

Final Report 2016-2017 - Cedar Valley EL

This Final Report is currently pending initial review by a School LAND Trust Administrator. You may unlock the Final Report to edit/update non-substantive changes without a vote.

Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2016 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2016-2017.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2015-2016	\$625	N/A	\$1,016
Distribution for 2016-2017	\$7,620	N/A	\$8,302
Total Available for Expenditure in 2016-2017	\$8,245	N/A	\$9,318
Salaries and Employee Benefits (100 and 200)	\$5,000	\$4,962	\$4,594
Employee Benefits (200)	\$0	\$0	\$368
Professional and Technical Services (300)	\$1,800	\$1,676	\$2,417
Repairs and Maintenance (400)	\$0	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0	\$0
Travel (580)	\$800	\$1,729	\$988
General Supplies (610)	\$645	\$951	\$951
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	\$8,245	\$9,318	\$9,318
Remaining Funds (Carry-Over to 2017-2018)	\$0	N/A	\$0

Goal #1 Goal

The percent of K-3 students reaching benchmark on DIBELS will increase by 10% from the January 2016 (MOY) assessment window to the January 2017 (MOY) assessment window.

Academic Areas

- Reading

Measurements

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

During the January 2016 (MOY) DIBELS assessment window 44% of our K-3 students met the benchmark. We will be using the may 2016 (EOY) and September 2016 (BOY) DIBELS assessments to track student progress towards our goal. Teachers will also use progress monitoring tools at least monthly with students who are below benchmark to track more detailed student progress.

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

We improved from the January 2016 MOY Dibels Benchmark being 44% to the January 2017 MOY Dibels Benchmark of 57%. We had 13% more students meet benchmark on dibels which met our goals of improving by 10%.

Action Plan Steps

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

We will hire two double dosing aides who will work with small groups of students and individual students on targeted reading skills in K-3.

We will take advantage of professional development opportunities to learn research based way to help our students to improve reading skills. We will pay for substitutes to cover classroom while teachers attend professional development. We will also pay for teachers to attend professional development at the Utah Rural Schools Conference.

We will pay a certified teacher to come 2-3 hours each week to work with small groups of students for 30 minutes at a time using a research based reading intervention program. This teacher will work with students most at risk needing reading intervention based on DIBELS assessments throughout the year.

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

Two double dosing aides were hired to work with K-3 students in small groups and one on one focused on specific skills that students needed help on. These aides were trained on DIBELS progress monitoring and worked closely with the teachers to ensure student growth.

Two teachers attended the Cites Literacy Promise Conference to learn strategies and best practices of instruction. Those teachers then came back and shared the learning with the school to help all teachers improve instruction. The cost of the teacher's subs as well as the conference was paid for through School Land Trust funds.

We extended the day of our resource teacher by one hour each day to work with small groups of students for 30 minutes at a time. She used the pals reading program with the students who were at most risk and many students were able to make great progress with this intensive intervention.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Double Dosing aides assisting with reading instruction. \$1,000 Certified teacher working with small groups of students on reading interventions. \$1,500	\$2,500	\$2,500	Actual Use
Professional and Technical Services (300)	Substitutes to cover classes while teacher attend conferences. \$300 Professional development and conference registrations. \$600	\$900	\$763	Actual Use
Travel (580)	Travel costs for professional development opportunities at the Utah Rural Schools Conference. \$400	\$400	\$1,000	Actual Use
General Supplies (610)	Reading and Writing intervention set	\$645	\$951	Purchase of 3 iPads + more from school funds. This was an approved change through and amendment. I was not able to put this in Equipment because that option was not available.
	Total:	\$4,445	\$5,214	

Goal #2 Goal

The percentage of students reaching proficiency will increase by 10% in SAGE Language Arts and Math subjects at the end of the 2016-17 school year as compared to the 2015-16 school year.

Academic Areas

- Reading
- Mathematics
- Writing

Measurements

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

We will look at the percentage of students who pass the 2017 SAGE Language Arts and Math tests and compare them to the percentage of students who passed the 2016 SAGE Language Arts and Math tests.

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

SAGE Math scores improved from 17% to 26% proficient from 2016 to 2017. SAGE Language Arts scores improved from 23% to 26% proficient from 2016 to 2017. We did not quite meet our goal of improving by 10% in each area. We improved by 9% in math and 3% in Language Arts. Our growth scores were very high, our schools MGP in Math was 78 and our MGP in Language Arts was 63. Our students made above average growth as a school over the past year.

Action Plan Steps

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

We will hire two double dosing aides to work with students in 3rd-6th grade focused on targeted interventions in writing and math under the direction of the teacher.

We will have our specialty teachers work an extra 45 minutes each week to be used as a flex time. During this time teachers will be able to pull small groups of student who need extra support in Language Arts or Math.

We will take advantage of professional development opportunities to learn research based ways to help our student to improve in Writing and Math.

We will pay for substitutes to cover classes while teachers attend professional development and collaborate with teams. We will also pay to have teachers attend professional development at the Utah Rural Schools Conference.

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

Two double dosing aides were hired to work with small groups of students and one on one with students on math and language arts interventions. The aides worked under the direction of the teachers in each grade level. They spent 40 minutes with each class 3 day per week.

We extended our Computer and Arts teachers day by 45 minutes to give the teachers a flex time to be able to intervene with students in need. We called this time of the day Wrangler time and it happened on Tuesdays and Thursdays. Teachers had the opportunity to send students to the art or computer classrooms to work on extensions while the teachers kept students needing extra support in their rooms to help them on specific needed skills.

Five teachers attended the Utah Rural Schools conference in Cedar City where they attend classes to help improve Language Arts and Math Instruction.

We paid for a half day substitutes during the third trimester for each teacher to work collaboratively with the upper and lower grade teams to plan student learning, interventions, and set goals.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Hire two double dosing aides to work with 3-6th grade students focused on writing and math targeted interventions. \$1,000 Hire our art and music teachers an extra 45 minutes each week to be used as flex time for teachers to pull and work with small groups of students. \$1,500	\$2,500	\$2,462	Actual Use
Professional and Technical Services (300)	Substitutes to cover classes while teachers attend conferences. \$300 Professional Development and conference registrations. \$600	\$900	\$913	Actual Use
Travel (580)	Travel costs for professional development opportunities at the Utah Rural Schools Conference. \$400	\$400	\$729	Actual Use
	Total:	\$3,800	\$4,104	

Increased Distribution

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

In order to help us with our first goal of improving the number of students on benchmark we will increase the amount of intervention time for students below benchmark and professional development for teachers. We will also use extra funding to buy apps for the iPads purchased this

year to support student learning and growth.

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

We used the increased distribution to add more aide time and teacher intervention time working directly with students.

Publicity

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

- Letters to policy makers and/or administrators of trust lands and trust funds.
- School newsletter
- School website

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

- School newsletter
- School website

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2017-10-19**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
5	0	2	2016-04-18

**Plan Amendments
Approved Amendment #1**

Submitted By:

Jory Schmidt

Submit Date:

2017-05-10

Admin Reviewer:

Karen Rupp

Admin Review Date:

2017-05-15

District Reviewer:

David Stephenson

District Approval Date:

2017-05-15

Board Approval Date:

2017-05-15

Number Approved:

5

Number Not Approved:

0

Absent:

2

Vote Date:

2017-05-10

Explanation for Amendment:

The Council has decided to move \$976 dollars from the General Supplies budget into the Equipment budget for the purchase of 3 iPads. Lexia and other literacy apps will be loaded onto the iPads to be used to help students build reading skills and fluency. This will support our first goal in increasing our students reaching benchmark on dibels by 10%.

Final Explanation for Amendment:

We purchased 3 iPads + more from school funds to support our students on basic math facts practice using RAMP, Prodigy, Big Brainz, etc. and the use of Language Arts programs (Lexia, Wonders) that work with students on their level of learning.

No Comments at this time

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