

Staff List

Principal – Carl Stubbs

Assistant Principal – Cherstine Willis

Instructional Coach – Alayne Jorgensen

Secretaries – Maura Smith, Tiffany Nielsen

Custodian – Jason Lewis

Preschool – Cheryl Gahley

Kindergarten – Lysie Timoteo, Kari Ercanbrack, Heather Whitehead

1st Grade – Leah Weber, Elaine Duke, Chelsey Hickenlooper, Tina Hollingshead

2nd Grade – Raychelle Later, Brandon Parks, Jamie Derfler, Kali McKenna

3rd Grade – Shantel Bernabeu, Alisha Boynton, Rebecca Millet

4th Grade – Kristy Busby, Thomas Johnson, Alisha Wade

5th Grade – Jolene Durrant, Ken Orr, Hannah Pierce

6th Grade – Janae Jakins, Rex Amendola, Larry Deuel

Reading Recovery – Jenn Payne

Special Ed. – Debra Berkley, Lora Isbell, Kathy Nuesmeyer

Specialties – Katy Krause, Rachel Hughes, Suzanne Alexander

Media Specialist – Sheila Nielson

School Psychologist – Amy Taylor

Speech Therapist – Arlene Erickson

PTA Executive Board

President
Corie St. Clair

President Elect
TBD

Secretary
Cosette Hutton

Treasurer
Andrea Hinton

School Community Council

Chair
Karla Smith

Parent Members
Kiersten Nebeker
Shannon White
April Triggs
Tonya Crosby
Cosette Hutton

School Members
Carl Stubbs
Thomas Johnson
Lora Isbell
Rebecca Millet

3951 N. Wood Rd,
Eagle Mountain, UT 84005
801 610-8724
mountaintrails.alpineschools.org



Mountain Trails Elementary

Stakeholder Report 2018 - 2019

Mission Statement

Blazing Trails of
LEADERSHIP and high
levels of LEARNING for
ALL.

Vision

At Mountain Trails: It's WE
not I. They're OURS not
mine. High learning for
All. And ALL Means ALL.

Trust Land Report

Our School Community Council is in charge of approving our Trust Land Plan and accompanying budget. This year we were allocated \$64,369.

In 2017-2018, we were able to pay for classroom aides, double dosing aides, teacher training, and technology for our classrooms.

To address the goals of our plan, balanced literacy and balanced math instruction was taught school-wide. If students didn't pass their grade level common assessments they participated in Flex/Target Time. Certified teachers and aides taught the classes. Classroom aides were hired to augment and support daily teacher instruction. Grade level teams collaborated weekly to discuss student progress, review data, and share best practices. We feel that our success is due to our students' and teachers' hard work and the support we receive from our parents and community. As a school, we thank you for your continued support and trust.

This year as we looked at our scores from last year's 2017 - 2018 SAGE and DIBLES testing we were able to see a few things. Our Kindergarten reading growth and end of the year scores were among the best in the district. While we didn't meet all of our school goals we saw that our growth is in the middle of the district and we expect to see great improvements this year from last. Teachers, students, and parents worked hard to make this happen. With the continued implementation of Flex Time/Target Time and our Reading Club, I expect to see us move towards the top half of the district in our testing.

We are continually striving to improve our instructional strategies to meet the needs of each student. On Monday collaboration-days, teacher teams meet to align instruction with the Utah State Core, develop common assessments, evaluate individual student's test data, and develop remediation plans for targeted areas of need.

Students in first through sixth grades participate in our Target Time. Our students are given assessments on our essential standards, and if they are unable to pass the assessment, the teachers implement remediation during Target Time for these students. In kindergarten, first, second and third grades, we have implemented a reading club for our students who need help meeting our reading benchmarks. These students get a double dose of reading instruction outside of the classroom. We have seen great strides in our students' reading benchmark scores this year due to reading club.



GROWTH

English Language Arts	43.1%	Typical
Mathematics	41.7%	Typical
Science	49.3%	Low
Growth of Lowest 25%	49.4%	Typical



Typical



ACHIEVEMENT

English Language Arts	29.6%
Mathematics	28.7%
Science	39.0%



Developing