

Final Report 2017-2018 - 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 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	\$197	N/A	\$114
Distribution for 2017-2018	\$10,486	N/A	\$10,367
Total Available for Expenditure in 2017-2018	\$10,683	N/A	\$10,481
Salaries and Employee Benefits (100 and 200)	\$6,500	\$3,328	\$3,070
Employee Benefits (200)	\$0	\$0	\$258
Professional and Technical Services (300)	\$2,500	\$1,096	\$1,096
Repairs and Maintenance (400)	\$0	\$0	\$0
RETIRED. DO NOT USE (500)	\$0	\$0	\$0
Printing (550)	\$0	\$0	\$0
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	\$1,200	\$0	\$0
General Supplies (610)	\$0	\$0	\$0
Textbooks (641)	\$0	\$0	\$0
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)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$483	\$0	\$0
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
Total Expenditures	\$10,683	\$4,424	\$4,424
Remaining Funds (Carry-Over to 2018-2019)	\$0	N/A	\$6,057

Goal #1 Goal

The percent of K-3 students reaching benchmark on DIBELS will increase by 10% from the January 2017 (MOY) assessment window to the January 2018 (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 2017 (MOY) DIBELS assessment window 58% of our K-3 students met the benchmark. We will be using the May 2017 (EOY) and September 2017 (BOY) DIBELS assessments to track student progress towards our goal. Teachers will also use progress monitoring tools using amplify 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.

During the 2017 MOY window 58% of our students reached benchmark on Dibels. During the 2018 MOY window just 52% of our students reached benchmark on Dibels. We did not reach our goal and have learned that it is difficult to predict the student composite scores we have been looking more closely at individual performance indicators. Students received progress monitoring at least monthly and we were able to see each students growth in each performance expectation.

Action Plan Steps

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

We will hire 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. Two teachers will attend the literacy promise conference and come back and share with the staff what they learned. We will also pay for teachers to attend professional development at the Utah Rural Schools Conference, where they will attend sessions to help them improve their reading and writing instruction.

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.

We will purchase iPads for students to use Lexia, Ramp and other learning software to improve their language arts skills.

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

3 aides were hired to work with students in small groups and individually using interventions targeting specific skills needed. Each class had aide support in the classroom. 2 teachers attended the Literacy Promise Conference and brought back valuable information to share with the staff. 2 teachers attended a conference with Mike Mattos and brought back valuable information about how to restructure our intervention system at the school. 1 teacher attended the UCET conference. Substitutes were hired for teachers while attending professional development. Certified teachers were hired to spend extra time with students identified as needing extra support. These teachers spent anywhere from 2-5 hours each week combined depending on the classroom and student needs for that week.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Double Dosing aides assisting with reading instruction. (\$2,000) Certified teacher working with small groups of students on reading interventions. (\$1,500)	\$3,500	\$1,570	As Described
Professional and Technical Services (300)	Substitutes to cover classes while teachers attend conferences and while teacher have data planning meetings. (\$800) Professional development and conference registrations. (\$450)	\$1,250	\$530	As Described
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	Travel costs for professional development opportunities at the Utah Rural Schools Conference. (\$600)	\$600	\$0	Not Spent
Equipment (Computer Hardware, Instruments, Furniture) (730)	iPads for student use on Lexia, Ramp and other learning software.	\$483	\$0	Not Spent
	Total:	\$5,833	\$2,100	

Goal #2 Goal

The percentage of students reaching proficiency will increase by 10% in SAGE Language Arts and Math at the end of the 2017-18 school year as compared to the 2016-17 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 compare the percentage of students who pass the 2017-18 SAGE Language Arts and Math tests to the percentage of students who passed the 2016-17 SAGE Language Arts and Math tests.

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

During the 2017 Sage test window 26% of our 3-6th grade students were proficient on the Language Arts Summative Assessment. During the 2018 SAGE test window 29% of our 3-6th grade students were proficient on the Language Arts Summative Assessment. We were able to increase the percent proficient by 3% of our students. We were able to show improvement but did not reach our goal of 10%. During the 2017 Sage test window 26% of our 3-6th grade students were proficient on the Math Summative Assessment. During the 2018 SAGE test window 24% of our 3-6th grade students were proficient on the Math Summative Assessment. This show a decrease in the percentage of students who reached proficiency and we did not reach our goal of 10%. Students were able to show growth with a 50 MGP (Median Growth Percentile) on SAGE Math. We were able to use SAGE interim assessments to monitor progress throughout the year. These assessments were also able to help teachers adjust instruction throughout the year based on student needs and assessment results.

Action Plan Steps

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

We will hire 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, where they will attend sessions to help them improve their reading, writing, and math instruction.

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

Double dosing Aides were hired to work for 1 hour per day in each class. Specialty teachers worked and extra hour each week to work with students during our flex time. Classroom teachers were able to work with small groups of students for 30 minutes two times each week. 2 teachers attended the Literacy Promise Conference and brought back valuable information to share with the staff. 2 teachers attended a conference with Mike Mattos and brought back valuable information about how to restructure our intervention system at the school. 1 teacher attended the UCET conference. Substitutes were hired for teachers while attending professional development. Teachers met as teams for 2 half days to adjust plans and analyze data to better help and support each student. Subs were hired to cover teachers classes during these meetings.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Hire double dosing aides to work with 3-6th grade students focused on writing and math targeted interventions. (\$2,000) Extend the contract of specialty teacher an extra 45 minutes each week to be used as flex time for teachers to pull and work with small groups of students in math and language arts. (\$1,000)	\$3,000	\$1,758	As Described
Professional and Technical Services (300)	Substitutes to cover classes while teachers attend conferences and plan with teams and aides. (\$800) Professional Development and conference registrations. (\$450)	\$1,250	\$566	As Described
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	Travel costs for professional development opportunities at the Utah Rural Schools Conference. \$600	\$600	\$0	Not spent
	Total:	\$4,850	\$2,324	

Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of \$6,057 to the 2018-2019 school year. This is 58% of the distribution received in 2017-2018 of \$10,367. Please describe the reason for a carry-over of more than 10% of the distribution.

We had a carry over because of an increased distribution in our school and district accounts. These other funds were spend before spending our Land Trust funds.

Increased Distribution (and Unplanned Expenditures)

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

Increased funds will be used to Increase the amount of aide time for classes and to purchase iPads to be used in classrooms using Lexia, Ramp and other students learning software.

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

We increased the amount of time aides spent with individual and small groups of students using targeted interventions.

Publicity

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

- 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 **2018-10-19**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	1	2017-04-12

Please Note

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

Comments

Date	Name	Comment
2017-05-22	Natalie Gordon	Please provide more information on the professional development available at the Rural Schools Conference, and how it directly aligns with the goals. Professional development money from the program may only be spent on teachers. Administration and staff development can not be funded.
2017-08-09	David Stephenson	Please make revisions as described above. Thank you!

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