

Final Report 2017-2018 - Roy EL

Please Finish your Final Report Submission

Your Final Report has been reviewed and the reviewers and or/board have made comments. Please scroll to the bottom of the plan, review the comments and make any requested changes. If the changes are substantive, the council will need to vote and a vote will need to be entered. When you are finished, please resubmit and notify the district that you are finished.

Print Instructions

Please use the print option in your browser.

Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2017 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2017-2018.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2016-2017	\$3,591	N/A	\$1,942
Distribution for 2017-2018	\$47,231	N/A	\$48,288
Total Available for Expenditure in 2017-2018	\$50,822	N/A	\$50,230
Salaries and Employee Benefits (100 and 200)	\$36,991	\$36,601	\$31,921
Employee Benefits (200)	\$0	\$0	\$4,680
Professional and Technical Services (300)	\$4,295	\$185	\$185
Repairs and Maintenance (400)	\$0	\$0	\$0
RETIRED. DO NOT USE (500)	\$300	\$0	\$0
Printing (550)	\$0	\$0	\$0
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	\$0	\$0	\$0
General Supplies (610)	\$791	\$0	\$0
Textbooks (641)	\$600	\$589	\$589
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$0	\$0	\$0
Software (670)	\$1,500	\$3,091	\$3,841
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$6,200	\$8,246	\$0
Technology Equipment > \$5,000 (734)	\$0	\$0	\$7,496
Total Expenditures	\$50,677	\$48,712	\$48,712
Remaining Funds (Carry-Over to 2018-2019)	\$145	N/A	\$1,518

Goal #1
Goal

EDIT ANSWERS

Eighty-two percent of students in grades K-3 will read at benchmark by the end of the school year.

Academic Areas

- Reading

Measurements

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

DIBELS scores will be used to determine if students are making progress towards our reading goal. Students will be assessed at the beginning, middle and end of the year.

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

BOY 2017-18, 66% of Kindergarten students were reading at benchmark. 78% of students were reading at benchmark at EOY.

BOY 2017-18, 71% of first grade students were reading at benchmark. 56% of students were reading at benchmark at EOY.

BOY 2017-18, 71% of second grade students were reading at benchmark. 73% of students were reading at benchmark at EOY.

BOY 2017-18, 69% of third grade students were reading at benchmark. 73% of students were reading at benchmark at EOY.

BOY 2017-18, 69% of students in K-3 were reading at benchmark. 70% of students in K-3 were reading at benchmark at EOY.

Action Plan Steps

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

1. Paraprofessionals, under the direction of our reading coach, will work with students in grades kindergarten through third grade individually and in small groups for Early Reading Intervention.
2. An AmeriCorps paraprofessional will direct the Read Today tutoring program utilizing adult volunteers. She will have responsibility for training the volunteers in the STAR tutoring program and assign students to tutors.
3. Latinos in Action high school student tutors will be trained and will tutor students in reading.
4. Teachers will meet weekly in collaborative teams to review student data, adjust instruction, and discuss placement of students in small groups for reading/language instruction. This collaborative time will be created when students attend computer, P.E. and library.
5. Teachers will be involved in professional development through the School Leadership Team, PLC teams, faculty trainings and additional off-campus professional development. Ongoing training on topics related to literacy instruction, side-by-side coaching from our reading specialist, along with opportunities for teachers to observe other teachers will take place.
6. Technology will be purchased to support differentiated instruction in the classroom. Both hardware (e.g. interactive whiteboards, tablets, other digital devices, etc.) and software, e.g. site licenses, software, apps, etc., will be purchased.
7. Resources to support student reading will be purchased, research based literature for teachers, student texts, etc.

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

Paraprofessionals, under the direction of our reading coach, worked with students in grades kindergarten through third grade individually and in small groups for Early Reading Intervention. An AmeriCorps paraprofessional directed the Read Today tutoring program utilizing adult volunteers. She was responsible for training the volunteers in the STAR tutoring program and assign students to tutors. Latinos in Action high school student tutors were trained and tutored students in reading. Teachers met weekly in collaborative teams to review student data, adjust instruction, and discussed placement of students in small groups for reading/language instruction. The collaborative time was created when students attend computer, P.E. and library. Teachers were involved in professional development through the School Leadership Team, PLC teams, faculty trainings and additional off-campus professional development. Ongoing training on topics related to literacy instruction, side-by-side coaching from our reading specialist, along with opportunities for teachers to observe other teachers will take place. Technology was purchased to support differentiated instruction in the classroom. Both hardware (e.g. interactive whiteboards, tablets, other digital devices, etc.) and software, e.g. site licenses, software, apps, etc., were purchased. Resources to support student reading were purchased, research based literature for teachers, student texts, etc.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Paraprofessionals will work with students in grades kindergarten through third grade individually and in small groups for Early Reading Intervention. An AmeriCorps paraprofessional will direct the Read Today tutoring program utilizing adult volunteers. She will have responsibility for training the volunteers in the STAR tutoring program and assign students to tutors.	\$18,000	\$18,601	Paraprofessionals, under the direction of our reading coach, worked with students in grades kindergarten through third grade individually and in small groups for Early Reading Intervention. An AmeriCorps paraprofessional directed the Read Today tutoring program utilizing adult volunteers. She was responsible for training the volunteers in the STAR tutoring program and assign students to tutors. Latinos in Action high school student tutors were trained and tutored students in reading. Teachers met weekly in collaborative teams to review student data, adjust instruction, and discussed placement of students in small groups for reading/language instruction. The collaborative time was created when students attend computer, P.E. and library. Teachers were involved in professional development through the School Leadership Team, PLC teams, faculty trainings and additional off-campus professional development. Ongoing training on topics related to literacy instruction, side-by-side coaching from our reading specialist, along with opportunities for teachers to observe other teachers will take place. Technology was purchased to support differentiated instruction in the classroom. Both hardware (e.g. interactive whiteboards, tablets, other digital devices, etc.) and software, e.g. site licenses, software, apps, etc., were purchased. Resources to support student reading were purchased, research based literature for teachers, student texts, etc.
Professional and Technical Services (300)	Teachers will be involved in professional development. Conference and/or workshop tuition is needed for teacher professional development.	\$3,000	\$185	Conference for teacher at USU and UVU.
General Supplies (610)	Student materials to support reading will be purchased.	\$300	\$0	We didn't use this category.
Textbooks (641)	Literature for teachers and student texts to support reading will be purchased.	\$600	\$589	Literature for teachers and student texts to support reading was purchased.
Software (670)	Software, including site licenses and apps to support student reading will be purchased.	\$1,500	\$3,091	\$1281 was used for typing program which gave teachers time in PLC teams to work on small group instruction for reading. \$760.50 was used for Chromebook software licences. \$750 was used for site licence for Project lead the way.
Equipment (Computer Hardware, Instruments, Furniture) (730)	Technology will be purchased to support differentiated instruction in classrooms, e.g. interactive whiteboards, tablets, other digital devices, etc.	\$5,200	\$7,496	A Chromebook lab was purchased for the school to help differentiate instruction. \$1050 was a cart that was coded as software.
Total:		\$28,600	\$29,962	

Goal #2 Goal

[EDIT ANSWERS](#)

We will increase student math and science proficiency by two percent from the 2017 SAGE to 2018 SAGE.

Academic Areas

- Mathematics
- Science

Measurements

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

Data from Moby Max will be collected at the beginning, middle and end of the year to measure progress.
A comparison of 2016-2017 and 2017-2018 SAGE data will be used to measure progress.

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

Kindergarten, beginning was 0, end was 1.3
1st, beginning was 1.3, end was 2
2nd, beginning was 2, end was 2.7
3rd, beginning was 2.5, end was 3.4
4th, beginning was 2.8, end was 4
5th, beginning was 3.5, end was 4.7
6th, beginning was 4.1, end was 5.5

Over all, all grades improved at a good rate. the numbers represent year and month. All growth was more than one year of growth.

Sage data
4th grade 16-17 was 16% 17-18 was 19%
5th grade 16-17 was 29% 17-18 was 17%
This was a very big concern, which we are going to look at data and see where we can improve.

6th grade doesn't have data to compare because this year they changed the test and they haven't posted results.

Action Plan Steps

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

1. Students will participate in at least twenty hours of STEM (Science, Technology, Engineering, and Math) activities.
2. Math paraprofessionals will provide additional support to students during Tier II intervention time.
3. Math manipulatives and other resources will be purchased to support teacher instruction and student learning.
4. A teacher will direct and supervise students in grades 4-6 as they build and program robots using the VEX system.
5. Grade-level common assessments will be developed and used by teachers in each grade. Progress throughout the year will be measured using these common assessments.
6. Weekly teacher collaborative time will be provided through the use of the librarian, a P.E. and computer teacher. During the computer portion of this time, students will work on math activities directly related to their level and understanding.
7. A license for Moby Max for the 2017-2018 school year will be purchased.
8. Students will be involved in robotics competitions. LAND Trust funds will be used for competition entrance fees.
9. STEM Equipment will be paid for using SchoolLand Trust money.
10. Teachers will participate in professional development for math and science.

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

Students participated in at least twenty hours of STEM (Science, Technology, Engineering, and Math) activities. Math paraprofessionals provided additional support to students during Tier II intervention time. Math manipulatives and other resources were purchased to support teacher instruction and student learning. A teacher directed and supervise students in grades 4-6 as they build and program robots using the VEX system. Grade-level common assessments were developed and used by teachers in each grade. Progress throughout the year were measured using these common assessments. Weekly teacher collaborative time was provided through the use of the librarian, a P.E. and computer teacher. During the computer portion of this time, students worked on math activities directly related to their level and understanding. A license for Moby Max for the 2017-2018 school year was purchased. Students were involved in robotics competitions. LAND Trust funds will be used for competition entrance fees. Teachers participated in professional development for math and science.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Math paraprofessionals will provide additional support to students during Tier II intervention time. A teacher will direct and supervise students in grades 4-6 as they build and program robots using the VEX system. Weekly teacher collaborative time will be provided through the use of the librarian, a P.E. and computer teacher. During the computer portion of this time, students will work on math activities directly related to their level and understanding.	\$16,500	\$18,000	Paid para's for above description.
Professional and Technical Services (300)	A license for Moby Max for the 2017-2018 school year will be purchased.	\$1,295	\$0	Looking for where we bought this from.
RETIRED. DO NOT USE (500)	Entrance fees for Robotics Competitions will be paid.	\$300	\$0	Received grant for this portion.
General Supplies (610)	Math manipulatives and other resources will be purchased to support teacher instruction and student learning.	\$491	\$0	Didn't use.
Equipment (Computer Hardware, Instruments, Furniture) (730)	STEM Equipment will be purchased	\$1,000	\$750	Project lead the way. This was coded as software in our accounting system.
Total:		\$19,586	\$18,750	

**Goal #3
Goal**

[EDIT ANSWERS](#)

Decrease absences by ten percent for our most chronically absent students to help improve academic achievement.

Academic Areas

- Reading
- Mathematics

Measurements

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

Attendance percentages for our most chronically absent students will be reviewed throughout the year. Data from DIBELS and Moby Max will be used to measure academic progress for our most chronically absent students.

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

43 of the 57 students that were tracked showed improvement over last years attendance, which is 75% of the students showing improvement.

Of the 20 students that were tracked for Moby Max all 20 showed an increase from the start of year to the end of year.

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BOY 2017-18, 71% of second grade students were reading at benchmark. 73% of students were reading at benchmark at EOY.

BOY 2017-18, 69% of third grade students were reading at benchmark. 73% of students were reading at benchmark at EOY.

BOY 2017-18, 69% of students in K-3 were reading at benchmark. 70% of students in K-3 were reading at benchmark at EOY.

Action Plan Steps

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

1. An AmeriCorps Paraprofessional will case manage students who are chronically absent.

This paraprofessional will track student attendance and grades to provide support and follow through where needed. He or she will act as a liaison with parents to help improve attendance and support academic achievement through small group tutoring with specific emphasis in Math.

2. Attendance data will be reviewed throughout the year. Data from DIBELS and Moby Max will be used to measure academic progress for our most chronically absent students.

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

An AmeriCorps Paraprofessional case managed students who were chronically absent. This paraprofessional tracked student attendance and grades to provide support and follow through where needed. She acted as a liaison with parents to help improve attendance and support academic achievement through small group tutoring with specific emphasis in Math. Attendance data was reviewed throughout the year. Data from DIBELS and Moby Max was used to measure academic progress for our most chronically absent students.

Behavioral Component

Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	To improve student attendance, an AmeriCorps Paraprofessional will case manage students who are chronically absent. This paraprofessional will track student attendance as well as reading and math progress and provide support and follow through where needed. He or she will act as a liaison with parents to help in their efforts improve attendance and support academic achievement through small group tutoring with specific emphasis in Math. Part of the salary for this person will be paid for with LAND Trust funds, \$2491.	AmeriCorps Paraprofessional case managed students who were chronically absent. This paraprofessional tracked student attendance as well as reading and math progress and provide support and follow through where needed. She acted as a liaison with parents to help in their efforts improve attendance and support academic achievement through small group tutoring with specific emphasis in Math.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
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Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Part of the salary for our AmeriCorps Member will be paid using LAND Trust funds.	\$2,491	\$0	Through the Roy Cone Project we were able to pay for her salary.
Total:		\$2,491	\$0	

Increased Distribution (and Unplanned Expenditures)

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

Additional funds would be used to purchase materials or technology that would support tier two instruction. Examples may include supplemental math or reading materials, laptops, Chrome books, iPads, etc. and any storage needed to house technology items.

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

We used extra funds to purchase math software and classroom technology to support math and reading.

Publicity

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

- School website

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

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

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.

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on 2018-10-20

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
10	0	0	2017-02-28

Need to add an attachment?

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

Please Note

Comments will only be visible for users that have logged in.

Comments

Date	Name	Comment
2017-04-14	Paula Plant	Please add the Robotics Competition Fee to the Action Plan in Goal #2. All expenditures must be included in the Action Plan. Thank you!
2017-04-18	Karla Porter	Please review Paula's comments and make the needed changes. Thanks!

Review before Submitting

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.

This form is ready for display on the public website. Spelling and grammar are correct. Student names and individual data are not included.

[BACK](#)

[SUBMIT FOR REVIEW](#)