

Monticello Elementary School

Julie Holt, Principal

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October 13, 2016

Dear Parents,

Below you will find a summary of our Monticello Elementary School Land Trust Plan Final Report for 2015-2016, school grade and SAGE Summative results, the funding we receive each year, School Community Council (SCC) meeting schedule, contact information, and an invitation to become involved in the SCC process at MES.

We are required by the State School Land Trust Program to inform all parents of the availability of these documents. We are grateful for the opportunity to receive this funding to be used as our data indicates academic needs at our school. The School Land Trust Program makes it possible for our school to provide additional differentiated literacy, math, fine arts, health, science, and physical education support that we may not otherwise have the funding to support. Please feel free to contact the school if you have any questions or concerns.

Sincerely,

Julie Holt, Principal

Monticello Elementary School Fall 2016
Elementary School Grade: B Points: 370/600 Growth Percentage: 62 %
SAGE Summative Proficiency Total: 176/300 Language Arts 51/100 Mathematics 67/100 Science 58/100 Growth Total: 194/300

Financial & Narrative Summary of Implementation 2015-2016

Estimated Carry-over from 2014-2015 \$12,820
 Estimated Distribution in 2015-2016 \$22,910
 Total ESTIMATED Available Funds for 2015-2016 \$35,730

	Goal 1	Goal 2	Goal 3	Goal 4	
	Math & Health	Math, Reading & Health	Math, Reading, Science, Fine Arts & Writing	Math	Totals
Salaries and Employee Benefits	\$12,686		\$9,285	\$9,450	\$31,421
Software		\$3,933			\$3,933

ESTIMATED Total Spent 2015 - 2016 \$35,354
 ESTIMATED Carry Over 2016 - 2017 \$376

2015-2016 Actual Expenditure Notes

Salaries & Employee Benefits	Software
<ul style="list-style-type: none"> • A PE Aide provides health and physical education instruction for 3.5 hours each day Monday-Friday for grades 1-3. This program is built upon the SPARK PE Program and the physical education curriculum from the Utah State Core Curriculum. • Grades 1-3 structure their math instruction to enable each teacher to spend a half hour of targeted math instruction in small groups while the remaining students attend PE. At the end of the half hour students switch between PE and math instruction. • A Fine Arts Aide provides instruction for students in grades K-6 using the Utah State Core Curriculum in the areas of music, visual arts, drama and dance. This position supports teachers 3.5 hours a day Monday through Friday. Each class visits Fine Arts two times each week. • Our Computer Lab Aide supports students and teachers in grades 4-6 for 2.5 hours a day 4 days a week. The computer aide provides IXL implementation support for all students during grade level rotations in the lab. While classes rotate into the lab teachers keep small groups of children daily (differentiated based upon daily mastery) to provide re-teaching, pre-teaching and enrichment mathematics instruction. 	<ul style="list-style-type: none"> • IXL Math and English Language Arts software purchased for K-6 grade student re-teaching and enrichment practice. (\$3,933) • The council determined that any additional funding that became available after the year began would go towards supporting our math goals. Teacher presentations throughout the year and data supported the request to purchase a site-license for Reflex Math that would provide students with math fact practice online. The remaining funds in the 2015-2016 plan supported part of the purchase of this program. The remaining funds for this program were taken from our school technology budget. Reflex Math is available to every student via the Reflex Math App on any electronic device. All students and parents should have received their username and password for this program. Please contact your child's teacher if you have any concerns or needs regarding Reflex Math. Our data are showing very positive growth and motivation for math fluency using the Reflex Math tool.

Monticello Elementary Funding Received Each Year

Year	Funding
Estimated funding for 2016-2017	\$24,761
Estimated carry-over for 2016-2017	\$13,156
2015-2016	\$26,962
2014-2015	\$26,337
2013-2014	\$25,994
2012-2013	\$21,271
2011-2012	\$19,056
2010-2011	\$18,201
2009-2010	\$20,093
2008-2009	\$23,237
2007-2008	\$21,574
2006-2007	\$15,529
2005-2006	\$11,629
2004-2005	\$8,456
2003-2004	\$7,007
2002-2003	\$6,331
2001-2002	\$5,197
2000-2001	\$4,965
Total Funding Received from School Land Trust Program	\$234,880
	(Funding may be reallocated by the district between schools where enrollments have changed.)

MES
School Community Council
2016-2017



School Community Council 2016-2017	Member Contact Information	School Community Council Meeting Schedule 2016-2017 3:15-4:00 PM MES Conference Room
Shanna Black, Parent Member Cindy Christensen, Parent Chair Emily Tuttle, Parent Member Amy Westcott, Parent Vice Chair Janiece Atwood, Parent Member Katie Player, Parent Member Michael Holyoak, Staff Member Dawn Torres, Staff Member Heidi Pehrson, PTA Support Bill Boyle, SJSD Board Member Julie Holt, Principal	801-898-2389 shanna@blackmailfamily.com 459-0713 abbi1214@hotmail.com 801-842-2264 carsonsmama01@yahoo.com 459-2554 aawest@frontiernet.net 435-669-4663 mjatwoods@yahoo.com 702-325-5758 skinnykt2@gmail.com 587-2856 mholyoak@sjsd.org 459-3920 dtorres@sjsd.org 801-694-1065 heidi7pehr@gmail.com 587-3424 sjrnews@frontiernet.net 587-2241 jholt@sjsd.org	September 6 th October 4 th November 1 st December 6 th January 10 th February 7 th March 7 th April 4 th May 2 nd

School Community Council (SCC) Responsibilities

- Members represent the group that elected them in the decision-making process.
- Meetings are held monthly at MES from 3:15-4:00 PM
- Councils assess academic needs and identify priorities for supporting the wise use of School Land Trust funds
- Prepare action plans
 - School Land Trust Plan
 - School Improvement Plan
 - Reading Achievement Plan
 - Child Access Routing Plan
- Support implementation of plans
- Measure progress of plans

Submit a final report

Monthly agenda and meeting minutes available in the MES office,
 on our MES website, and posted on the MES information board in the foyer.

We invite all parents to become involved in our SCC decision making process. Please contact the office if you'd like to become a part of the Council election process for the upcoming 2017-2018 school year.

The **success** of our school depends upon the insightful input that comes from parents like **YOU!**
We appreciate the support and expertise of our MES parents and our School Community Council!

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)
Remaining Funds (Carry-Over to 2016-2017)	\$376	N/A	\$11,983
Carry-Over from 2014-2015	\$12,820	N/A	\$12,898
Distribution for 2015-2016	\$22,910	N/A	\$26,962
Total Available for Expenditure in 2015-2016	\$35,730	N/A	\$39,860
Salaries and Employee Benefits (100 and 200)	\$31,421	\$0	\$21,691
Employee Benefits (200)	\$0	\$0	\$1,799
Professional and Technical Services (300)	\$0	\$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	\$0
Textbooks (641)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0	\$0
Software (670)	\$3,933	\$0	\$4,387
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Total Expenditures	\$35,354	\$0	\$27,877

Goal #1 Complete Answers

This goal is not completed

Goal

Mathematics proficiency in grades 1-3 will increase 3% overall from spring 2015 to spring 2016 as measured on I-Ready diagnostic assessments for grades 1-2 and Sage Summative assessments for grade 3.

Academic Areas

- Mathematics
- Health

Measurements

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

1. Achievement of this goal will be measured by the by the Sage Summative assessment for grade 3 and I-Ready mathematics diagnostic assessments in grades 1-2. 2. A teacher, parent and/or student survey will be designed by the School Community Council measuring the overall effectiveness of the Physical Education/Health program support.

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

Action Plan Steps

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

1. All 1st- 3rd grade teachers us the Envision Math program daily to support Common Core essentials and standards for Tier 1 instruction. 2. Math intervention will be provided to small groups of students (approximately half of each class at a time) daily by the classroom teacher. 3. A Physical Education Aide will be hired for 3.5 hours daily, Monday-Friday. The PE Aide will use the physical education curriculum (Utah State Core Curriculum) and the Spark PE Program daily. Physical education age-appropriate skills are taught as well as sportsmanship and team building skills (character education component). The PE Aide will provide 30 minutes of PE instruction to each group of students grades 1-3. Half of each class stays for math instruction while the other half receive PE instruction. The groups alternate allowing each student to participate in small group math instruction as well as PE daily.

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

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
	Total:	\$12,686	\$0	
Salaries and Employee Benefits (100 and 200)	Salaries and Employee Benefits (100 and 200) Part-time PE Aide	\$12,686	\$0	

Category	Description	Estimated Cost	Actual Cost	Actual Use
	(classified) 3.5 hours per day, 5 days a week. \$12,686			

Goal #2 Complete Answers

This goal is not completed

Goal

Mathematics and ELA (English Language Arts) proficiency in grades 1-3 will increase 3% overall from spring 2015 to spring 2016 as measured on I-Ready diagnostic assessments for grades K-2 and Sage Summative assessments for grades 3-6. Current SAGE Summative proficiency percentages are 50% for ELA and 55% for Math in grade 3, 46% ELA and 54% Math in grade 4, 32% ELA and 44% Math in grade 5, and 29% ELA and 45% Math in grade 6.

Academic Areas

- Reading
- Mathematics
- Technology

Measurements

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

1. Achievement of this goal will be measured by the by the Sage summative assessment for grades 3-6 and I-Ready mathematics diagnostic assessments in grades K-2. Common Core mathematics standards will be monitored using IXL program progress monitoring assessments and individual lesson mastery. Students will be assigned lessons based upon re teaching needs and mastery challenges for enrichment purposes. A check-out and usage report will also support the effectiveness of these resources. Effectiveness of these resources will also be measured by overall Mathematics and ELA Sage Summative assessments from spring of 2015-2016.

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

Action Plan Steps

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

2. MES will purchase the IXL Math and ELA software program to be used through I-pad and computer technology in the classroom. This software provides current Common Core aligned learning tools for reinforcing mathematics and English language arts

skills directly related to topics and standards taught in the classroom daily. We are currently seeing increases in student achievement on in both ELA and Math in the reporting and usage of this program school-wide. It allows us to progress monitor and extend learning for all students. Students have the ability to access the program from home and at school. Electronic record keeping allows teachers to utilize and access data on a daily basis for the purpose of adjusting instruction based upon student needs.

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

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
	Total:	\$3,933	\$0	
Software (670)	Software (670) Purchase of IXL Mathematics and ELA software to support Common Core Tier 1, 2 and 3 instruction in the classroom, computer lab and/or from home. \$3,933	\$3,933	\$0	

Goal #3 Complete Answers

This goal is not completed

Goal

1. Fine Arts Aide to provide Fine Arts Curriculum lessons Kindergarten through grade 6 students will be provided the opportunity to participate in extended learning of the Utah State Fine Arts core Curriculum through Fine Arts classes taught by a Fine Arts Aide. Measurement of the effectiveness of the Fine Arts program will be evaluated by a student, teacher and/or parent Fine Arts survey distributed in the spring of 2015. 2. Tier 2 and Tier 3 Mathematics and English Language Arts (ELA) support All students will have daily opportunities to work individually or in small groups with their classroom teacher to reinforce or pre-teach daily mathematics and/or reading standards. While most students attend the Fine Arts session, some students (different students each day depending on the mastery of math and ELA lessons) remain with the classroom teacher to receive additional instruction. This opportunity is scheduled for two, half hour blocks of time for each class grades K-6.

Academic Areas

- Reading
- Mathematics
- Writing
- Science

Measurements

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

1. Kindergarten through grade 6 students will be provided the opportunity to participate in extended learning of the Utah State Fine Arts core Curriculum through Fine Arts classes taught by a Fine Arts Aide. Measurement of the effectiveness of the Fine Arts program will be evaluated by a student, teacher and/or parent Fine Arts survey distributed in the spring of 2016. 2. All students will have daily opportunities to work individually or in small groups with their classroom teacher to reinforce or pre-teach daily mathematics and/or reading standards. While most students attend the Fine Arts session, some students (different students each day depending on the mastery of math and ELA lessons) remain with the classroom teacher to receive additional instruction. This opportunity is scheduled for two, half hour blocks of time for each class grades K-6. Daily, weekly, monthly and quarterly progress monitoring data from DIBELS, Core Phonics, I-Ready, IXL, Datawise and Sage will be used to measure the effectiveness of intervention support sessions.

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

Action Plan Steps

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

1. Hire a Fine Arts Aide for 3.5 hours per day, Monday-Friday. Each class grades K-6 will attend Fine Arts two times each week. Kindergarten and grade 6 attend a minimum of one time (30 min.) each week as kindergarten instructional time is limited and grade 6 students attend band every day. 2. Teachers instruct Tier 2 and Tier 3 or enrichment for small groups during Fine Arts sessions. These differentiated groups provide teachers and students added opportunities to support all levels of learners with reading, writing, mathematics or science standards and/or skills. 3. The Fine Arts Aide, in conjunction with MES staff and students will plan and present two annual public performances for MES families and community members.

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

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
	Total:	\$9,285	\$0	
Salaries and Employee Benefits (100 and 200)	Salaries and Employee Benefits (100 and 200) Part-time Fine Arts Aide (classified) 3.5 hours per day, 5 days a week. \$9,285	\$9,285	\$0	

Goal #4 Complete Answers

This goal is not completed

Goal

1. Grades 3-6 mathematics proficiency scores will increase 3% overall from spring 2015 to spring 2016 Sage Summative Assessment.

Academic Areas

- Mathematics

Measurements

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

1. Sage Summative Mathematics, IXL Mathematics, Envision Math Topic assessments, Datawise Math assessments and daily lesson mastery will be used to measure the effectiveness of additional upper grade Tier 2 and Tier 3 intervention support with the classroom teacher and interventionist. Current SAGE Summative proficiency percentages are 55% for Math in grade 3, 54% Math in grade 4, 44% Math in grade 5, and 45% Math in grade 6.

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

Action Plan Steps

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

1. Hire an upper grade (grades 3-6) computer lab aide for 2.5 hours a day, 4 days a week. The computer aide will provide IXL implementation support for all students during grade level rotations in the lab. While classes rotate into the lab teachers keep small groups of children daily (differentiated based upon daily mastery) to provide reteaching and preteaching mathematics instruction.

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

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
	Total:	\$9,450	\$0	
Salaries and Employee Benefits (100 and 200)	Salaries and Employee Benefits (100 and 200) Part-time, 2.5 hour computer aide - four days a week (Monday-Thursday). \$9,450	\$9,450	\$0	

Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of \$11,983 to the 2016-2017 school year. This is 44% of the distribution received in 2015-2016 of \$26,962. Please describe the reason for a carry-over of more than 10% of the distribution.

[Answer](#)

Increased Distribution

Please explain how any additional funds received exceeding the estimated distribution were spent.

[Answer](#)

Increased Distribution

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

1. Any additional funds will be used to provide math facts fluency practice and motivation by purchasing a Reflex Math site license. This program can be used as additional fact fluency support individually, in small groups or as a class in the lab. The current quote for this program is \$3,395 for a school license. This funding supports the action plan identified in goal #2.

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

Publicity

Please explain how plan and results were actually publicized to your community

[Answer](#)

Publicity

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

- School assembly
- School newsletter
- School website

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

Policy Makers

Please indicate the names of policymakers the council has communicated with about the School LAND Trust Program. Communication with Policy makers is encouraged and recommended. It is not required.

[Answer](#)

Summary Posting Date

A summary of this Final Report must be provided to parents and posted on the school website by October 20th of 2016. When was or will this task be completed?

[Answer](#)

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
7	0	1	2015-04-07

Need to add an attachment?

You may add documents here that support the text description in the Measurement section of each goal.

[Add an attachment](#)

No Comments at this time

Required for Submission

Please review before submitting. There will be no review page. Once submitted the report may only be revised through the review process by the School LAND Trust Section or the District. Once the review is complete, the report may not be edited.

- Content is appropriate for display on a public website, including any attachments. Student names and individual data are not included.
- Spelling and grammar is correct.

I have reviewed this Final Report. It is ready to be displayed on the public website.

Submit For Review

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