# MOUNT JORDAN 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.

<table>
<thead>
<tr>
<th>Available Funds</th>
<th>Planned Expenditures (entered by the school)</th>
<th>Actual Expenditures (entered by the District Business Administrator)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carry-Over from 2012 - 2013</td>
<td>$761</td>
<td>$5,256</td>
</tr>
<tr>
<td>Distribution for 2013 - 2014</td>
<td>$31,388</td>
<td>$40,777</td>
</tr>
<tr>
<td><strong>Total Available for Expenditure in 2013 - 2014</strong></td>
<td><strong>$32,149</strong></td>
<td><strong>$46,033</strong></td>
</tr>
<tr>
<td>Salaries and Employee Benefits (100 and 200)</td>
<td>$30,149</td>
<td>$10,266</td>
</tr>
<tr>
<td>Professional and Technical Services (300)</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Repairs and Maintenance (400)</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other Purchased Services (Admission and Printing) (500)</td>
<td>$0</td>
<td>$3,714</td>
</tr>
<tr>
<td>Travel (580)</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>General Supplies (610)</td>
<td>$0</td>
<td>$3,111</td>
</tr>
<tr>
<td>Textbooks (641)</td>
<td>$2,000</td>
<td>$8,844</td>
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<tr>
<td>Library Books (644)</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Periodicals, AV Materials (650-660)</td>
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<td>$0</td>
</tr>
<tr>
<td>Software (670)</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Equipment (Computer Hardware, Instruments, Furniture) (730)</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td><strong>$32,149</strong></td>
<td><strong>$25,935</strong></td>
</tr>
<tr>
<td>Remaining Funds (Carry-Over to 2014 - 2015)</td>
<td>$0</td>
<td>$20,098</td>
</tr>
</tbody>
</table>

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**ITEM A - Report on Goals**

**Goal #1**

Ninety-five percent of Mount Jordan students will raise their Lexile score by a minimum of 100 points from the fall to the spring administration.

*Identified academic area(s).*

Reading

*This was the action plan.*

1. Use AVID structures and strategies (WICOR) to enhance comprehension instruction.
2. Utilize common text materials across grade levels/school to enhance teacher collaboration, increase rigor and text accessibility.
3. Administer SRI at beginning of year, midyear (to flag students) and end of year.
4. Provide Reading Endorsement instruction to all ELA, Science, Social Studies teachers, and others as able.
5. Provide an Academic Advocate at each grade level. These advocates will work 17 hours a week working with students on a Success Plan, following up on missing homework, assignments, parent contacts and problem-solving. All efforts will be made to secure a bi-lingual advocate to support the 20% of students whose parents speak Spanish.
6. Increase technology access for increased opportunities to respond, research, increased engagement, inquiry.
7. Reinforce, support and evaluate use of SIOP strategies use in the classrooms to support English Language Learners.

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

All items were addressed in the action plan. WICOR strategies from AVID were taught, shared, observed, and evaluated. The reading endorsement classes were held on-site, and strategies were shared with team teachers regularly. The academic advocates worked with students on Success plans, meeting at regular intervals, removing barriers such as time management, organization, work completion, and communication with teachers. The 1:1 technology initiative implementation continued, and teachers had multiple opportunities to learn and problem-solve strategies for embedding technology into their instruction for maximized student learning. Non-native language speakers were supported through additional emphasis on research-based instructional strategies across the curriculum.

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

SRI Lexile scores, Common Formative Assessments, informal teacher observation and benchmarking

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

The average Lexile growth at the end of the 2013-14 school year was 82% for 6th grade students, 57% for 7th grade students, and 70% for 8th grade students. The SRI scores show tremendous growth of students. From the beginning of the year to the end of the year, students went from 20% to 35% Advanced, 11% to 12% Proficient, and decreased 39% to 32% Basic, and 30% to 21% Below Basic. This shows that we are moving the students up the scale in significant numbers.

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

<table>
<thead>
<tr>
<th>Amount</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>22625</td>
<td>Salaries and Employee Benefits (100 and 200)</td>
</tr>
</tbody>
</table>
Reading Endorsement stipends @ $3500
Academic Advocates (three positions: one at each grade level) @ $19,125
2000

Textbooks (641)
Language Arts textbooks

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 have set aside stipends for teachers who complete the Reading Endorsement program. Because it is a two year program, the expenditures are spread over two years. As a result of research done as part of the Reading endorsement, additional text materials were deemed necessary for meeting our reading across the curriculum targets ($8844, Textbooks). Academic advocates supported students as we accelerated the reading score growth ($10,266, Salaries and Benefits).

Goal #2
Eighty-five percent of students will score at proficiency level on the Math CRT (or equivalent) summative assessment.

Identified academic area(s).
Mathematics

This was the action plan.
1. Continue the Math Lab program. We will pay one teacher for one hour a day, four days a week at their hourly rate.
2. (Repeated from Goal #1) Provide an Academic Advocate at each grade level. These advocates will work 17 hour a week working with students on a Success Plan, following up on missing homework, assignments, parent contacts and problem-solving. All efforts will be made to secure a bi-lingual advocate to support the 20% of students whose parents speak Spanish.
3. Reinforce, support and evaluate use of SIOP strategies use in the classrooms to support English Language Learners.

Please explain how the action plan was implemented to reach this goal.
Due to the availability of USTAR funds, we were able to fund Math Lab out of a separate budget. This saved LandTrust funds. The Academic Advocates were funded and supported at all grade levels, with an increased focus on English Language Learners.

This is the measurement identified in the plan to determine if the goal was reached.
CRT Mathematics Assessment, Math Lab data (collected quarterly)
Please show the before and after measurements and how academic performance was improved.

How to enter a chart

Math Lab participation was average, but had clear spikes in attendance at critical points of the marking period. Students who attended showed a 10-15% improvement on their test scores in their core classes. MCOMP, the mathematics assessment, showed a 6th grade Spring score of 34 (up from 27, Fall 2013); 7th grade Spring score of 36 (up from 34, Fall 2013); 8th grade Spring score of 27 (up from 23, Fall 2013).

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

Amount

Category

Description

7524

Salaries and Employee Benefits (100 and 200)

Math Lab Teachers

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.

The Academic Advocates worked with students on Success plans, meeting at regular intervals, removing barriers such as time management, organization, work completion, and communication with teachers. Academic advocates supported students as we accelerated the reading score growth ($10,266, Salaries and Benefits).

ITEM B - In the Financial Proposal and Report, there is a carry-over of $20098 to the 2014-2015 school year. This is 49% of the distribution received in 2013-2014. Please describe the reason for a carry-over of more than 10% of the distribution.

Mount Jordan Middle School is in a temporary location while our new building is being built. The School Community Council is reluctant to invest in upgrades/equipment that will either be provided or would be obsolete in our new facility. Plans are being made to spend those funds in the plan for 2015-2016.

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

The Mount Jordan SCC would like to fund the Reading Endorsement for all English Language Arts, Social Studies, Science teachers, and any other teachers who wish to pursue it. Because this is a two year program, funds from two years of Land Trust funds are needed. If the distribution is increased, we would be able to fund more of the expenses or add additional teachers this year. In addition, we would like to purchase supplemental science texts, as we feel the Common Core with a STEM emphasis will need additional support to handle the rigor of the standards.
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):**

- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School newsletter
- School website
- School marquee

**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

District School Board
Robert Green
Steve Wrigley
Chad Iverson
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.

10/20/2014