

Final Report 2017-2018 - South Kearns 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)	Actual Expenditures (entered by the District Business Administrator)
Remaining Funds (Carry-Over to 2018-2019)	\$0	N/A	\$0
Carry-Over from 2016-2017	\$2,812	N/A	\$2,947
Distribution for 2017-2018	\$33,793	N/A	\$33,411
Total Available for Expenditure in 2017-2018	\$36,605	N/A	\$36,358
Salaries and Employee Benefits (100 and 200)	\$31,826	\$31,708	\$25,936
Employee Benefits (200)	\$0	\$0	\$5,771
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	\$4,651
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$4,779	\$4,650	\$0
Software (670)	\$0	\$0	\$0

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
Total Expenditures	\$36,605	\$36,358	\$36,358

Goal #1

Goal

South Kearns Elementary has begun to make strides in helping our students reach benchmark levels in reading however, we still have far too many students needing intensive support. Based on our current data and the progress we have started during the 2016-2017 school year we would like to continue to focus on reading as identified by our DIBELS scores. By May 2018, we want to increase the number of students on benchmark according to our Uniform Growth Goal (UGG) set by Granite School District. These goals are established by using past averages growth data +2% and is based on the DIBELS Composite test scores from beginning of year to end of year with progress shown for middle of the year also. Spring of 2017 Beginning of Year to End of Year goals were set as follows: Kindergarten 19% to 35%, 1st grade 47% to 53%, 2nd grade 50% to 52%, 3rd grade 50% to 56%, 4th grade 42% to 52%, 5th grade 32% to 50%, and 6th grade 80% to 82%. During the 2017-2018 school year we want to have similar increases in DIBELS in order to reach the established Uniform Growth Goal which will support our students in their reading skills.

Academic Areas

- Reading

Measurements

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

By May 2018, we want to increase the number of students on benchmark according to our Uniform Growth Goal (UGG) set by Granite School District. These goals are established by using past averages growth data +2% and is based on the DIBELS Composite test scores from beginning of year to end of year with progress shown for middle of the year also. Spring of 2017 Beginning of Year to End of Year goals were set as follows: Kindergarten 19% to 35%, 1st grade 47% to 53%, 2nd grade 50% to 52%, 3rd grade 50% to 56%, 4th grade 42% to 52%, 5th grade 32% to 50%, and 6th grade 80% to 82%. During the 2017-2018 school year we want to have similar increases in DIBELS to reach the established Uniform Growth Goal which will impact student reading abilities.

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

Granite School District established the follow Uniform Growth Goals based on the DIBELS Composite test scores for South Kearns Elementary. The Kindergarten goal was 61% we reached 82%. First grade's goal was 77% however we only reached 64% a 2% growth decline from past years. Second grade's goal was 74% and we reached 75%. Third grade's goal was 60% and we reached 71%. Fourth grade's goal was 60% and we reached 75%. Fifth grade's goal was 53% and we reached 64%. Sixth grade's goal was 70% and we reached 69%. In 6th grade we enrolled 2, new to the country, ELL students a few weeks prior to testing causing us to not meet our 6th grades goals. Overall, 5 of the 7 grades met or exceeded the Uniform Growth Goals as established.

Action Plan Steps

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

- * Funding will be allocated to support a half time teacher to keep our 1st grade numbers and reduce a split multi-grade class. This will allow us to focus on providing a firm foundation in reading skills.
- * All students will be given the DIBELS benchmark test in the fall of 2017 to identify students who are reading below benchmark level. * Any students scoring intensive or strategic will then be tested with a Core Phonics Survey to identify specific skills deficits. Students in grades 2-6 in the intensive category will be served in a reading intervention class with support from our certified reading intervention teacher and trained support aides. Those in the strategic category will be serve within their regular classroom by their classroom teacher focusing on the skills identified through the Core Phonics Survey. * All identified students needed additional support will be progress monitored weekly throughout the school year. *Trained paraprofessionals paid from Title 1 and Land Trust will support these efforts. In kindergarten and 1st grade students will be served daily within their classrooms. * In grades 2-6 students will be served within the reading intervention class. These students are re-evaluated throughout the school year and adjustments made as needed both in curriculum and in placements. * Accelerated Reader/STAR - a computerized quiz program will be utilized to motivate reading practice at an appropriate independent reading level.

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

All students were given the DIBELS benchmark in the fall. Students identified as needed additional support were then tested with the Core Phonics Survey to identify specific skill deficits. When identified they were served either in a reading intervention classroom with a certified reading teacher with aide support or through their general classroom depending on their grade level. Accelerated Reader was utilized as a motivation tool to support reading practice with current literature from our library.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
		Total:	\$36,605	\$36,358
Salaries and Employee Benefits (100 and 200)	Provide 0.5 FTE salary and benefits. Provide a trained paraprofessional to work within our reading intervention program approximately 20 hours per week.	\$31,826	\$31,708	Salary and benefits for a classroom teacher, and a paraprofessional to work in our reading intervention program.

Category	Description	Estimated Cost	Actual Cost	Actual Use
Technology Related Hardware/Software (< \$5,000 per item) (650)	Accelerated Reader - STAR reading program	\$4,779	\$4,650	Funding for this program was taken from our technology account to due to timing of our renewal. Instead we used this funding to provide library books to support the Accelerated Reader program.

Increased Distribution (and Unplanned Expenditures)

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

Should additional funds be available, paraprofessionals hours will be increased to support students before or after school with to work on their reading intervention packets.

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

We found a need for additional non-fiction lower level reading materials in our library to support our reading intervention and Accelerated Reader program. We purchased a small set of Spanish literature for our newly arrived ESL students to keep their primary language reading skills up to speed as they learn English vocabulary. These allocations were a part of our amendment.

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- 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):

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

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2018-10-02**

Council Plan Approvals

Number Approved Number Not Approved Number Absent Vote Date

6 0 1 2017-03-08

Plan Amendments

Explanation for Amendment

Paras were moved to a reading grant budget. We have a need for additional non-fiction lower level reading materials in our library to support our reading intervention and Accelerated Reader program. Additionally, we plan to purchase a small set of Spanish literature for our newly arrived ESL students to keep their primary language reading skills up to speed as they learn English vocabulary. Also Accelerated Reader renewal will now be taken from a technology grant. We will be moving \$5000 from our para budget to library books.

