

# Final Report 2017-2018 - Driggs EL

## 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)
<b>Remaining Funds (Carry-Over to 2018-2019)</b>	<b>\$0</b>	<b>N</b>
Carry-Over from 2016-2017	\$1	N
Distribution for 2017-2018	\$57,653	N
<b>Total Available for Expenditure in 2017-2018</b>	<b>\$57,654</b>	<b>N</b>
Salaries and Employee Benefits (100 and 200)	\$19,000	\$18,0
Employee Benefits (200)	\$0	
Professional and Technical Services (300)	\$5,000	\$4,5
Repairs and Maintenance (400)	\$0	
RETIRED. DO NOT USE (500)	\$0	
Printing (550)	\$0	
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	\$0	
General Supplies (610)	\$4,200	\$6
Textbooks (641)	\$3,800	\$6,1
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	
Library Books (644)	\$0	
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$25,654	\$22,4
Software (670)	\$0	
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	
Technology Equipment > \$5,000 (734)	\$0	
<b>Total Expenditures</b>	<b>\$57,654</b>	<b>\$51,8</b>

## Goal #1

Goal

Overall number of students at Driggs who are on benchmark at the beginning of year test will increase by 2% by end of year testing. (DIBELS)

## Academic Areas

- Reading

## Measurements

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

Beginning of year testing and End of year DIBELS testing.

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

On Beginning of year K-6 grade DIBELS scores 84% of students at Driggs were on Benchmark or above. At End of year DIBELS, 86% of students were on Benchmark or above. There was an overall increase of students on benchmark by 2%.

## Action Plan Steps

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

We will use \$5,000 to supplement the salary of a STAR Reading Tutor Coordinator. \$200 for general supplies \$3,800 for periodicals to be used by students in the classroom. \$3,800 for M-Class licences for grades 4-6 (DIBELS). Any extra funds will go toward the purchase of classroom Chromebooks, or an aid to help in a grade level with high class numbers. LAND Trust money will be used for reading materials for tutors, paper and ink for printing reports, incentives for students working toward goals. Periodicals to be used by students in the classroom will be purchased as well as M-Class (DIBELS) licenses for grades 4-6.

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

We implemented M-Class progress monitoring for grades 4-6 at the beginning of the year. K-6 teachers used progress monitoring throughout the year to improve student learning. The STAR tutoring program began in January to further support struggling readers.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Total:		\$12,800	\$14,317	
Professional and Technical Services (300)	We will use \$5,000 to supplement the salary of a STAR Reading Tutor Coordinator.	\$5,000	\$4,541	\$4541 was used for supplier STAR reading coordinator. STAR Reading Coordinator
General Supplies (610)	Reading materials for tutors. Paper and ink for printing reports. Incentives for students working toward goals.	\$200	\$0	No additional supplies were

Category	Description	Estimated Cost	Actual Cost	Actual Use
Textbooks (641)	\$3,800 for periodicals to be used by students in the classroom	\$3,800	\$6,176	This money purchased periodicals for the classroom to enhance, support, and language arts instruction. Periodicals purchased to enhance in all
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$3,800 for M-Class (DIBELS) licenses for grades 4-6.	\$3,800	\$3,600	M-Class software was purchased for monitoring in grades 4-6 to

## Goal #2

### Goal

Continue to improve Tier 2 interventions with support of school Data Day team and the S.S.T. that serves as a support to teachers working on academic interventions. We will identify students in every class that need tier 2 support. Each student identified will have a written goal and targeted interventions written. We will have meetings every month. Our goal is to support at least three students per class or 69 students total. S.S.T. meets once a week. P.B.I.S. team meets once a month at the end of Data Days. (MTSS)

### Academic Areas

- Reading
- Mathematics
- Writing
- Technology
- Science
- Social Studies

### Measurements

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

Number of students supported at Data Day meetings. Individual improvements each student makes after they are presented at Data Day meetings. Pre-meeting data and post-meeting data will be collected.

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

The school had a 2% increase in DIBELS scores from beginning of the year to end of year proficiency levels. The school increased its math SAGE scores from the 16-17 level of 72% proficiency level to a 76% proficiency level. ELA scores on SAGE remained the same from 16-17 to 17-18 school years at 75%. Tier two supports have helped increase overall student learning. Data day meetings were held each month to support students in each classroom. All 23 teachers identified 3 students each month for extra support for a total of 66 students helped during Data days. 3 additional students were supported each week through the student support process. In all over 100 students were given additional support and interventions through this goal.

## Action Plan Steps

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

\$9,000 to cover the cost of substitutes for classroom teachers to free them up to meet for one hour every month to review Data and write goals and accommodations for tier II students. Subs will be used for Teacher Data meetings throughout the year. Student Support Team will help teachers with Tier 2 behavior interventions. We meet as a team every week and teachers sign up to present students in need. We also meet as a P.B.I.S. team every month at the end of Data Days. (Any extra funds will go toward the purchase of classroom technology like iPad Mini, student learning software, or an aid in a grade level with high class numbers.)

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

Teachers met in their grade level teams each month with the principal, school literacy coach and as needed the school social worker, psychologist, and district literacy coach to revise and plan instruction based on identified student needs.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
	Total:	\$9,000	\$5,336	
Salaries and Employee Benefits (100 and 200)	substitutes	\$9,000	\$5,336	This money was used for substitutes to cover class teams could meet to review data to further inform differentiation.

## Goal #3

### Goal

Improve school wide SAGE science and math scores by 2% grades 3-6

### Academic Areas

- Mathematics
- Technology
- Science

### Measurements

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

End of year SAGE testing.

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

End of year SAGE scores are in math from 16-17 school year of 72% to the 18-19 school year result of 76%.

18-19 SAGE science scores are not available at this time for all grades.

## Action Plan Steps

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

We will use \$10,000 to compensate four classroom teachers to run the STEM club, Coding club and Garden club for the year. Katie Ricks @ 32.42 an hour and Trevor Black @ 31.28 an hour (60 hours a year), Ashley Mears @ 28.34 an hour, Sydney Nordgren @ 28.05 (60 hours a year) and Alyson Jueschke @ 53.01 an hour (35 hours a year). \$4,000 for S.T.E.M. club and Coding Club supplies. \$2,500 for Brain Pop Software. This is a software that helps teachers teach core science standards in an engaging manner. \$13,747 for Classroom Chromebook carts and SmartBoards, so students can use software like Brain Pop and to collaborate on projects involving the sciences. (Any extra funds will go toward the purchase of an aid in a grade level with high class numbers.)

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

Each month teachers ran after school and before school meetings for the S.T.E.M. club, Coding club, and Garden club. Each club teaches math, science and integrated technology using real world problem solving skills.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual
Total:		\$28,854	\$28,570	
Salaries and Employee Benefits (100 and 200)	We will use \$8,000 to compensate classroom teachers to run the STEM club and the Coding Club for the year. Katie Ricks @ 32.42 an hour and Trevor Black @ 31.28 an hour, Sydney Nordgren @ 28.34 and Ashley Mears @ 28.05, Alyson Jueschke @ \$53.01 an hour.	\$10,000	\$12,740	This for e enha tech
General Supplies (610)	\$4,000 for S.T.E.M. club and Coding Club supplies and kits.	\$4,000	\$670	This for th activ
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$10,000 for Brain Pop Software. Chromebooks and Carts. Smart Boards for two classrooms \$4,354.	\$14,854	\$15,160	Purc char one prog stud

## Goal #4

### Goal

Improve Math and Science SAGE scores and Granite Benchmarks by 2% through access to internet based programs such as ST Math and Brain Pop by providing 1-1 devices for students at Driggs

### Academic Areas

- Mathematics
- Science
- Fine Arts

## Measurements

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

End of year SAGE math scores for 2016/2017 year compared to 2017/2018 end of year SAGE Math and Science scores for grades 3-6. Also, end of year Granite Benchmark scores for 2016/2017 year compared to 2017/2018 for grades K-2.

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

SAGE math scores increased from the 16-17 school year from 72% to 76% in the 17-18 school year. SAGE science scores are currently not available in all areas.

Grade 2 16-17 math bench mark 42%  
 Grade 2 17-18 math bench mark 45%  
 Grade 3 16-17 math bench mark 52%  
 Grade 3 17-18 math bench mark 64%  
 Grade 4 16-17 math bench mark 27%  
 Grade 4 17-18 math bench mark 42%  
 Grade 5 16-17 math bench mark 53%  
 Grade 5 17-18 math bench mark 55%  
 Grade 6 16-17 math bench mark 62%  
 Grade 6 17-18 math bench mark 63%

## Action Plan Steps

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

\$7,000 will go toward the purchase of Chromebooks and carts for students to use in the classroom. (Any extra funds will go toward the purchase of classroom Chromebooks and an aid in a grade level with high class numbers.)

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

The purchase of Chromebooks allowed each classroom to have a set of Chromebooks to aid in math, science, and technology instruction. The allowed the use of such programs as BrainPop and STMath that are research based instructional tools. Significant gains were made in district bench mark scores from the 16-17 school year to the 17-18 school year.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Total:		\$7,000	\$3,640	
Technology Related Hardware/Software (< \$5,000 per item) (650)	Chromebook Carts for student classrooms.	\$7,000	\$3,640	Chromebooks were purchased to technology for all students to further technology, math, and engineering

## Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of \$8,583 to the 2018-2019 school year. This is 15% of the distribution received in 2017-2018 of \$57,001. Please describe the reason for a carry-over of more than 10% of the distribution.

Teacher FTE was reduced at the conclusion of the 17-18 school year. As a result kindergarten class sizes would be increased to 30 students per class. This money was rolled over to reduce kindergarten class size so that direct instruction could be administered at an early age during the 18-19 school year.

## Increased Distribution (and Unplanned Expenditures)

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

We will purchase Chromebooks and charge carts to reach our goal of 1-1 technology for students or we will also purchase ipad minis to access student learning software, or an aid in a grade level with high class numbers. We will also purchase student learning software like Spelling City.

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

As described

## 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
- Other: Please explain.
  - Town hall meetings and face to face meetings with business partners.

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

- School website

## 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
5	2	1

## Plan Amendments

## Approved Amendment #1

**Number Approved**

10

**Number Not Approved**

0

**Absent**

0

**Vote Date**

2017-12-06

**Explanation for Amendment**

Goal number three needs to be amended as the 2 coding club teachers will be out on FMLA leave at different times over the winter and spring. Since Ashley Mears and Sydney Nordgren will be out at different times, Alecia Baldwin has volunteered to take over coding club while each one is out. This will be no more than 7 hours of work at her hourly rate of \$35.00 per hour.