

Final Report 2015-2016 - Midvale EL

Final Report Approved

Final Report Approval Details

Submitted By: Denzil Watts

Submit Date: 2016-10-19

Admin Reviewer: Karen Rupp

Admin Review Date: Unknown

District Reviewer: Alice Peck

District Approval Date: 2016-12-06

Board Approval Date: 2016-12-06

Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2015 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2015-2016.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2014-2015	\$0	N/A	\$2,833
Distribution for 2015-2016	\$43,235	N/A	\$47,675
Total Available for Expenditure in 2015-2016	\$43,235	N/A	\$50,508
Salaries and Employee Benefits (100 and 200)	\$41,235	\$40,779	\$37,567
Employee Benefits (200)	\$0	\$0	\$3,212
Professional and Technical Services (300)	\$0	\$0	\$0
Repairs and Maintenance (400)	\$0	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$2,000	\$1,230	\$1,230
Travel (580)	\$0	\$0	\$0
General Supplies (610)	\$0	\$0	\$0
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	\$43,235	\$42,009	\$42,009
Remaining Funds (Carry-Over to 2016-2017)	\$0	N/A	\$8,499

Goal #1

Goal

By May of 2016 Midvale Elementary will increase the number of students meeting proficiency rates on the Aims-Web Curriculum Based Measures (CBM) to 60% scoring at or above benchmark in language arts on the spring administration of the

CBM.

Academic Areas

- Reading

Measurements

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

Spring Reading Curriculum Based Measures Kindergarten - 78% 1st Grade- 56% 2nd Grade - 49% 3rd Grade - 40% 4th Grade - 36% 5th Grade - 48% The chart above is our current Spring benchmark for reading. It shows how many students are proficient in reading. We will use the Spring 2016 administration of the Aims-Web Curriculum Based Measures (CBM) to show our progress to meeting our goal in reading fluency.

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

Fall 2015 CBM testing data indicates that 44% of Midvale students reached benchmark in reading.

Spring 2016 CBM testing data indicates that 47% of Midvale students reached benchmark in reading.

Data shows a three percent increase in the number of students reaching benchmark, but we did not reach our goal.

Action Plan Steps

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

As a school, we will: 1- Ensure that all students receive reading instruction every day following the Utah State Core Standards. 2- Ensure that all students receive instruction in small groups to meet individual skills needs. 3- Identify students below benchmark and progress monitor their reading skills weekly. 4- Hire and train Reading Interventionists to provide small group skills-based instruction in regular and/or Dual Immersion classrooms. We will use \$29,050 of Land Trust funds for the two reading interventionists 5- The Reading Interventionists will utilize research-based resources during skills-based intervention (SBI) time to have the greatest impact on student learning. CSD approved programs will be used Response To Intervention (RTI) Kit, Rewards, 6 Minute Solution, etc. 6- Teachers and Reading Interventionists will participate in regular professional development to refine and improve their teaching skills. a. As part of professional development, \$2,000 will be used for substitutes (This is part of the Salaries & Benefits amount of \$29,050) to provide teachers learning opportunities to do walk through's and observe their colleagues and provide them with feedback. (These funds will be part of the 7- 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, \$2,000 of LAND Trust funds will be used to provide one academic field trip per grade-level in a CORE content area. (The new 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.)

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

- 1 - Teachers spent time in professional development learning more about the Canyons District curriculum map and state core standards for reading. This professional development occurred during faculty meetings, IPLC's and teacher work days throughout the year.
- 2- Using CBM data, students were sorted for small groups in skills based instruction and received that instruction throughout the year.
- 3- Students who scored below benchmark were progress monitored frequently, but not always weekly.
- 4- Reading interventionists were hired and trained.
- 5- Interventionists used research based programs and strategies to deliver small group instruction.
- 6- Professional development opportunities were presented on an ongoing basis throughout the year.
- 7- All grade levels were able to take a field trip to provided the experiences listed in the plan.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	2 Reading Interventionists (\$28,660) will be hired to support Skills-Based Instruction, during the Language Arts Block. \$2,000 will be used for substitutes for professional development, specifically used for teachers to observe colleagues and provide them with feedback.	\$28,660	\$28,204	As Described
Other Purchased Services (Admission and Printing) (500)	The School Community Council would like all students to have the opportunity to enhance the core curriculum by participating in a content related field trip. The LAND Trust funds will complement the funds the PTA has donated for classroom field trips. (Examples of core-curriculum based field trips include: BizTown-city, government and community programs, This is the Place State Park-animals and Utah History, Hogle Zoo--animals and habitat studies, Leonardo Museum- art exhibits, Brigham Young University - Student Council Conference and Bean Museum - Animals and habitats, Camp Floyd--Utah History and Westward Migration.) \$2,000 of LAND Trust Funds will be used for these content related fieldtrips.	\$2,000	\$1,230	As Described
Total:		\$30,660	\$29,434	

Goal #2

Goal

By May of 2016 Midvale Elementary will increase the number of students meeting proficiency rates on the Aims-Web Curriculum Based Measures (CBM) to 70% scoring at or above benchmark in Math on the spring administration of the CBM M-Comp (Math Computation Test).

Academic Areas

- Mathematics

Measurements

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

Spring Math Curriculum Benchmark Measures. Kindergarten - 46% (Quantity Discrimination) 1st Grade - 74% 2nd Grade - 59% 3rd Grade - 54% 4th Grade - 80% 5th Grade - 71% The chart above is our current Spring benchmark for math computation. We will use the spring 2016 administration of the Aims-Web Curriculum Based Measures (CBM) Math Computation Test (M-Comp) in Math fluency. These CBM's will show our progress towards meeting our goal in math computation fluency.

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

We used math CBM data to measure our progress.

Fall 2015 data indicates that at the beginning of the school year 51% of Midvale Elementary students reached benchmark on Math CBMs.

Spring 2016 data indicates that at the end of the school year 62% of Midvale Elementary students reached benchmark on Math CBMs.

The data shows that during the course of the 2015-16 school year there was an 11% increase in the number of students reaching benchmark on Math CBMs.

Action Plan Steps

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

As a school, we will: 1- Ensure that all students receive math instruction every day following the Utah State Core Standards. 2- Ensure that all students receive instruction in small groups to meet individual skills needs. 3- Identify students below benchmark and progress monitor their math skills bi-monthly. 4- Hire and train Math Interventionist to provide small group skills-based instruction in regular and/or Dual Immersion classrooms. We will use \$12,575 of Land Trust funds for the one math interventionist. 5- The Math Interventionists will utilize research-based resources during skills-based intervention (SBI) time to have the greatest impact on student learning. 6- 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- Teachers received various professional development opportunities that allowed them to study the Canyons District Curriculum Map and Utah State Core Standards in math.
- 2- Students were sorted and grouped into quadrants based on like skills and given skills based instruction in math on a daily basis.
- 3- Math progress was monitored at least bi-monthly for students who scored below benchmark.
- 4- A math intervention aide was hired and trained to provide small group skills based instruction in all classes.
- 5- Research based interventions and strategies were used by the interventionist.
- 6- Teachers and interventionists had various professional development opportunities throughout the year including collaborative lesson studies, classroom observations, coaching cycles, data dives and mapping excercises.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	1 Math Interventionist will be hired to support math interventions during the Math Block. \$12,575 of the LAND Trust money will be used for this interventionist.	\$12,575	\$12,575	As Described
	Total:	\$12,575	\$12,575	

Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of \$8,499 to the 2016-2017 school year. This is 18% of the distribution received in 2015-2016 of \$47,675. Please describe the reason for a carry-over of more than 10% of the distribution.

The reason Midvale Elementary carried over 18% of our Land Trust distribution in 2016-17 was our inability to find and hire aides that were able to finish out the school year. Over the course of the year five aides left and we were not able to replace them.

Increased Distribution

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

If additional funds are allocated, we will increase the time available to the instructional assistants or hire another one to work with the identified students.

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

We were not able to spend our increased distribution on additional hours or aides. The aides we have were working the maximum number of hours allowed and we were not able to find additional people to hire.

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):

- Letters to policy makers and/or administrators of trust lands and trust funds.
- 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 **2016-10-18**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
10	0	0	2015-03-24

Please Note

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

Comments

Date	Name	Comment
2016-12-06	Karen Rupp	Carryover \$8,499 or 18% of distribution. The report states they were unable to hire aides and some left and were not able to replace. We would encourage the council to review the plan when they meet and make changes to the plan with an amendment so that the funds are used on the students who generate them.

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