

Final Report 2016-2017 - Cleveland 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 2016 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2016-2017.

Description	Planned expenditures by the school	Actual expenditures entered by the school	Actual expenditures enter by the District Business Administrator
Carry-Over from 2015-2016	\$272	N/A	\$1,753
Distribution for 2016-2017	\$20,239	N/A	\$22,370
Total Available for Expenditure In 2016-2017	\$20,511	N/A	\$24,123
Salaries and Employee Benefits (100 and 200)	\$16,150	\$15,768	\$11,453
Employee Benefits (200)	\$0	\$0	\$4,315
Professional and Technical Services (300)	\$0	\$0	\$0
Repairs and Maintenance (400)	\$0	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0	\$0
Travel (580)	\$0	\$0	\$0
General Supplies (610)	\$750	\$0	\$0
Textbooks (641)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0	\$1,569
Software (670)	\$2,400	\$4,819	\$4,819
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$1,200	\$1,569	\$0
Total Expenditures	\$20,500	\$22,156	\$22,156
Remaining Funds (Carry-Over to 2017-2018)	\$11	N/A	\$1,967

Goal #1 Goal

Improve the science SAGE scores in grades 4-6.

Academic Areas

Science

Measurements

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

The previous spring science SAGE test scores for each fifth and sixth-grade student will be compared to his/her score on the 2017 science SAGE test to measure individual student progress. The fourth-grade SAGE test score for each student will serve as a baseline for progress in subsequent years. Teacher assessments, observations, and report cards will also be used to measure progress.

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

The following compares fifth-grade science scores to the same students' fourth-grade science scores on the SAGE science assessment:

	Average Scale Score	Percent Proficient
Fourth 2016	840	46
Fifth 2017	828	31

The following compares sixth-grade science scores to the same students' fifth-grade science scores on the SAGE science assessment:

	Average Scale Score	Percent Proficient
Fourth 2016	840	59
Fifth 2017	837	52

Action Plan Steps

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

Each teacher in the 4th-6th grades will evaluate the scores from the previous spring science SAGE tests to determine standards and objectives in need of emphasis. Teachers will determine and use strategies to help students learn the determined standards and objectives.

Use funds to purchase appropriate science materials and equipment to assist in instruction and student learning.

Provide three days for teachers to evaluate data, plan and prepare appropriate intervention strategies to meet individual and group needs, and assess skills of individual students. These days are the same as are listed for the math, writing, and reading goals.

Continue our summer packet program to help students retain knowledge and skills learned throughout the year.

Students will be assigned to present an individual or small group science project and display related to the Utah Core Standards for their grade level. This presentation will be shared in their classes, a grade-level setting, or shared with another class. Students will be encouraged to further share their projects or create a new one by participating in the District science fair.

Plan and carry out a science day which may include presentations by knowledgeable people from our community, high school and college students, government agencies, and other organizations.

Continue training in the use of SMART Boards and other interactive technology to improve instruction and learning.

We will purchase software and/or internet based programs to supplement science instruction.

Purchase appropriate audiovisual materials and computer related hardware.

Use funds to pay one-fourth of the salary of one classroom aide for three hours/day for 150 days.

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

The teachers in the 4th-6th grades evaluated the scores from the previous spring science SAGE tests to determine standards and objectives in need of emphasis.

We provided three days for teachers to evaluate data, plan and prepare appropriate intervention strategies to meet individual and group needs, and to assess skills of individual students.

Students in 4th grade were given a packet to complete to help students retain knowledge and skills learned throughout the year.

Students were assigned to present an individual or small group science project and display related to the Utah Core Standards for their grade level.

We planned and carried out a science day including many presenters from the community and government agencies.

We purchased a license for Education City, an internet based program that included a science module.

Funds were used to help pay for three replacement classroom projectors.

Funds were used to pay one-fourth of the salary of one classroom aide for three hours/day for 150 days.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	One-fourth the cost of salaries and employee benefits for our summer school. One-fourth the cost of salaries and employee benefits for substitute teachers in order to provide three days for teachers to evaluate data, plan and prepare appropriate intervention strategies to meet individual and group needs, and assess skills of individual students. These days are the same as are listed for the math, writing, and reading goals. One-fourth the cost of the salary of one classroom aide to work in the classrooms for three hours/day for 150 days.	\$3,138	\$2,645	As described

Category	Description	Estimated Cost	Actual Cost	Actual Use
General Supplies (610)	Purchase appropriate science materials and equipment to assist in instruction and student learning.	\$450	\$0	We did not purchase science materials using these funds.
Software (670)	Edmentum Education City and/or Study Island science online program	\$800	\$1,500	As described
Equipment (Computer Hardware, Instruments, Furniture) (730)	Partial payment for projector	\$300	\$391	As described
	Total:	\$4,688	\$4,536	

Goal #2 Goal

Improve the math SAGE and end-of-level test scores in grades 1-6.

Academic Areas

Mathematics

Measurements

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

The previous spring math SAGE test scores for each fourth, fifth, and sixth-grade student will be compared to his/her score on the 2017 math SAGE test to measure individual student progress. The third-grade SAGE test score for each student will serve as a baseline for progress in subsequent years. The previous math end-of-level test scores for each first and second-grade student will be compared to his/her score on the 2017 math end-of-level tests to measure individual student progress. The kindergarten end-of-year test will be used as a baseline for student progress in subsequent years. Teacher assessments, observations, and report cards will also be used to measure progress.

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

The following compares fourth-grade math scores to the same students' third-grade math scores on the SAGE Math assessment:

	Average Scale Score	Percent Proficient
Third 2016	313	48
Fourth 2017	362	75

The following compares fifth-grade math scores to the same students' fourth-grade math scores on the SAGE math assessment:

	Average Scale Score	Percent Proficient
Fourth 2016	357	54
Fifth 2017	367	32

The following compares sixth-grade math scores to the same students' fifth-grade math scores on the SAGE math assessment:

	Average Scale Score	Percent Proficient
Fifth 2016	389	66
Sixth 2017	426	61

The following compares the percent of first-grade students who scored 80% or higher on the end-of-level test in the spring of 2017 to the percent of kindergarten students who scored 80% or higher on the end-of-level test in 2016. The same group of students is being compared. It also compares the percent of second-grade students who scored 80% or higher on the end-of-level test in the spring of 2017 to the percent of first-grade students who scored 80% or higher on the end-of-level test in 2016. The same group of students is being compared.

	2016	2017
First	95%	87%
Second	100%	88%

Action Plan Steps

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

Each teacher will evaluate the scores from the previous spring math SAGE or end-of-level tests to determine standards and objectives in need of emphasis. Teachers will determine and use strategies to help students learn the determined standards and objectives.

Provide three days for teachers to evaluate data, plan and prepare appropriate intervention strategies to meet individual and group needs, and assess skills of individual students. These days are the same as are listed for the science, writing, and reading goals.

Provide professional development materials and instruction relating to teaching math.

Use funds to purchase appropriate math supplemental materials.

Continue our summer packet program to help students retain knowledge and skills learned throughout the year.

Continue a summer reading and math interventions program which includes about one hour of instruction and practice two days per week during the months of June and July.

Continue training in the use of SMART Boards and other interactive technology to improve instruction and learning.

We will purchase software and/or internet based programs to supplement math instruction.

Purchase appropriate audiovisual materials and computer related hardware.

Use funds to pay one-fourth of the salary of one classroom aide for three hours/day for 150 days.

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

Provided three days for teachers to evaluate data, plan and prepare appropriate intervention strategies to meet individual and group needs, and assess skills of individual students. These days are the same as are listed for the science, writing, and reading goals.

Continued our summer packet program to help students retain knowledge and skills learned throughout the year.

Held a summer reading and math interventions program which included about one hour of instruction and practice two days per week during the months of June and July. Funds were used to pay for 1/4 the cost of this program.

Used funds to help pay for the cost of Education City, an internet-based program to supplement math instruction.

Used funds to purchase additional licenses for ST Math so that all of our fifth and sixth-grade students could have access and use the program.

Helped pay for 1/4 the cost of the purchase of three classroom projectors to replace out-dated projectors.

Use funds to pay one-fourth of the salary of one classroom aide for three hours/day for 150 days.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	One-fourth the cost of salaries and employee benefits for our summer school. One-fourth the cost of salaries and employee benefits for substitute teachers in order to provide three days for teachers to evaluate data, plan and prepare appropriate intervention strategies to meet individual and group needs, and assess skills of individual students. These days are the same as are listed for the science, writing, and reading goals. One-fourth the cost of the salary of one classroom aide to work in the classrooms for three hours/day for 150 days.	\$3,138	\$2,644	As described
Software (670)	Edmentum Education City math online program	\$800	\$1,819	As described
Equipment (Computer Hardware, Instruments, Furniture) (730)	Partial payment for projector	\$300	\$393	As described

Category	Description	Estimated Cost	Actual Cost	Actual Use
		Total:	\$4,238	\$4,856

Goal #3 Goal

Improve writing across the curriculum at all grade levels.

Academic Areas

Writing

Measurements

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

The previous spring writing SAGE test scores for each fourth, fifth, and sixth-grade student will be compared to his/her score on the 2017 writing SAGE test to measure individual student progress. The third-grade SAGE test score for each student will serve as a baseline for progress in subsequent years. Teacher assessments, observations, and report cards will also be used to measure progress. Teacher assessments, observations, and report cards will be used to measure the progress for kindergarten, first, and second-grade students.

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

The following compares fourth-grade writing scores to the same students' third-grade writing scores on the SAGE ELA assessment:

	Average Scale Score
Third 2016	358
Fourth 2017	374

The following compares fifth-grade writing scores to the same students' fourth-grade writing scores on the SAGE ELA assessment:

	Average Scale Score
Fourth 2016	423
Fifth 2017	386

The following compares sixth-grade writing scores to the same students' fifth-grade writing scores on the SAGE ELA assessment:

	Average Scale Score
Fifth 2016	426
Sixth 2017	427

Action Plan Steps

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

Purchase books and other materials to be used with writing instruction and practice.

Share writing, successes, and suggestions in a professional development setting with the faculty.

Provide three days for teachers to evaluate data, plan and prepare appropriate intervention strategies to meet individual and group needs, and assess skills of individual students. These days are the same as are listed for the science, math, and reading goals.

Teachers in grades 3-6 will use the Utah Compose website to practice and improve writing skills.

Integrate writing in all areas of the curriculum.

Continue our summer packet program to help students retain knowledge and skills learned throughout the year.

Purchase appropriate audiovisual materials and computer related hardware.

Use funds to pay one-fourth of the salary of one classroom aide for three hours/day for 150 days.

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

Provided three days for teachers to evaluate data, plan and prepare appropriate intervention strategies to meet Individual and group needs, and assess skills of individual students. These days were the same as those listed for the science, math, and reading goals.

Teachers in grades 3-6 used the Utah Compose website to practice and improve writing skills.

Integrated writing in all areas of the curriculum.

Continued our summer packet program to help students retain knowledge and skills learned throughout the year.

Used funds to pay 1/4 the cost of the purchase of three classroom projectors to replace out-dated equipment.

Used funds to pay one-fourth of the salary of one classroom aide for three hours/day for 150 days.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	One-fourth the cost of salaries and employee benefits for our summer school. One-fourth the cost of salaries and employee benefits for substitute teachers in order to provide three days for teachers to evaluate data, plan and prepare appropriate intervention strategies to meet Individual and group needs, and assess skills of individual students. These days are the same as are listed for the science, writing and reading goals. One-fourth the cost of the salary of one classroom aide to work in the classrooms for three hours/day for 150 days.	\$3,138	\$2,644	As described
General Supplies (610)	Purchase books and other materials to be used with writing instruction and practice.	\$50	\$0	No supplies were purchased.
Equipment (Computer Hardware, Instruments, Furniture) (730)	Partial payment for projector	\$300	\$392	As described
Total:		\$3,488	\$3,036	

**Goal #4
Goal**

Continue our focus on reading instruction to improve reading skills in all grade levels.

Academic Areas

Reading

Measurements

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

The previous spring language arts SAGE test scores for each fourth, fifth, and sixth-grade student will be compared to his/her score on the 2017 language arts SAGE test to measure individual student progress. The third-grade language arts SAGE test score for each student will serve as a baseline for progress in subsequent years. The previous spring language arts end-of-level test scores for each first and second-grade student will be compared to his/her score on the 2017 language arts end-of-level tests to measure individual student progress. The previous end-of-year DIBELS Next assessment scores for each first, second, third, fourth, fifth, and sixth-grade student will be compared to his/her score on the 2017 DIBELS Next assessment. The kindergarten end-of level language arts and DIBELS Next assessments will be used as a baseline for student progress in subsequent years. Teacher assessments, observations, and report cards will also be used to measure progress.

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

The following compares fourth-grade ELA scores to the same students' third-grade ELA scores on the SAGE ELA assessment:

	Average Scale Score	Percent Proficient
Third 2016	329	52
Fourth 2017	369	45

The following compares fifth-grade ELA scores to the same students' fourth-grade ELA scores on the SAGE ELA assessment:

	Average Scale Score	Percent Proficient
Fourth 2016	378	51
Fifth 2017	373	29

The following compares sixth-grade ELA scores to the same students' fifth-grade ELA scores on the SAGE ELA assessment:

	Average Scale Score	Percent Proficient
Fifth 2016	416	59
Sixth 2017	439	65

The following compares the percent of first-grade students who scored 80% or higher on the end-of-level test in the spring of 2017 to the percent of kindergarten students who scored 80% or higher on the end-of-level test in 2016. The same group of students is being compared. It also compares the percent of second-grade students who scored 80% or higher on the end-of-level test in the spring of 2017 to the percent of first-grade students who scored 80% or higher on the end-of-level test in 2016. The same group of students is being compared.

	2016	2017
First	86%	56%
Second	65%	63%

Action Plan Steps

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

Each teacher will evaluate the scores from previous spring language arts SAGE assessments or end-of-level tests and end-of-year DIBELS Next scores to determine standards and objectives in need of emphasis. Teachers will determine and use strategies to help students learn the determined standards and objectives.

Provide three days for teachers to evaluate data, plan and prepare appropriate intervention strategies to meet individual and group needs, and assess skills of individual students. These days are the same as are listed for the science, math, and writing goals.

Provide time for teachers to administer DIBELS Next testing to their students by arranging for and paying substitutes. DIBELS Next testing is done three times during the school year.

Provide professional development materials and instruction relating to teaching reading.

Purchase appropriate books to encourage reading fluency and comprehension for the leveled library and classrooms.

Replace Read Naturally materials as needed.

Purchase DIBELS Next Daze testing booklets and materials as needed.

Continue our summer packet program to help students retain knowledge and skills learned throughout the year.

Continue a summer reading and math interventions program which includes about one hour of instruction and practice two days per week during the months of June and July.

Continue training in the use of SMART Boards and other interactive technology to improve instruction and learning.

We will purchase software and/or internet based programs to supplement reading instruction.

Purchase appropriate audiovisual materials and computer related hardware.

Use funds to pay for an aide to work with individual students using the STAR (Student Tutoring Achievement for Reading) program.

Use funds to pay one-fourth of the salary of one classroom aide for three hours/day for 150 days.

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

Provided three days for teachers to evaluate data, plan and prepare appropriate intervention strategies to meet individual and group needs, and assess skills of individual students. These days were the same as those listed for the science, math, and writing goals.

Provided time for teachers to administer DIBELS Next testing to their students by arranging for and paying substitutes. DIBELS Next testing is done three times during the school year.

Continued our summer packet program to help students retain knowledge and skills learned throughout the year.

Continued a summer reading and math interventions program which included about one hour of instruction and practice two days per week during the months of June and July.

Used funds to help purchase Education City, an internet-based program to supplement reading instruction.

Used funds to pay for 1/4 the cost of three classroom projectors to replace out-dated equipment.

Used funds to pay for an aide to work with individual students using the STAR (Student Tutoring Achievement for Reading) program.

Used funds to pay one-fourth of the salary of one classroom aide for three hours/day for 150 days.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	One-fourth the cost of salaries and employee benefits for our summer school. One-fourth the cost of salaries and employee benefits for substitute teachers in order to provide three days for teachers to evaluate data, plan and prepare appropriate intervention strategies to meet individual and group needs, and assess skills of individual students. These days are the same as are listed for the science, writing and reading goals. The cost of salaries and employee benefits for substitute teachers in order to provide three days for teachers to administer the DIBELS Next assessment to their students. One-fourth the cost of the salary of one classroom aide to work in the classrooms for three hours/day for 150 days.	\$6,736	\$7,835	As described
General Supplies (610)	Purchase DIBELS Next Daze booklets. Purchase books for the leveled library and classrooms.	\$150	\$0	No supplies were purchased
Software (670)	Edmentum Education City language arts online software.	\$800	\$1,500	As described
Equipment (Computer Hardware, Instruments, Furniture) (730)	Partial payment for projector	\$300	\$393	As described
Total:		\$7,986	\$9,728	

Goal #5 Goal

Use community talents and resources to promote and increase emphasis on fine arts at each grade level.

Academic Areas

Fine Arts

Measurements

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

Periodically throughout the year in faculty and School Community Council meetings we will discuss and evaluate our progress.

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

We discussed the activities relating to fine arts as a faculty, in our School Community Council meetings, and with parent volunteers. The activities were successful and have helped increase student knowledge and skills relating to fine arts.

Action Plan Steps

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

Distribute a Community Talent and Resource Survey to all students to take home to parents to complete and return to school.

Place the Community Talent and Resource Survey forms in the Emery County libraries in Cleveland and Elmo and other appropriate places in the community to allow interested community members to complete and return the forms to the school.

Remind parents at Back to School Night of the survey and our goal to promote and increase emphasis on fine arts.

Based on classroom needs and the information obtained through the surveys, invite parents and community members into our classrooms to share their talents and skills.

Plan and carry out a fine arts day inviting parents and community members to share their talents and skills.

Purchase materials needed for fine arts instruction and student activities.

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

Based on classroom needs and the information obtained through prior surveys, we invited parents and community members into our classrooms to share their talents and skills.

Planned and carried out a fine arts day inviting parents and community members to share their talents and skills.

Expenditures

General Supplies (610)	Purchase materials needed for fine arts instruction and student activities.	\$100	\$0	No materials were purchased this year with School Land Trust funds.
	Total:	\$100	\$0	

Increased Distribution

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

We may need additional funds to cover the estimated costs of salaries and benefits. Purchase additional software or online programs. Purchase an additional projector. Purchase teacher and student science, math, writing, reading, and fine arts materials.

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

We used the additional funds to help pay for Education City and the classroom projectors.

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

The school plan was actually 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 **2017-10-20**

Council Plan Approvals

9	0	1	2016-04-05
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No Comments at this time

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