

Final Report 2018-2019 - Midvale 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 2018 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2018-2019.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2017-2018	\$3,897	N/A	\$6,641
Distribution for 2018-2019	\$77,056	N/A	\$83,490
Total Available for Expenditure in 2018-2019	\$80,953	N/A	\$90,131
Salaries and Employee Benefits (100 and 200)	\$75,000	\$71,691	\$66,094
Employee Benefits (200)	\$0	\$0	\$5,597
Professional and Technical Services (300)	\$0	\$0	\$0
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)	\$0	\$0	\$0
General Supplies (610)	\$0	\$9,890	\$9,890
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)	\$0	\$6,934	\$6,934
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
Total Expenditures	\$75,000	\$88,515	\$88,515
Remaining Funds (Carry-Over to 2019-2020)	\$5,953	N/A	\$1,616

Goal #1 Goal

By May of 2019, 60% of Midvale Elementary School students in each grade will achieve their expected level of growth in reading fluency as measured by curriculum-based measurements (CBM) assessments.

Academic Areas

- Reading

Measurements

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

Winter CBM Data from 2017 indicates the following percentages of students reaching their expected level of growth in reading fluency during the 2017-18 school year.

K - 44%
 1 - 38%
 2 - 23%
 3 - 31%
 4 - 52%
 5 - 80%

By May of 2019, 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.

Measurements were made using the Acadience Pathways to Progress tool. Percentages listed represent the percentage of students on each grade level making 'Typical' growth or better during the 2018-19 school year compared to the 2017-18 school year.

Grade level results are listed below:

K - Increased from 44% to 58%
 1 - Increased from 38% to 54%
 2 - Increased from 23% to 48%
 3 - Increased from 31% to 55%
 4 - Increased from 52% to 60%
 5 - Increased from 80% to 88%

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 or SuccessMaker in skills-based interventions (SBI) and English language development (ELD) instruction
4. Identify students below benchmark and progress monitor their growth.
5. Hire 6 Reading Interventionists to provide small group skills based instruction in regular and Dual Immersion classrooms (\$75,000)
6. Train Reading Interventionists to utilize research-based resources during SBI 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.

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

1. To ensure that students received quality Tier I instruction we created a two teacher model in which two teachers split ELA and Math/Science content to facilitate better planning and instruction. Our ELA teachers benefitted from the focus on ELA standards and the chance to 'reteach' content every day when they switched students. Planning was based on standards and focused on providing opportunities for student engagement and structured classroom discussion. Frequent classrooms observations and implementation checks were made to ensure that instruction followed expectations outlined by our improvement plan.

2. Small group instruction began in September and happened consistently through the end of the school year. This instruction focused on specific student needs.

3. Every student had access to Imagine Learning throughout the year and usage was monitored to ensure that achievement was improving.

4. All EL students and students 'well below benchmark' were progress monitored on a monthly basis. We also progress monitored a random sample of students on other levels to make sure that all students were progressing.

5. Reading interventionists were hired.

6. The 95% Group curriculum was used by all interventionists to address gaps in learning and extend learning in small groups.

7. All teachers and interventionists had multiple opportunities for training and professional learning throughout the year. Implementation checks were made after these opportunities to ensure that programs and priorities were being implemented and followed. Coaching cycles were provided for individuals who needed extra support.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Reading Interventionists for support during skills based instruction.	\$75,000	\$71,691	As described
	Total:	\$75,000	\$71,691	

Funding Changes (and Unplanned Expenditures)

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

Increased distribution will be used to hire part time interventionists (or increase hours), update aging technology, provide staff professional development (trainers or substitutes) or purchase supplies to support our goals.

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

We were able to use some Land Trust money to purchase supplies and technology last year. Since we couldn't find additional personnel to hire we spent \$9,890 on supplies and \$6,934 on technology in an effort to use last year's allocation for last year's students, as we have been encouraged to do.

Unplanned Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
General Supplies (610)		\$0	\$9,890	We were able to use some Land Trust money to purchase supplies and technology last year. Since we couldn't find additional personnel to hire we spent \$9,890 on supplies.
Equipment (Computer Hardware, Instruments, Furniture) (730)		\$0	\$6,934	We were able to use some Land Trust money to purchase technology last year. Since we couldn't find additional personnel to hire we spent \$6,934 on technology in an effort to use last year's allocation for last year's students, as we have been encouraged to do.
	Total:	\$0	\$16,824	

Publicity

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

- 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.

U.S. Senators: Mike Lee

State Senators: Dist. 3 Gene Davis

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2019-10-18**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date

10

0

1

2018-03-29

Please Note

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

Comments

Date	Name	Comment
2018-05-17	Karen Rupp	We would encourage the SCC to review the plan to ensure that the \$5,953 is used for the benefit of the students in the 2018-19 school year.
2018-05-21	Alice Peck	The SCC will be encouraged to review their plan to ensure carryover is used for the 2018-19 school year.

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