

# Final Report 2018-2019 - Neil Armstrong Academy

Please Finish your Final Report Submission

## Print Instructions

Please use the print option in your browser.

## 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	\$1,288	N/A	\$1,851
Distribution for 2018-2019	\$69,586	N/A	\$73,553
Total Available for Expenditure in 2018-2019	\$70,874	N/A	\$75,404
Salaries and Employee Benefits (100 and 200)	\$40,000	\$67,033	\$56,102
Employee Benefits (200)	\$0	\$0	\$10,931
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	\$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)	\$30,700	\$3,744	\$3,744
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
<b>Total Expenditures</b>	<b>\$70,700</b>	<b>\$70,777</b>	<b>\$70,777</b>
Remaining Funds (Carry-Over to 2019-2020)	\$174	N/A	\$4,627

## Goal #1 Goal

[EDIT ANSWERS](#)

Our goal and area of focus is to increase the percentage of students reading on grade level in grades K - 6 from 66% in January 2018 to 75% in January 2019. Additionally, we will increase our school-wide SAGE proficiency results from 43% in May 2017 in Language Arts to 50%, from 55% to 65% in mathematics, and 56% to 66% in science by May 2019.

## Academic Areas

- Reading
- Mathematics
- Writing
- Science

## Measurements

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

Our two measures used to determine progress will be DIBLES and SAGE.

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

Grade level reading as measured by DIBELS moved from 66% in January 2018 to 64% in January 2019. SAGE/ RISE proficiency in ELA moved from 50% to 41%, in math from 55% to 47%, and in science from 56 % to 55%. There is some question about the fidelity of the measurement as some of the testing requirements as well as the testing platform changed.

**Action Plan Steps**

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

We will hire three full-time para-educators to facilitate the kindergarten/1st/2nd/3rd grade reading program. They will help (on a weekly basis) progress monitoring of students' reading abilities using the mClass DIBELS software and facilitate small-group time under the supervision of grade level teachers to provide the most direct intervention to the students who are not reading on grade level. Raz Kids online leveled libraries will be purchased for the use of aides as they work with students.

We may fund FTE to lower class size, facilitate effective language arts instruction throughout the school, and facilitate PLC collaboration. We may also fund substitute teachers to facilitate teacher collaboration time during the instructional day and address the fundamental PLC questions regarding student learning outcomes and data analysis. In combination with school staffing plans and district specialist programs, this will facilitate a near-daily collaboration block for teachers. The school principal will work with and train PLC team leaders on how to use the collaboration most effectively to enhance student learning and achieve the LAND Trust goal. We will purchase Chromebooks as tools for teachers and students during reading, writing, math, and science instruction. As part of the teacher collaboration time, we will continue to participate in the Conceptual Mathematics Instruction (CMI) training to support our guided-inquiry approach to teaching the Utah Core Standards. We will fund two lesson studies for the coming year where each grade level will work together to create and use one CMI lesson plan followed by debriefing and reflection. \$5000 or less will be spent to supplement our Behavioral Health Aides hours to support positive behavior interventions for struggling students.

We will fund summer professional development and collaboration time. Providing time for teachers to prioritize and unwrap core standards for language arts and math. This will be followed by documents and rubrics defining mastery for these priority standards and common formative assessments to assess students.

Additionally, we would like to fund an induction for teachers new to Armstrong and/or to STEM education. Supporting our use of CMI for teaching math and teaching language arts through science, technology, and engineering.

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

All elements were implemented as described above, with the exception of new teacher induction.

**Behavioral Component**

Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	Student behavior plays a major role in academic achievement. A student's behavior can affect their ability to learn as well as negatively impact the other students' learning environment. A 2010 study published in 'American Economic Journal: Applied Economics' found that disruptive students can lower the test scores and academic achievement of an entire classroom. Teachers who have disruptive students in their classroom may have to spend additional time on behavior management, reducing the time the teachers spend teaching. By hiring a behavior paraprofessional, to assist with behavior management, the time a teacher uses to track and deal with more severe classroom disruptions can be lowered, therefore, allowing for more teacher academic instruction to help reach our academic goal. The behavior paraprofessional would work directly with principal, social worker, school psychologist, and school behavior health assistant. The support services from the behavior paraprofessional would occur in the regular education classroom setting or in a transition setting such as the playground, cafeteria, hallway, etc. Behavior support services may be provided to individual students or in small groups of students to assist in implementation of behavioral interventions, contract implementation, tracking, and/or reinforcement.	

**Expenditures**

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Para-educators in K-3, two rotating subs for collaboration time, 1 FTE for a teacher to lower class size, and stipends for teacher work on literacy and math standards prioritization. \$5000 or less will be spent to supplement our Behavioral Health Aides hours.	\$40,000	\$67,033	As Described
Technology Related Hardware/Software (< \$5,000 per item) (650)	mClass Software for DIBELS progress monitoring and Raz Kids subscription \$4,500. iPads and Chromebooks as tools for developing literacy skills. \$2,500.	\$30,700	\$3,744	mClass was still purchased, but iPads and Chromebooks were not purchased using these funds.
	Total:	\$70,700	\$70,777	

## Funding Changes (and Unplanned Expenditures) [Edit](#)

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

We are trying to renew out one to one student device distribution. We would use additional funds to purchase additional Chromebooks.

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

There were no changes in funding allocation. Benefits and salaries were slightly more expensive than originally projected due to slight increases in pay and benefit costs.

## Publicity [Edit](#)

**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.
- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School newsletter
- School website

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

- School website
- Other: Please explain.
  - Our plan was published in our ABC News broadcast video which is a weekly video viewed by all students and a large portion of our patrons.

## Policy Makers

Please indicate the names of policymakers the council has communicated with about the School LAND Trust Program. Communication with Policy makers is encouraged and recommended. It is not required.

## Summary Posting Date [Edit](#)

A summary of this Final Report was provided to parents and posted on the school website on **2019-10-15**

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
8	0	0	2018-03-31
8	0	0	2018-03-31

## Need to add an attachment?

You may add documents here that support the text description in the Measurement section of each goal.

**No Comments at this time**

## Review before Submitting

**Please review before submitting. There will be no review page. Once submitted the report may only be revised through the review process by the School LAND Trust Section or the District. Once the review is complete, the report may not be**

**edited.**

This form is ready for display on the public website. Spelling and grammar are correct. Student names and individual data are not included.

[BACK](#)

[SUBMIT FOR REVIEW](#)