, analyzed, and interpreted grade level data as a team with our achievement coach and principal. Professional development was provided on student engagement strategies in order to increase student participation and engagement at all levels. The principal, achievement coach, and teachers facilitated walk-throughs and collected data on student engagement.
7 Instructional assistants were also hired thanks to additional funding. These Tier II instructional assistants worked with students using a push in, as well as a pull out model to address the needs of those students struggling in reading. These instructional Tier II assistants worked 17 hours a week and had a specific schedule that allowed them to work with every grade level throughout the building each day. The results from the CBM data, walk-throughs, and assessments administered by the Tier II instructional assistants were discussed on a monthly basis among the teachers, achievement coach, and principal.

This is the measurement identified in the plan to determine if the goal was reached.
Curriculum Based Measurements (CBM) in reading.
CBM & Topic/Content Tests.
Criterion Referenced Tests (CRT) in reading.

Please show the before and after measurements and how academic performance was improved.
Unfortunately the CRT test is no longer administered and has been replaced by the SAGE test. Therefore, the only data we have to share is from the summative tests listed above. The others were used for progress monitoring.

 Reading Comparison Data

2010-2011 2011-2012 2012-2013 % of change for grade level group from previous year's benchma

KINDER PSF	81% 86% 81% 83%
KINDER NWF	86% 88% 93% 92%
FIRST RCBM	70% 75% 87% Minus 1% 80% Minus 7% (average of kinder PSF&NWF compared to 1st RCBI
SECOND RCBM	72% 71% 77% Plus 2% 78% Minus 9%
THIRD RCBM	74% 66% 77% Plus 6% 74% Minus 3%
FOURTH RCBM	66% 79% 66% No Change 79% Plus 2%
FIFTH RCBM	61% 76% 82% Plus 3% 74% Plus 8%

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

Amount	Category	Description
16487	Salaries and Employee Benefits (100 and 200)	Land Trust Funding will be used to hire four (4) instructional assistants for the 2013-2014 school year. These instructional assistants will work closely with the principal, achievement coach, and teachers by analyzing data and providing Tier II interventions for students. The instructional assistants will provide Tier II interventions through one-on-one tutoring and small group instruction for the students in the math and/or reading Tier II intervention program. The instructional assistants will work within classrooms as well as, using push-in and also pullout models to work with individuals and small groups.

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.
$40,000.00 was used to hire 7 Tier II Instructional assistants. This amount covered their salaries. Originally we were planning on hiring only 4, but fortunately we had additional funds that allowed us to hire additional Tier II instructional assistants. These Tier II instructional assistants worked with students using a push in, as well as a pull out model to address the needs of those students struggling in reading. These instructional Tier II assistants worked 17 hours a week and had a specific schedule that allowed them to work with every grade level throughout the building each day. The results from the CBM data, walk-throughs, and assessments administered by the Tier II instructional assistants were discussed on a monthly basis among the teachers, achievement coach, and principal.

Goal #2

Increase number of students meeting proficiency in math on end of year Criterion Reference Test (CRT) and Curriculum Based Measurements (CBM).
Identified academic area(s).
Mathematics
This was the action plan.
Monthly M-Comp (CBM) administered to every student by teacher.
4-6 Grades administer 3 M-Caps (CBM) per year (every other month)
Professional Development provided on student engagement strategies
Collect, analyze and interpret grade level data as a team
Differentiate instruction in the classroom and as a grade level
Analyze and interpret data with administration and achievement coach during monthly Professional Learning Community (PLC) meetings.

Please explain how the action plan was implemented to reach this goal.
Lone Peak Elementary teachers administered monthly CBM tests in math and collected, analyzed, and interpreted grade level data as a team with our achievement coach and principal. Professional development was provided on student engagement strategies in order to increase student participation and engagement at all levels. The principal, achievement coach, and teachers facilitated walk-throughs and collected data on student engagement.
7 Instructional assistants were also hired thanks to additional funding. These Tier II instructional assistants worked with students using a push in, as well as a pull out model to address the needs of those students struggling in math.

These instructional Tier II assistants worked 17 hours a week and had a specific schedule that allowed them to work with every grade level throughout the building each day. The results from the CBM data, walk-throughs, and assessments administered by the Tier II instructional assistants were discussed on a monthly basis among the teachers, achievement coach, and principal.

This is the measurement identified in the plan to determine if the goal was reached.
Curriculum Based Measurements (CBM) in math.
M-Comp Data (Math Computation Assessments)
M-Cap Data (Math Assessments)
CBM Topic/Content Assessments
Criterion Referenced Tests (CRT) in math.

Please show the before and after measurements and how academic performance was improved.
Unfortunately the CRT test is no longer administered and has been replaced by the SAGE test. Therefore, the only data we have to share is from the summative tests listed above. The others were used for progress monitoring.

Math Comparison Data

	2010-2011	2011-2012	2012-2013	% of change for grade level group from previous year's benchmark 2
KINDER QDM	80%	85%	83%	80%
KINDER MNM	75%	85%	79%	79% 86%
FIRST MCOMP	73%	69%	85%	No Change 80% Plus 1%
SECOND MCOMP	77%	85%	83%	Plus 14% 92% Plus 7%
THIRD MCOMP	91%	96%	91%	Plus 6% 91% Plus 8%
FOURTH MCOMP	74%	84%	86%	Minus 10% 84% Minus 7%
FIFTH MCOMP	64%	90%	94%	Plus 10% 92% Plus 6%

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

Amount	Category	Description
16487	Salaries and Employee Benefits (100 and 200)	Land Trust Funding will be used to hire four (4) instructional assistants for the 2013-2014 school year. These instructional assistants will work closely with the principal, achievement coach, and teachers by analyzing data and providing Tier II interventions for students. The instructional assistants will provide Tier II interventions through one-on-one tutoring and small group instruction for the students in the math and/or reading Tier II intervention program. The instructional assistants will work within classrooms as well as, using push-in and also pullout models to work with individuals and small groups.

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.
$40,000.00 was used to hire 7 Tier II Instructional assistants. This amount covered their salaries. Originally we were planning on hiring only 4, but fortunately we had additional funds that allowed us to hire additional Tier II instructional assistants. These Tier II instructional assistants worked with students using a push in, as well as a pull out model to address the needs of those students struggling in reading. These instructional Tier II assistants worked 17 hours a week and had a specific schedule that allowed them to work with every grade level throughout the building each day. The results from the CBM data, walk-throughs, and assessments administered by the Tier II instructional assistants were discussed on a monthly basis among the teachers, achievement coach, and principal.

Goal #3

Increase number of students showing proficiency in science on the end of year Criterion Reference Test (CRT).
Identified academic area(s).

Science

This was the action plan.
Collect, analyze and interpret grade level data as a team.
Provide Professional Development on student engagement strategies.
Differentiate instruction in the classroom and as a grade level.
Analyze and interpret data with administration and achievement coach during monthly Professional Learning Community (PLC) meetings.

Please explain how the action plan was implemented to reach this goal.
Lone Peak Elementary teachers administered unit tests in science and collected, analyzed, and interpreted grade level data as a team with our achievement coach and principal. Professional development was provided on student engagement strategies in order to increase student participation and engagement at all levels. The principal, achievement coach, and teachers facilitated walk-throughs and collected data on student engagement.
Money was also set aside to purchase the World Book Classroom Science Power program that allowed students technology based resources to learn more about their grade level curriculum. Money was also used to purchase new science lab equipment to not only replace old and worn out materials, but purchase new materials that aligned with the new core curriculum. These purchases allowed for more hands on science experiment opportunities.

This is the measurement identified in the plan to determine if the goal was reached.
Unit tests administered at the end of each Utah core content unit.
Criterion Referenced Tests (CRT) administered at the end of the year.

Please show the before and after measurements and how academic performance was improved.
Unfortunately, the CRT test was eliminated and was replaced with the SAGE test, therefore we do not have any data to show or compare. We have yet to receive our SAGE results from the 2013-2014 school year, but even with those, it would not be an accurate comparison.

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

Amount	Category	Description
1800	Software (670)	World Book Classroom Science Power
1200	Equipment (Computer Hardware, Instruments, Furniture) (730)	Science materials and equipment for science experiments

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.
$1,851 was spent to purchase the subscription to World Book Classroom Science Power
$7,553 was spent to purchase new science lab materials and equipment.
All of these purchases were made to enhance the learning experience in the field of science. Every student had access to grade level specific content with the World Book Classroom Science Power subscription and every teacher had access to our science materials in our lab for experiments. Materials were purchased that different grade levels could use regardless of the differences in lessons and curriculum.

ITEM C - The school plan describes how additional funds exceeding the estimated distribution would be spent. This is the description.
Additional Land Trust funds will be used to provide professional development and to purchase teacher materials supporting student achievement and improve Tier I interventions available to all teachers in both reading, math, and science. By addressing Tier I interventions with additional funds, this would limit our need for as many Tier II interventions. If additional funds were substantial enough, we would hire other instructional assistants to help meet the needs of all students at Lone Peak in reading, math,and science.

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."
Not applicable

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**
Dist. 9 Wayne Niederhauser	
	District School Board
State Representatives	Robert Green
	Steve Wrigley
	Chad Iverson
State School Board	Kim Murphy Horiuchi
	Nancy Tingey
	Sherril H. Taylor
	Tracy Scott Cowdell

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.
10/08/2014