

# 2017-2018 School Land Trust Final Report

## Beehive Elementary

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)
<b>Remaining Funds (Carry-Over to 2018-2019)</b>	<b>\$0</b>	<b>N/A</b>	<b>\$936</b>
Carry-Over from 2016-2017	\$0	N/A	\$499
Distribution for 2017-2018	\$56,725	N/A	\$56,083
<b>Total Available for Expenditure in 2017-2018</b>	<b>\$56,725</b>	<b>N/A</b>	<b>\$56,582</b>
Salaries and Employee Benefits (100 and 200)	\$20,000	\$19,064	\$17,815
Employee Benefits (200)	\$0	\$0	\$1,741
Professional and Technical Services (300)	\$0	\$0	\$0
Repairs and Maintenance (400)	\$0	\$0	\$0
RETIRED. DO NOT USE (500)	\$1,000	\$1,000	\$0
Printing (550)	\$0	\$0	\$504
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	\$0	\$0	\$0
General Supplies (610)	\$1,000	\$1,000	\$960
Textbooks (641)	\$14,725	\$14,725	\$14,723
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$20,000	\$20,000	\$19,903
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>\$56,725</b>	<b>\$55,789</b>	<b>\$55,646</b>

## **Goal #1**

Our school goal in reading is all grades will meet their end of year Uniform Growth Goal (UGG) as determined by the Utah State Office of Education. According to the DIBELS reading screener, by May 2017, Beehive Elementary will increase in Kindergarten from 31% Beginning of Year (BOY) to 53% End of Year (EOY), in 1st grade 48% BOY to 57% EOY, in 2nd grade 56% BOY to 58% EOY, in 3rd grade 43% BOY to 52% EOY, in 4th grade 43% BOY to 54% EOY, in 5th grade 38% BOY to 47% EOY, in 6th grade, 67% BOY to 69% EOY. In 2017-2018, we want to have a similar increase in DIBELS, according to the Uniform Growth Goals set by the Utah State Office of Education.

### **Academic Areas**

- Reading

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

DIBELS Next Universal screener administered three times per year. The goals will be determined by Universal Growth Goals set by the Utah State Office of Education.

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

K: 41% (BOY) to 38% (EOY), a 3% decrease, UGG not met.

1: 42% (BOY) to 35% (EOY), a 7% decrease, UGG not met.

2: 52% (BOY) to 48% (EOY), a 4% decrease, UGG not met.

3: 40% (BOY) to 43% (EOY), a 3% increase, UGG not met.

4: 43% (BOY) to 51% (EOY), an 8% increase, UGG not met.

5: 51% (BOY) to 46% (EOY), a 5% decrease, UGG not met.

6: 68% (BOY) to 63% (EOY), a 5% decrease, UGG not met.

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

Instructional aides were hired to support Tier II instruction during small group time. This allowed teachers to provide interventions to students to increase their reading skills. The aides provided practice in fluency and helped students track their progress in fluency. Our Literacy Coach helped our teachers utilize the Wonders Intervention program during small group instruction. The Wonders Intervention program materials were purchased for teachers. The program provided teachers with interventions on phonics, phonemic awareness, and other reading skills that are needed to ensure students progressed in reading. The Literacy Coach assisted teachers with the implementation of the Wonders Reading program to ensure all components of literacy were taught during our Tier 1 literacy blocks. Our faculty participated in collaboration meetings every Monday to analyze student progress monitoring data and Common Formative Assessments to ensure our students made adequate growth and mastered

essential concepts in language arts. Land Trust funds were used to request substitutes for library and computer time to allow teachers to collaborate on Mondays. Our faculty participated in a study of the book Teaching Practices in America's Best Urban Schools. This book helped our teachers reflect upon best practices that are utilized in schools that enable all students to achieve at high levels in language arts and math. Land Trust funds were used to purchase this book for the faculty.

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## **Goal #2**

Our school will increase the number of students in grades 3-6 who are proficient on the end of year SAGE math assessment by 3%. In grades 1-2, 80% of our students will be proficient on the Granite Semester math benchmark, and in grade K, 80% of students will be proficient on the math quarterly benchmarks.

### **Academic Areas**

- Mathematics

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

We will use the end of year SAGE math assessment in 2018 and compare it to the end of year math assessment in 2017.

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

2017 Math SAGE: 34% proficient

2018 Math SAGE: 26% proficient, a decrease of 8%, goal not met.

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

Teachers in grades K-2 utilized the ST math program for math problem solving and computation. Land Trust funds were used to purchase Chromebooks for students in grade 2. Teachers utilized the Go Math program and analyzed data from posttests. Land Trust Funds were used to purchase additional books for students who move in during the school year from other school districts.

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## **Goal #3**

We have analyzed our subgroup populations on the SAGE Language Arts end of year assessment and discovered a discrepancy. Only 5.9% of our English Language Learners were

proficient. We would like to increase this percent to at least 10% of our ELLs proficient on the SAGE Language Arts end of year assessment for the year 2017-2018.

### **Academic Areas**

- Reading
- Writing

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

We will use the end of year SAGE Language Arts assessment administered in grades 3-6 and compare the percentage of ELLs proficient on the 2017 assessment to the 2018 assessment.

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

2017 SAGE: 5.9%

2018 SAGE: 10.4%

An increase of 4.5%, school met its goal.

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

Our English as a Second Language Aide provided direct instruction to our ELL students in grades Kindergarten through six grade a minimum of 15 minutes per day. The aide utilized the program 'Language for Learning' program. Land Trust funds were used to purchase this program.

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

The additional funds were used to purchase texts under goal 1.

**The school plan was 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 **2018-10-22**