

# Final Report 2018-2019 - Mill Creek 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	\$0	N/A	\$48
Distribution for 2018-2019	\$45,962	N/A	\$48,583
Total Available for Expenditure in 2018-2019	\$45,962	N/A	\$48,631
Salaries and Employee Benefits (100 and 200)	\$35,962	\$35,962	\$33,654
Employee Benefits (200)	\$0	\$0	\$6,677
Professional and Technical Services (300)	\$5,000	\$5,000	\$6,868
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	\$1,299
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$5,000	\$5,000	\$0
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>\$45,962</b>	<b>\$45,962</b>	<b>\$48,498</b>
Remaining Funds (Carry-Over to 2019-2020)	\$0	N/A	\$133

## Goal #1 Goal

Mill Creek Elementary will increase reading proficiency levels by 5 percent as measured by DIBELS End of Year 2018 to DIBELS End of Year 2019. Mill Creek Elementary will increase writing proficiency by 3 percent as measured by SAGE Summative Writing 2018 to SAGE Summative Writing 2019.

## Academic Areas

- Reading

## Measurements

---

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

DIBELS baseline data will be used to determine student proficiency levels. Progress monitoring will be used throughout the year to measure student achievement, proficiency levels, to monitor small group instruction and to adjust instructions as necessary. A comparison of data will be made from DIBELS End of Year 2018 to DIBELS End of Year 2019 to determine student growth.

SAGE Summative Writing data will be compared from SAGE 2018 to SAGE 2019 to determine student growth in writing.

Granite Benchmarks, DIBELS progress monitoring, Common Formative Assessments (CFAs) and informal assessment will be used to monitor progress throughout the year, to measure student achievement, proficiency levels, and to monitor small group instruction and to adjust instruction as necessary.

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

DIBELS End of Year 2018 compared to DIBELS End of Year 2019  
Percentage of Students Making Typical and Above Progress by Grade Level according to Pathways of Progress

Kindergarten: 14% in 2018 - 19% in 2019; difference of +5%  
First Grade: 64% in 2018 - 61% in 2019; difference of -3%  
Second Grade: 54% in 2018 - 58% in 2019; difference of +4%  
Third Grade: 56% in 2018 - 61% in 2019; difference of +5%  
Fourth Grade: 56% in 2018 - 63% in 2019; difference of +7%  
Fifth Grade: 43% in 2018 - 67% in 2019; difference of +24%  
Sixth Grade: 56% in 2018 - 72% in 2019; difference of +16%

Overall K - 3rd from 45% in 2018 to 51% in 2019; a gain of 6%  
Overall 4th - 6th from 52% in 2018 to 58% in 2019; a gain of 6%

## Action Plan Steps

---

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

DIBELS baseline data will be collected at the beginning of the 2018 school year to determine student proficiency levels. Using this data, students who are below benchmark will be assessed using the Core Phonics Survey to identify student instructional levels in reading. The classroom teacher will provide Tier 1 whole group instruction as well as Tier 1 small group instruction. Tier 1 small group instruction will be used to differentiate instruction based on student proficiency levels in reading. Teachers will follow with fidelity the Core Curriculum content objectives utilizing Granite School District tools including Wonders Reading program, and Calle de la Lectura in the Dual Language Immersion classes.

DIBELS progress monitoring will be utilized throughout the year to monitor student achievement and to adjust instruction as necessary. Paraeducators will be utilized for some additional small group instruction under the guidance from the classroom teacher, literacy specialist, intervention teacher and school administrator.

In addition to the 2018 SAGE Writing scores, writing data will be collected at the beginning of the school year to determine student proficiency levels. Using this data, students will be assessed to identify student instructional levels in writing. Classroom teachers will provide Tier 1 whole group instruction as well as Tier 1 small group instructions. Teachers will utilize the Wonders reading program and other writing programs to increase student writing proficiency. Paraeducators will be utilized for additional small group instruction under guidance from the classroom teacher, literacy specialist, intervention teacher, and school administrator.

In order to facilitate collaboration among teachers, substitutes will be used in the classroom . Teachers will be given opportunities to collaborate with grade level teams, student support teams and other configurations of teams that will enable effective collaboration during the school day.

Volunteers, including STAR reading volunteers and high school students , will provide one on one instruction for students identified as needing additional support. Building classroom libraries will be an additional focus of the plan and will increase student growth.

Based on data collected throughout the school year, English Language Learners will be given additional support in reading and in writing from classroom teachers, ALP teacher, literacy specialist, paraeducators, volunteers and school administrator.

An important aspect of this plan includes the effective use of educational technology in reading and writing. In addition to the current computer lab and the laptop labs at Mill Creek, ChromeBooks will be effectively utilized by students under the direct supervision and guidance of classroom teachers, literacy specialist, intervention teachers, paraeducators and school administrator. Wonders reading program has a strong technology component that will provide additional instructional support in reading and writing.

Teacher collaboration and professional development opportunities will be available to help provide additional instructional support to increase student proficiency levels in reading and writing.

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

DIBELS baseline data was collected at the beginning of the 2018-2019 school year to determine student proficiency levels and the Core Phonics Survey was used to help further determine reading levels. Teachers and other specialists used this data to identify student instructional levels in reading.

Classroom teachers provided Tier 1 whole group instruction as well as Tier 1 small group instruction. Tier 1 small group instruction was used to differentiate instruction based on student proficiency levels. Teachers followed the core curriculum content objectives and utilized GSD tools including Wonders Reading program and Calle de la Lectura in the Dual Language Immersion classes. DIBELS progress monitoring was used throughout the year to monitor student achievement and to adjust instruction as necessary. Paraeducators were utilized for some small group instruction under the guidance of the classroom teacher, literacy specialist and others. Writing data was collected by classroom teachers at the beginning of the school year to determine student proficiency levels in writing. Classroom teachers provided Tier 1 whole group instruction as well as Tier 1 small group instructions. Teachers used Wonders Reading program and other writing programs to increase student writing proficiency. Paraeducators were used in some small groups for additional writing instruction.

Teachers provided an opportunity to engage with parents at the beginning of the school year to excite, engage and provide information that supported their child at Mill Creek Elementary.

Teachers were given opportunities to collaborate and attend Professional Development while substitutes were in the classrooms. Teachers used this time to effectively collaborate on reading strategies and student learning support.

Volunteers were trained to work with students one on one. There were 25 volunteers that signed up and 26 came regularly to work with students under the direction of the classroom teacher. New books were donated for classroom libraries and for individual students.

English Language Learners were given additional support in reading and writing and speaking from classroom teachers, paraeducators, ALP teacher, literacy specialist, volunteers and administration. This additional support was given based on data throughout the school year.

ChromeBooks were used by students under the direct supervision and instruction of the classroom teacher and others. The technology component of Wonders was used for reading and writing. Other programs were used as well to support reading and writing including Raz Kids and Utah Compose.

**Expenditures**

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Paraeducators and substitutes for classroom teachers	\$17,981	\$17,981	0.5 FTE Classroom teacher and substitutes
Technology Related Hardware/Software (< \$5,000 per item) (650)	ChromeBooks	\$2,500	\$2,500	Funds were moved due to Amendment #2 approval towards 0.5FTE classroom teacher costs.
	Total:	\$20,481	\$20,481	

## Goal #2 Goal

---

Mill Creek Elementary will increase Math proficiency levels by 5 percent as measured by SAGE Summative Math 2018 to SAGE Summative Math 2019 for Grades 3 through 6. For grades Kindergarten through second, Granite Benchmarks will be used to measure an increase in student achievement.

## Academic Areas

---

- Mathematics

## Measurements

---

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

Comparing SAGE Summative Math 2018 results to SAGE Summative Math 2019 results, for grades 3 - 6, and Granite Benchmark results, for Kindergarten through second grades, will be used to determine student proficiency growth. Formal and informal assessments, including Common Formative Assessments (CFAs) will be used throughout the school year to monitor progress to determine instructional effectiveness and to analyze student proficiency and progress, adjusting instruction as necessary.

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

Comparison of SAGE Summative Math 2018 results to RISE Summative 2019 results:

Grade 3: 19% in 2018 compared to 14% in 2019 a difference of -5%  
Grade 4: 14% in 2018 compared to 25% in 2019 a difference +11%  
Grade 5: 27% in 2018 compared to 33% in 2019 a difference of +6%  
Grade 6: 9% in 2018 compared to 20% in 2019 a difference of +11%

Overall average grades 3 - 6: 17% in 2018 to 23% in 2019 a difference of +6%

First Grade Granite Benchmark 2019 Semester 1 Pre-Assessment 0% proficient with 36% average correct compared to Post-Assessment 2% proficient and 43% average correct; a difference of +2% proficient and +7% average correct.

First Grade Granite Benchmark 2019 Semester 2 Pre-Assessment 2% proficient with 43% average correct compared to Post-Assessment 19% proficient and 54% average correct; a difference of +17% and +11% average correct.

Second Grade Granite Benchmark 2019 Semester 1 Pre-Assessment 0% proficient with 37% average correct compared to Post-Assessment 4% proficient and 48% average correct; a difference of +4% proficient and +11% average correct.

Second Grade Benchmark 2019 Semester 2 Pre-Assessment 0% proficient with 35% average correct compared to Post-Assessment 9% proficient and 46% average correct.

## Action Plan Steps

---

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

Baseline formal and informal assessments will be used in conjunction with SAGE Summative Math 2018 results and Granite Benchmark results to determine student proficiency levels. Teachers will provide Tier 1 whole group instruction as well as Tier 1 small group instruction. Tier 1 small group instruction will be used to differentiate instruction based on student proficiency levels in math. Teachers will follow with fidelity the Core Curriculum content objectives utilizing Granite School District tools and assessments including Go Math curriculum guides. Formal and informal assessments, including Common Formative Assessments (CFAs) will be utilized throughout the year to monitor student achievement and to adjust instruction as necessary. Paraeducators will be utilized for some additional small group instruction under guidance from the classroom teacher, intervention teacher, and school administrator.

Based on data collected throughout the school year, English Language Learners will be given additional support in math from classroom teachers, ALP teacher, paraeducators, volunteers and school administrator.

In order to facilitate collaboration among teachers, substitutes will be used in the classrooms. Teachers will be given opportunities to collaborate with grade level teams, student support teams, and other configurations of teams that will enable effective collaboration during the school day.

An important aspect of this plan includes the effective use of educational technology in math. In addition to the current computer lab and the laptop lab at Mill Creek, ChromeBooks will be effectively utilized by students under the direct supervision and guidance of classroom teachers, interventions teacher, paraeducators and school administrator. Go Math 2015 program has a strong technology component that will provide additional instructional support in math. In addition, ST Math is also used to provide curriculum support and enrichment.

Teacher collaboration and professional development opportunities will be available to help provide additional instructional support to increase student proficiency levels in math.

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

Baseline formal and informal assessments were used in addition to SAGE Summative Math 2018 results and Granite Benchmark results to determine student proficiency levels.

Teachers provided Tier 1 whole group instruction as well as Tier 1 small group instruction. Tier 1 small groups were used to differentiate instruction based on all data available. Teachers followed the core curriculum and effectively used Granite School District's tools and assessments. Students were monitored throughout the school year using common formative assessments as well as other formative assessments. Small groups were adjusted throughout the year as needed.

Teachers provided an opportunity to engage with parents at the beginning of the school year to excite, engage and provide information that supported their child at Mill Creek Elementary.

Paraeducators were used for some additional small group instruction under the guidance of the classroom teacher.

English Language Learners were given additional supports throughout the year in math from classroom teachers, ALP teacher, paraeducators, administration and others.

Substitutes were used to support effective teacher collaboration and professional development.

Technology was used by classroom teachers both in the computer lab and in the classrooms with ChromeBooks. Go Math 2015 online programming was utilized in addition to ST Math and other math learning programs. ST Math was used by the majority of the teachers and was very well received by them.

**Expenditures**

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Paraeducators and substitutes for classroom teachers	\$17,981	\$17,981	Salaries and Benefits for 0.5 FTE classroom teacher and substitutes and paraeducators
Technology Related Hardware/Software (< \$5,000 per item) (650)	ChromeBooks and ST Math licenses	\$2,500	\$2,500	Funds were moved from this line item to another to support Amendment #1 and Amendment #2.
	Total:	\$20,481	\$20,481	

**Goal #3**

## Goal

---

Mill Creek Elementary will increase positive peer interactions by providing a Junior Coach Leadership program. Peer interactions will be measured by the number of office referrals entered into Educator Handbook. Office referrals will decrease by 10% from end of 2018 school year to end of 2019 school year.

## Academic Areas

---

- Reading
- Mathematics
- Writing
- Health

## Measurements

---

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

Educator Handbook will be used to monitor office referrals. When there is increased positive peer interactions, there is a correlating decrease in office referrals. Teachers, paraeducators, administration and other Mill Creek Elementary staff will monitor peer interactions. When there is a conflict that involves an adult, it will be entered into Educator Handbook. This system allows tracking of incidents and consequences given.

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

Mill Creek Elementary partnered with Playworks to provide the Junior Coach Leadership program. Peer interactions were measured using Educator Handbook that monitored office referrals. When there is an increase in positive peer interactions, there is a correlating decrease in office referrals. Mill Creek faculty and staff monitored peer interactions. When there was a conflict between students that involved an adult, it was entered into Educator Handbook as a minor offense or an office referral for more substantial issues.

2017-2018 school year had 382 recorded office referrals.

2018-2019 school year had 346 recorded office referrals.

The difference in office referrals between 2017-2018 and 2018-2019 was -36 for a reduction in office referrals of 9.4%

## Action Plan Steps

---

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

Educator Handbook will be used to monitor and measure office referrals. It is important to understand that when positive peer interactions increase, office referrals decrease.

Positive peer interactions will be supported by a Junior Coach program in partnership with Playworks. Playworks coordinator works with a core group of fifth and sixth graders to become student leaders, Junior Coaches. They learn positive conflict resolution skills and, in turn, teachers the other students those skills.

Teachers, paraeducators, administration and other staff members support the Junior Coach program by re-teaching conflict resolution skills, and other leadership skills to all students.

An important aspect of this student leadership program is the partnership between Mill Creek and Playworks. Working together these two programs provides quality leadership opportunities for all students as well as additional training for the Junior Coaches.

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

Educator Handbook was used to monitor and measure office referrals. Positive peer interactions were supported by the Playworks Junior Coach program along with faculty and staff of Mill Creek Elementary. Playworks coordinator worked with a core group of fifth and sixth graders to become Junior Coaches. These student leaders learned positive conflict resolution skills and they, in turn, taught the younger students those skills mostly by modeling and re-teaching. Teachers, paraeducators, administration and others supported the Junior Coach program by re-teaching conflict resolution skills and other leadership skills to all students. Mill Creek Elementary and Playworks worked together to provide quality leadership opportunities for all students.

**Behavioral Component**

Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	Mill Creek Elementary will increase student positive behaviors and peer interactions through the development of junior coaching and peer mentoring. In partnership with Playworks, Mill Creek will utilize the expertise of the Playworks staff in creating a junior coaching program. The fifth and sixth graders who become junior coaches will learn how to be student leaders both on the playground and in the classrooms. The Junior Coaches in coordinator with Playworks and Mill Creek staff will work with all of the Mill Creek students to increase positive student behaviors and increase peer interactions and teaching techniques allowing students to participate in recess and to resolve conflicts with one another. When students are in a positive environment and have positive interactions with their peers, their academic achievement increases. When students are comfortable in their environment, they are able to focus in increasing their academic achievement.	

**Expenditures**

Category	Description	Estimated Cost	Actual Cost	Actual Use
Professional and Technical Services (300)	Playworks Junior Coach program	\$5,000	\$5,000	Partial payment to Playworks for their Junior Coach Leadership program
	Total:	\$5,000	\$5,000	

**Funding Changes (and Unplanned Expenditures)**

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

If additional funds become available, Mill Creek will increase paraeducator hours in both Goal #1 and #2 or increase funds to support the behavioral and leadership component in Goal #3. Additional funds may also support before and after school tutoring programs, enrichment programs, field trips and community nights that are offered at Mill Creek. Participation in these events and activities would support increase in student math and reading proficiency levels.

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

Additional funds were used to increase the percentage of support towards Playworks. Additional funds were also used to increase paraeducator hours in both goals #1 and #2.

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

- School newsletter
- School website

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

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

## 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 Senators:**

Dist. 4 Jani Iwamoto

**State Representative:**

Dist. 37 Carol Spackman Moss

## Summary Posting Date

---

A summary of this Final Report was provided to parents and posted on the school website on **2019-10-16**

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	0	2018-03-12

## Plan Amendments

### Approved Amendment #1

---

**Submitted By:**

Ann Kane

**Submit Date:**

2018-08-06

**Admin Reviewer:**

Natalie Gordon

**Admin Review Date:**



2018-09-13

**District Reviewer:**

Sandra Riches

**District Approval Date:**

2018-09-13

**Board Approval Date:**

2018-09-04

**Number Approved:**

6

**Number Not Approved:**

0

**Absent:**

0

**Vote Date:**

2018-08-03

**Explanation for Amendment:**

Mill Creek Elementary's Community Council amended the Mill Creek Current School plan to include an additional school-wide activity that will enrich the academic achievement of students by including parents in their children's education. Teachers will share information with parents as to how they can assist their children at home in both literacy and numeracy this school year. Teachers will work with parents to develop a plan for them to support their children's learning at home. A third component that will be included in this activity will have teachers educate parents on the online activities students will have access to during school. This school-wide activity will take place at the beginning of the school year and include parents, teachers and students. With this additional activity, we will move \$850 from paraeducator salaries to teacher salaries.

## Approved Amendment #2

---

**Submitted By:**

Ann Kane

**Submit Date:**

2018-10-04

**Admin Reviewer:**

Natalie Gordon

**Admin Review Date:**

2018-11-13

**District Reviewer:**

Sandra Riches

**District Approval Date:**

2018-11-14

**Board Approval Date:**

2018-11-13

**Number Approved:**

5

**Number Not Approved:**

0

**Absent:**

0

**Vote Date:**

2018-09-10

**Explanation for Amendment:**

Based on district ratio and current staffing, Mill Creek is overstaffed 0.5 FTE. In order to maintain current staffing and minimize disruption, the community council approved this amendment to include 0.5 FTE classroom teacher and the resulting budget of \$24178.52 into this school plan. As a result, the community council further adjusted the plan and budget to remove Chromebooks, reduce paraeducators and substitutes involvement in the plan and budget. This was approved by all five of the current board members.

**No Comments at this time**

[BACK](#)