

2015-2016 FINAL LAND TRUST 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)
Remaining Funds (Carry-Over to 2016-2017)	\$0	N/A	\$0
Carry-Over from 2014-2015	\$2,952	N/A	\$3,198
Distribution for 2015-2016	\$10,631	N/A	\$12,512
Total Available for Expenditure in 2015-2016	\$13,583	N/A	\$15,710
Salaries and Employee Benefits (100 and 200)	\$0	\$0	\$9,855
Employee Benefits (200)	\$0	\$0	\$2,801
Professional and Technical Services (300)	\$0	\$0	\$3,054
Repairs and Maintenance (400)	\$0	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$13,583	\$15,710	\$0
Travel (580)	\$0	\$0	\$0
General Supplies (610)	\$0	\$0	\$0
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	\$0
Total Expenditures	\$13,583	\$15,710	\$15,710

Goal #1

Goal

By the end of the 2015-2016 school year, we will show improved academic achievement by increasing by 5% the percentage of students who make sufficient progress on their goals in English Language Arts, Mathematics and Science and increasing by 5% the percentage of students who meet their goals in English Language Arts, Mathematics and Science.

Academic Areas

- Reading
- Mathematics
- Science

Measurements

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

Individualized Education Program (IEP) teams for students at The Kauri Sue Hamilton School (KSHS) determine if students will participate in either the state-wide Student Assessment for Growth and Excellence (SAGE) or the alternative assessments: Utah's Alternative Assessment (UAA) for Science and Dynamic Learning Maps (DLM) for English Language Arts and Mathematics. IEP teams for ALL students at KSHS determined each student would participate in the alternate state assessments. UAA has been in place for many years but the DLM will be administered for the first time this year. UAA scores have been up and down rather than showing continuous improvement. However, the UAA aligns with a student's IEP goals rather than Utah's Core Standards and test items are chosen by the student's teacher rather than based on the student's ability level within the standard. The UAA has not been found to provide valid nor reliable scores but it is the state assessment that has been used for accountability. Students? Individual Education Programs include information on where each student is currently functioning and identify the individual needs for that student. The goals on the IEP specify what that student will work on for the next year. We have analyzed the achievement of all student goals for the past year. IEPs for all school-age students include goals for English Language Arts, Mathematics and Science. At the end of the 2014-2015 school year, 88% of students made sufficient progress, with 16% of those goals being met. 33 students or 18% of all students made insufficient progress on their goals. Insufficient progress was made on only 12% of all goals. Although we greatly anticipate the measurement of student growth through DLM scores, we will not have enough data from DLM for comparison at the end of the 2015-2016 school year. For the 2015-2016 school year we plan to again analyze student growth through an analysis of their achievement on their IEP goals in English Language Arts, Mathematics and Science. By the end of the 2015-2016 school year, we will show improved academic achievement by increasing by 5% (from 88% to 93%) the percentage of students who make sufficient progress on their goals in English Language Arts, Mathematics and Science and increasing by 5% (from 16% to 21%) the percentage of students who meet their goals in English Language Arts, Mathematics and Science.

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

An analysis was completed comparing the progress on IEP goals from 2014-2015 to the progress in 2015-2016. The number of IEP goals increased from 879 to 1036. The percentage of students who made sufficient progress on their goals increased by 4% and the percentage of students who made insufficient progress decreased by 3%. Unfortunately, the number of students who met their IEP goals also decreased but only by 1%. In our Professional Learning Communities, staff consider what factors play in when a student makes insufficient progress or doesn't meet their IEP goals. They also consider what needs to be done to increase the number of students who meet their IEP goals before their next annual IEP meeting.

Action Plan Steps

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

Land Trust funds will be used to improve our staffs? ability to teach Utah's Extended Core Standards through staff development of curriculum materials and staff professional development. Action Plan: Staff will have an opportunity to participate in professional development. Land Trust funds will be used to pay for professional development registration fees. A substitute teacher will be provided for staff as needed when staff attend professional development activities. Land Trust funds will be used to pay for substitutes when needed to cover for staff attending professional development activities. A substitute teacher will be provided in a classroom on the first day a new staff person joins the team if a replacement is hired throughout the year. On that first day of employment, the team leader will work with the new staff person to share the teaching responsibilities of the classroom, how to take data, how to prepare lessons and how to manage behavior. School administration will also spend time with the new staff person to review district policy and school guidelines as well as LRBI and Time-Out. Staff will develop a common lesson plan in our PLC meetings. Classrooms will utilize a Weekly Lesson Plan book for the 2015-2016 school year. Staff will work together with their classroom teams or PLC teams to develop lesson plans and curriculum to address the Essential Elements of Utah's Core Standards in English Language Arts and Mathematics and Utah's Extended Core Standards in Science. Land Trust funds will be used to pay staff stipends for working scheduled days in the school building during the Summer or Winter Break. Secondary staff have chosen the book Charlie and The Chocolate Factory for next year's Secondary Literacy Project and will develop the units this summer. Land Trust funds will be used to pay staff stipends for developing their chapters of the book. Additional funds will be used to further improve our teaching of Utah's Extended Core Standards through staff development of curriculum materials and staff professional development.

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

All staff participate in professional development during the teacher prep days before students start the new school year. For 2014-2015 that included science, math and social studies curriculum resources for students with significant multiple disabilities, Mandt Behavioral recertification, literacy materials for both elementary and secondary classrooms, and Behavioral Training including LRBI and Time-Out. All staff are made aware of professional development opportunities throughout the school year and are provided subs as needed. Classroom teams outline their lesson plans over the summer or over the Winter Break and turn in their lesson plan weekly.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Total:		\$13,583	\$15,710	
Other Purchased Services (Admission and	Certified, licensed and endorsed staff will be paid a stipend of \$150 a day and classified staff will be paid a stipend of \$75 a day for developing lesson plans and curriculum during the Summer and	\$13,583	\$15,710	Salaries and Employee Benefits and Professional and

Category	Description	Estimated Cost	Actual Cost	Actual Use
Printing) (500)	Winter break. If 60% of eligible staff participate it will cost \$6,390. Certified, licensed and endorsed staff will have a substitute teacher provided as needed when they attend professional development. The budget for this is \$3,400 When a new employee is hired to work in a classroom, a substitute teacher will be provided for the first day the employee works so the team leader and administration can provide training to the new employee. The budget for this is \$793.40. Certified, licensed and endorsed staff will be given opportunities to receive professional development. The budget for registration is \$3,000			Technical Services

Increased Distribution

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

Goal 1 - Additional funds will be used to further improve our teaching of Utah's Extended Core Standards through staff development of curriculum materials and staff professional development.

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

All funds were used for staff development and development of curriculum materials.

Publicity

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

- School newsletter
- School website

The school plan was actually publicized to the community in the following way(s):

- 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 Senators
Dist. 2 Jim Dabakis

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2016-10-17**