

# Final Report 2017-2018 - Midvale EL

## Final Report Approved

### Final Report Approval Details

**Submitted By:** Alice Peck

**Submit Date:** 2018-11-26

**Admin Reviewer:** Karen Rupp

**Admin Review Date:** Unknown

**District Reviewer:** Alice Peck

**District Approval Date:** 2018-11-26

**Board Approval Date:** 2018-11-26

### 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	\$3,112	N/A	\$3,242
Distribution for 2017-2018	\$71,069	N/A	\$70,655
Total Available for Expenditure in 2017-2018	\$74,181	N/A	\$73,897
Salaries and Employee Benefits (100 and 200)	\$43,000	\$22,332	\$20,565
Employee Benefits (200)	\$0	\$0	\$1,767
Professional and Technical Services (300)	\$0	\$0	\$0
Repairs and Maintenance (400)	\$0	\$0	\$0
RETIRED. DO NOT USE (500)	\$0	\$3,512	\$3,512
Printing (550)	\$0	\$0	\$0
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	\$2,000	\$0	\$0
General Supplies (610)	\$1,500	\$1,272	\$1,272
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)	\$27,500	\$40,140	\$40,140
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0

Total Expenditures	\$74,000	\$67,256	\$67,256
Remaining Funds (Carry-Over to 2018-2019)	\$181	N/A	\$6,641

## Goal #1

### Goal

By May of 2018, 60% of Midvale Elementary School students in each grade will achieve their expected level of growth in reading fluency as measured by CBM assessments.

## Academic Areas

- Reading

## Measurements

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

Winter CBM Data indicates the following percentages of students reaching their expected level of growth in reading fluency during the 2016-17 school year.

- K - 56%
- 1 - 34%
- 2 - 29%
- 3 - 23%
- 4 - 54%
- 5 - 71%

By May of 2018, 60% of students in each grade level will attain their expected level of growth as measured by reading CBM's

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

CBM Data indicate that from our baseline measurement listed above, the following changes occurred:

Kindergarten increased 5% to 61% of students making expected growth on CBM's.

1st Grade increased 4% to 38% of students making expected growth on CBM's.

2nd Grade increased 14% to 43% of students making expected growth on CBM's.

3rd Grade increased 18% to 41% of students making expected growth on CBM's.

4th Grade decreased 8% to 46% of students making expected growth on CBM's.

5th Grade decreased 15% to 56% of students making expected growth on CBM's.

## Action Plan Steps

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

1. Ensure that all students receive quality Tier 1 reading instruction every day planned using the Utah State Core Standards.
2. Ensure that all students receive instruction in small groups to meet individual skills needs.
3. Employ the use of adaptive technological resources such as Lexia and SuccessMaker in SBI and ELD instruction
4. Identify students below benchmark and progress monitor their growth.
5. Hire 2 Reading Interventionists to provide small group skills based instruction in regular and Dual Immersion classrooms.
6. Train Reading Interventionists to utilize research-based resources during SBI (Skills-based Intervention) time to have the greatest impact on student learning. CSD approved programs will be used: RTI (Response To Intervention) Kit, Rewards, 6 Minute Solution, etc.
7. Teachers and Reading Interventionists will participate in regular professional development to refine and improve their teaching skills. To provide time for Professional Development, substitute teachers will be hired using Land Trust funds.
8. To build the cognitive schema needed to learn new material, it is critical that students have the background knowledge and academic vocabulary necessary to process new information. Inquiry based and experiential hands on learning are not only motivating to children, but provide authentic learning situations. To support the rapid acquisition of background knowledge and academic vocabulary necessary for comprehending expository text and being able to write clearly, LAND Trust funds will be used to provide one academic field trip per grade level in a CORE content area. Utah CORE English Language Arts standards focus on developing the skills to read and understand a variety of expository text and to write persuasively. Students with limited backgrounds are at a disadvantage without this type of support. Examples of field trips that have been taken in the past are: The Clark Planetarium, Living Planet Aquarium, Museum of Curiosity, The Natural History Museum and the State Capitol. Teachers have created activities for use during these trips that build background knowledge and prepare students for better reading and writing.

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

We implemented each component of the plan as outlined above in the following ways:

1. Professional learning for teachers was centered on standards based instruction and mastery. Teachers worked to improve planning for engagement and increasing the amount of student to student academic discourse in their classrooms. Teachers provided scaffolds such as sentence frames and starters to help students frame thoughts during classroom discussions, reading time and writing.
2. Skills based instruction was provided on a daily basis using evidence based curriculum and materials. Interventionists support this small group instruction and were trained on the use of evidence based Tier II intervention programs such as those listed above.
3. Field trips were provided as the basis for experiential learning and writing in the classroom. Teachers developed and used curricular materials and learning guides to ensure that students would have academic experiences before, during and after field trips were taken.
4. Computer hardware was purchased to support online assessment and computer based literacy programs.

**Expenditures**

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Hire 2 reading interventionists for SBI Instruction. Substitute teachers for Professional Learning Experiences.	\$23,000	\$11,166	Reading interventionists were hired as outlined by the plan. We were not able to hire as many individuals as we had hoped, and did not spend all the money we allocated.
Transportation/Admission/Per	Academic field trip for each grade	\$2,000	\$0	See explanation in 'Unplanned Expenditures'

Diem/Site Licenses (510, 530 and 580)	level - see examples of field trips in Action Plan			
Equipment (Computer Hardware, Instruments, Furniture) (730)	Computer Hardware and Applications	\$13,750	\$20,070	Computer hardware was purchased to support online assessment and computer based literacy programs
	Total:	\$38,750	\$31,236	

## Goal #2 Goal

By May 2018, 60% of Midvale Elementary School students in each grade level will attain their expected level of growth in math computation fluency as measured by the district CBM assessments.

## Academic Areas

- Mathematics

## Measurements

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

Winter CBM Data indicates the following percentages of students reaching their expected level of growth in math computation fluency during the 2016-17 school year.

- K - 15%
- 1 - 61%
- 2 - 54%
- 3 - 20%
- 4 - 11%
- 5 - 38%

By May of 2018, 60% of students in each grade level will attain their expected level of growth as measured by math CBM's

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

CBM Data indicate that from our baseline measurement listed above, the following changes occurred:

Kindergarten increased 51% to 66% of students making expected growth on CBM's.

1st Grade increased 14% to 75% of students making expected growth on CBM's.

2nd Grade decreased 32% to 22% of students making expected growth on CBM's.

3rd Grade increased 33% to 53% of students making expected growth on CBM's.

4th Grade increased 12% to 23% of students making expected growth on CBM's.

5th Grade decreased 6% to 32% of students making expected growth on CBM's.

### Action Plan Steps

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

1. Ensure that all students receive rigorous Tier I math instruction every day centered on the Utah State Core Standards.
2. Identify students below benchmark and progress monitor their math skills bi-monthly.
3. Ensure that all students receive instruction in small groups to meet individual skills needs.
4. Hire 2 Math Interventionists to provide small group skills based instruction in regular and Dual Immersion classrooms.
5. Train math interventionists to utilize research based resources during SBI time to have the greatest impact on student learning.
6. Include the use of adaptive technological resources such as SuccessMaker and Prodigy Math to build math skills and provide appropriately leveled activities.
7. Teachers and Math Interventionists will participate in regular professional development to refine and improve their teaching skills.

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

1. Training was provided in math instructional strategies so teachers could provide adequate Tier I instruction.
2. Students below benchmark were identified and provided additional supports.
3. Interventionists were hired and trained to support skills based instruction. Students were given access to adaptive computer based programs.
4. Funds were used to buy student incentives used for the Principal's 200 Club.

### Behavioral Component

Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	Midvale Elementary School will continue implementation of the Principal's 200 club. Students will be reinforced for following school rules during the school day. This program will be used in the context of our PBIS framework.	

### Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Hire two math interventionists for SBI instruction.	\$20,000	\$11,166	We used Land Trust funds to hire the interventionists we planned for. We were not able to hire as many individuals as we had hoped, and did not spend all the money we allocated.
General Supplies (610)	Incentives for 200 Club Ticket winners. \$2/student.	\$1,500	\$1,272	These funds were used to buy student incentives used for the Principal's 200 Club.
Equipment (Computer Hardware,	Computer hardware and applications for use during Core	\$13,750	\$20,070	We used these funds to increase the number of iPads we have in the lower grades. We are working towards a 1 to 1 ratio in technology so every student can have access to a device for computer based interventions. Since we were

Instruments, Furniture) (730)	Instruction, SBI and ELD time.			not able to staff our interventionist positions we used more money than we anticipated on technology.
	Total:	\$35,250	\$32,508	

## 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 will be spent to bring us closer to our goal of 1 to 1 technology support for every student at Midvale and/or to provide additional hours for interventionists to provide support for students.

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

As described

## Unplanned Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
RETIRED. DO NOT USE (500)		\$0	\$3,512	Provide field trips as outlined in goal #1
	Total:	\$0	\$3,512	

## 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
- School marquee

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

- School newsletter
- School website
- School marquee

## Policy Makers

The school community council has communicated with the following policy makers about the School LAND Trust Program. Communication with Policy makers is encouraged and recommended. It is not required.

**State Representative:** Dist. 44 Cutler, Bruce R.

## 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
11	0	2	2017-03-16

## Plan Attachments

Upload Date	Title	Description
2017-03-31	<a href="#">SCC Signature Page</a>	

### Please Note

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

## Comments

Date	Name	Comment
2017-06-12	Karen Rupp	Goal #2 incentives. As reminder, the \$2/student awarded is a one-time for students per year.
2018-11-23	Karen Rupp	Goal #1, please add to Action Plan purchased computer hardware. Goal #2, please add to Action Plan purchase incentives. Action Plan and expenditures must match.
2018-11-26	Alice Peck	Please make needed changes as requested by Karen Rupp (above).

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