

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	\$0	\$1,829
Distribution for 2013 - 2014	\$25,496	\$32,935
Total Available for Expenditure in 2013 - 2014	\$25,496	\$34,764
Salaries and Employee Benefits (100 and 200)	\$25,496	\$32,267
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	\$1,812
Textbooks (641)	\$0	\$0
Library Books (644)	\$0	\$243
Periodicals, AV Materials (650-660)	\$0	\$0
Software (670)	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0
Total Expenditures	\$25,496	\$34,322
Remaining Funds (Carry-Over to 2014 - 2015)	\$0	\$442

ITEM A - Report on Goals

Goal #1

Improve academic proficiency in reading

- Increase the number of K-2 students reading on level by the end of the school year from 46% to 50%
- Increase the number of 3-6 students passing the reading CRT from 58% to 62%

Identified academic area(s).

Reading

This was the action plan.

- Hire reading intervention aides to assist at-risk students in grades K-2 to work with at-risk students for 20 minutes daily.
- Hire a student intervention aide to work with K-6 students on computer-based reading strategies in the computer lab. (AC)
- Provide academic tutoring through an after school program.
- Hire a Reading Lead Teacher to oversee individualized grade level goals and supply reading books, reward program for students that reach their individualized goals.
- Review DIBELS baseline data to determine proficiency levels of students. Identify intensive or strategic students.
- Invite at risk students to our after school tutoring program.
- Small group instruction
- Collaborate with teachers to evaluate assessment data. Reading coaches train paraprofessionals to provide support for small group instruction to increase proficiency.
- Special Education team works with teachers and reading coach to support students with an IEP and at risk students.
- School will participate in the Road to Success and Brilliant Bulldog program.

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

Magna hired reading aides who worked closely with Reading Coach to work with at-risk students. Latinos in Action (LIA) came weekly from Cyprus and Brockbank Junior High School to work with our at-risk students. We invited 75 of our at-risk students to attend our After-School Program. Books were given for rewards in our Road to Success Program. Data was constantly analyzed by teachers during semi-monthly Professional Learning Communities (PLC) and monthly Collaboration meetings. Our Special Education Team worked closely with our SST, MTSS, and IEP's.

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

- Dibels Next will be the primary measurement tool to determine the number of K-2 students reading on level.
- The end of year CRT test will measure the number of students in grades 3-6 passing the reading portion of the CRT.
- District benchmark tests will provide formative assessment for all grade levels.
- Provide after school reading tutoring to intensive or strategic students in our after school program.
- Discuss data during PLC meetings to make instructional changes as needed.

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

[How to enter a chart](#)

Dibels Next Growth on MClass Beginning of Year Composite Scores K-2 was 39.5% and End of Year Composite Score 54%. Each teacher tracked each students word correct, accuracy, retell, retell quality, adjusted daze, and composite scores quarterly.

Our After School students started the year with 50 students and ended the year with 63 students. CRT indicated 20% of these students were no sufficient and 30% were sufficient. Our baseline for SAGE is not determine in time for this report.

Data from PLC meetings suggested we implement the Jill Jackson Program using strategies to help students understand basics and to break down their literacy skills as well as focus on the core.

Uniform Growth 3-6 were: 3rd grade BOY- 48% to EOY - 69%, 4th grade BOY - 44% to EOY 54%, 5th grade BOY 42% to 45.5 %, and 6th grade 62% to 63.5%.

Aquity LA averaged gains from BOY to EOY 33%.

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

***Amount
Category
Description***

19327

Salaries and Employee Benefits (100 and 200)

\$500.00 Lead
Teacher

\$17,244.37 Reading
Aide

\$101.30
Retirement

\$1,357.44 Social
Security

\$124.21 Work's Comp.
Insurance

\$19,327.32 Total

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.

A lead teacher was hired to help with Road to Success and monitor individual students rewarding them when they met third quarterly goals with books. \$500.00

Teachers for After School Program to enhance reading and math programs - \$1,720.64

After School Matching Grant used \$ 6,250.00 of Trust Lands money allowing school to benefit with \$ 24,000.00 in After School Money.

Aides and After School Aides plus benefits - \$30,546.06

Supplies \$1,811.74

Books \$242.94

Total \$34,321.38 with a carry over of \$442.33

Goal #2

Improve academic proficiency in Mathematics

- Increase the number of K-2 students on grade level in math using end of year testing from 60% to 65%
- Increase the number of 3-6 students passing the math CRT from 50% - 52%

Identified academic area(s).

Mathematics

This was the action plan.

- Hire a student intervention aide to work with K-6 students on computer-based math strategies in the computer lab. (AC)
- Provide academic tutoring through an after school program.

- Monthly team and PLC meetings to review and evaluate formative data.
- Special Education team will work with classroom teachers to support students with an IEP.
- SST and MTSS team will provide instructional interventions ideas for students who are far below benchmark.

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

An intervention aid was hired to work with at-risk students in Math. We provided Math tutoring during our After School Program. Magna teachers meet during PLC's and reviewed data from Granite District Benchmark tests (Aquity). Classes held contests to see which class made the most gains. Special Education teachers worked closely with students' IEP's and the Special Education Team was involved in SST, MTSS, and Special Education IEP's. It became apparent after viewing our Data in PLC meetings that we needed to reach out for more help. We applied for a STEM grant in Math. We will begin the 2014-2015 year K-6 with STEM in Math.

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

- District benchmark tests will provide formative assessment for all grade levels.
- The end of year CRT test will measure the number of students in grades 3-6 passing the math portion of the CRT.

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

[How to enter a chart](#)

After School Program students were 23% non-sufficient and 27% sufficient on their CRT tests in Math. SAGE report was not complete to give data for this report.

District Math Quarterly Benchmarks 3rd through 6th grades increased pre to post by 13% first quarter, 36% second quarter, 19% third quarter, and 37% the fourth quarter.

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

Amount

Category

Description

6169

Salaries and Employee Benefits (100 and 200)

\$5,693.00 Teacher

Aides

\$435.56 Social
Security

\$39.86 Worker's comp.
insurance

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.

Teachers for After School Program to enhance reading and math programs - \$1,720.64

After School Matching Grant used \$ 6,250.00 of Trust Lands money allowing school to benefit with \$ 24,000.00 in After School Money.

Aides and After School Aides plus benefits - \$30,546.06

Supplies \$1,811.74

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

If we have an increase distribution Magna Elementary would like to hire additional Reading Aides to support students K-3.