

ADMINISTRATIVE BOARD REPORT

December 2023



OGDEN PREPARATORY
ACADEMY

Early Childhood Center

- Thanksgiving festivities-next year, we will invite parents!
- Kindergarten went on a field trip to the Nature Center.

Upcoming this week:

- Wednesday- Spanish program in best dress!
- Thursday- Gingerbread houses.
- Friday- Polar Express (Kinder)
New Year's Party (Preschool)



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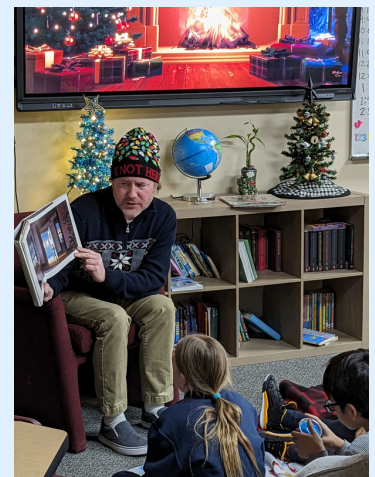
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Elementary



Events & Celebrations

- 3rd LIM Assembly - Dec 13
 - Begin With the End in Mind
 - Spanish Christmas Concert
 - Spirit Day #2
- Elementary Choir & Jr. High Guitar Class Concert - Dec 13
- Family Nights
 - 5th Grade - Dec 7 (Polar Express)
 - 3rd Grade - Jan 18 (Neon? theme)
- Renewed focus on the basics
 - Lesson planning
 - Teach Like a Champion
 - Grade level team teaching specific skills and techniques to staff



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Junior High

Events & Celebrations

- This year we are using Eagle Reward tickets as a motivator for our foundations: Be Prepared, Be Safe, Be Respectful and Be Responsible. Students earn tickets for following the focus foundation and they're able to spend their ticket at Friday's student store. It's been a huge hit.
- Our Safe & Civil Schools coach visited on December 5-6. He was able to conduct common area observations and compare the data to our September visit data. We have shown a lot of growth in increasing positive teacher-student interactions and decreasing common space behavioral incidents.

Introduction to the STOIC Framework

sto•ic Someone admired for patience and endurance in the face of adversity.

The five variables of STOIC provide a compact summary of the methods used by effective classroom managers to encourage responsible behavior. Teachers can adapt these variables to build or revise their classroom management plan.

S **Structure for Success**
Identify any changes in physical arrangements, scheduling, procedures, supervision patterns, and so on that may have a positive effect on behavior.

T **Teach Expectations**
Identify a plan to teach students to function successfully in the structure you have created. This can be as simple as a goal discussion or as involved as daily modeling and rehearsal of responsible behavior. The intervention plan must address when, where, and how positive expectations will be taught to the student.

O **Observe and Monitor**

- ▶ Short term—circulate through and scan the room continually.
- ▶ Long term—collect data to determine progress (or lack thereof) across time.

I **Interact Positively**

- ▶ Provide noncontingent attention by greeting and showing an interest in the student.
- ▶ Provide contingent attention in the form of frequent positive feedback on behavioral and academic effort. When students are meeting your expectations, following your procedures, and engaging appropriately in academic tasks, provide age-appropriate positive feedback. This can be verbal, written, or (to a limited extent) nonverbal. Your positive feedback should be specific, contingent, and nonembarrassing. In particular, look for opportunities to praise students for exhibiting the expectations that have been taught.
- ▶ Maintain at least a 3:1 ratio of positive to corrective interactions. Be sure that students are getting, on average, at least three times more attention when engaged and exhibiting expected behaviors than when off task and violating expectations.

C **Correct Fluently**
Respond to misbehavior calmly, consistently, briefly, and immediately. Always correct respectfully. Determine how you will react to each type of misbehavior that may be related to this problem. Your goal is to be on "automatic pilot" when correcting any chronic misbehavior so you can keep your focus on instruction and on building positive relationships with targeted and nontargeted students.

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Teaching & Learning

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November Employee of the Month

Academic Excellence

Alejandra Ochoa - Elementary Teaching Assistant

I am nominating Ale because she has been so helpful in jumping around different areas to support grades 3 and up. She is assigned to work primarily in grades 4-6, but if and when 3rd grade is short-staffed with TAs, she adjusts her schedule, more than expected, to ensure there's enough coverage and support for the third grade team. She is definitely reliable and consistent and a major team player.

Character Development

Tasha Gonce - Elementary Grade 6 Teacher

I would not have survived this long without her. She helps uplift everyone who is willing to learn from her. She is always kind, generous and helpful. She is really the heart of the 6th grade team and brings us all together and makes us strong.

Individual Growth

Millie Price - Junior High Photography Teacher

Millie has strongly represented individual growth by always being willing to learn and make small adjustments to strengthen her instruction, motivational system, and classroom management. She strives to find what works for her students. She is open-minded and a great example of a lifelong learner!

Assessment Updates

- [2023-2024 BOY Assessment Summary](#)
- [Latest Assessment Newsletter](#)
- [2023-2024 Assessment Calendar](#)
- Middle of Year (MOY) Testing Window - In Progress!
 - Acadience Reading & Math
 - i-Ready Diagnostic
 - Star Reading
 - MAP Growth
- WIDA Test Preparation - Testing begins in January.



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Operations

Board Surveys

- We worked to get more parent involvement, but didn't get many. We included on social media, the website, principal communications, and put QR codes in the windows of each building.
- Parents: Overall the responses were good. There were some responses regarding feeling welcome and engaged. This is something we have been targeting this year particularly, and we will continue to work on improvement.
- JH Staff: The JH has been working with Safe and Civil Schools to revamp their behavior system. This is requiring a change in the way teachers respond to behavior issues in their classrooms. As with any change, there has been some discomfort and push back; however, they are working through those hurdles and making progress.
- Elementary Staff (including ECC): Great response to some of the systems that Kasey and Angela have put in place.
- Staff overall: we recognize that some staff are not feeling appreciated or valued. We have discussed ways to improve. We do have several systems in place for this, but there is always room for improvement.



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Business

- The IRS audit of the COVID stimulus funds returned a decision that the claim is disallowed. The group assisting with the filing considers this to be incorrect, and are preparing to appeal.
- School Mental Health Qualifying Grant Carryforward Grant has been approved; \$86,297
- IDEA Grant has been submitted.
- Title I Grant has been submitted. The DMI (desktop monitoring instrument) has been completed and approved. We are preparing for a site visit in January.
- School Safety and Support Grant has been approved. We are working with the Ogden Police Department to hire a School Resource Officer.
- The ECC playground continues to hold water. Lawn Butler, the contractor One West used for the landscaping, has been working on installing drains. The area to the north of the playground will be cemented and will have artificial turf laid, so it will be a mess for a while.
- We had Daniel Solario paint some additional walls at the ECC around the administration offices.
- The LU systems have finally finished installation in the ECC multipurpose room and cafeteria. Teachers are starting to use them.
- The kindergarten touch screen chromebooks have been received and distributed. Some that were sent were not touch screens, so that is being troubleshooted.
- The Daycare grant receipts were submitted for reimbursement.
- We are required to have a certified Records Officer. That certification was completed.
- Grow Your Own Educator Grant reporting was submitted.
- USBE December data submission was completed.
- FY23 Maintenance of Equity Letter Certification submitted
- Indirect Costs have been entered and certified in UPEFS
- Deferred revenue has been certified in UPEFS.

PTIF (Public Treasurer's Interest Fund)

October - November 2023

- Ending Balance: \$5,447,507.80
- Deposit: 0
- Interest deposited: \$49,369.77



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Data

Enrollment

Grade	PreK	K	1	2	3	4	5	6	7	8	9	All
FY24 Dec	40	96	100	96	99	104	110	91	111	105	99	1051
FY23 Dec	0	100	103	100	102	101	92	102	113	108	107	1028
October 1	38	98	101	95	99	106	111	93	109	106	99	1055
Goal enrollment	60	100	100	100	100	100	105	105	110	110	110	1040
Lottery Pull target	69	110	110	110	110	110	115	115	120	120	120	1140

Grade	OGDEN PREPARATORY ACADEMY					
	I	A	GWL	SWL	TWL	FWL
K	0	132	0	0	0	0
1	1	39	1	0	0	0
2	0	26	0	0	0	0
3	0	28	0	0	0	0
4	0	24	0	0	0	0
5	3	36	1	2	0	0
6	0	26	0	0	0	0
7	1	37	1	0	0	0
8	0	29	0	0	0	0
9	0	16	0	0	0	0
Totals:	5	393	3	2	0	0

Waitlist- 2023-2024

Trends

Annual Withdrawals		Student Retention		Teacher Retention	
2017	76	2019	87.74%	2018	83.00%
2018	70	2020	86.80%	2019	87.00%
2019	58	2021	91.21%	2020	90.00%
2020	77	2022	89.13%	2021	87.14%
2021	94	2023	92.79%	2022	89.47%
2022	78	2024	96.33%	2023	85.54%
2023	100	2022 Charter Average	79.80%	2024	84.21%