

# Final Report 2018-2019 - Cleveland EL

## Final Report Approved

### Final Report Approval Details

**Submitted By:**

Jenny Gagon

**Submit Date:**

2019-10-21

**Admin Reviewer:**

Natalie Gordon

**Admin Review Date:**

Unknown

**District Reviewer:**

Larry Davis

**District Approval Date:**

2019-12-18

**Board Approval Date:**

2019-12-18

### 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	\$103	N/A	\$591
Distribution for 2018-2019	\$23,027	N/A	\$24,340
Total Available for Expenditure in 2018-2019	\$23,130	N/A	\$24,931
Salaries and Employee Benefits (100 and 200)	\$19,930	\$21,190	\$16,329
Employee Benefits (200)	\$0	\$0	\$4,861
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)	\$400	\$0	\$0
Textbooks (641)	\$0	\$0	\$0
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	\$0	\$0
Library Books (644)	\$300	\$0	\$0
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$0	\$0	\$442
Software (670)	\$2,490	\$2,619	\$2,177
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
<b>Total Expenditures</b>	<b>\$23,120</b>	<b>\$23,809</b>	<b>\$23,809</b>
<b>Remaining Funds (Carry-Over to 2019-2020)</b>	<b>\$10</b>	<b>N/A</b>	<b>\$1,122</b>

## Goal #1 Goal

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Improve the math end-of-level test scores. This will be completed by the end of the 2108-2019 school year.

## Academic Areas

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- Mathematics

## Measurements

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

The previous spring state math end-of-level test scores for each fourth and fifth-grade student will be compared to his/her score on the state 2019 math end-of-level test to measure individual student progress. The third-grade math end-of-level 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 2019 math end-of-level tests to measure individual student progress. The kindergarten end-of-level tests 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.**

Student growth in math was tracked from 2018-2019 in grades 3rd-5th using end of the level summative results from the SAGE and RISE tests. At the end of 2019, some grades in K-2 were using common end of year tests, but there were not results from 2018 to compare them to. Thus, we can not report accurate math growth in grades K-2 for this plan. Growth was tracked for student groups (end of 3rd grade to end of 4th grade) and for teacher groups (end of 4th one year to end of 4th another year). Both are reported and conclusions about these results are written in the action plan.

### Student Growth

3rd Grade (2018) - 4th Grade (2019) - decrease in 19% proficiency

4th Grade (2018) - 5th Grade (2019) - increase in 11% proficiency

Conclusion: School Wide Growth decreased 4%

### Teacher Growth

3rd Grade (2018)-3rd Grade (2019) - increase in 4% proficiency

4th Grade (2018)-4th Grade (2019) - decrease in 6% proficiency

5th Grade (2018)-5th Grade (2019) - decrease in 2% proficiency

Conclusion: School Wide Proficiency decreased 2%

## Action Plan Steps

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

\*Each teacher will evaluate the scores from the previous spring 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 to assess skills of individual students. These days are the same as are listed for the writing and reading goals.

\* Provide professional development materials and instruction relating to teaching math.

\*Use funds to purchase appropriate math 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. For students in kindergarten through second grade, reading is to be the focus. For students in grades 3-5, separate sessions will be held for reading and math according to needs. If needs warrant, sessions including both reading and math could be held.

\*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-third of the salary of two classroom aides for three hours/day for 150 days.

\*Determine student and parent interest in an after-school math club or activities and implement them if enough interest is shown. A successful robotics club was started in the 2017-2018 school year. A competitive team of ten fourth and fifth-grade students was organized and participated in competition. Other fourth and fifth-grade students not wanting to participate in competition participated on a different day after school. Many kindergarten through third-grade students also participated in a Lego League. Because of the success of the robotics program, a similar program will be implemented in the 2018-2019 school year. This club is sponsored on a District level through a grant.

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

The school did not make adequate growth in the area of math despite completing the following:

Teachers did evaluate end-of-level data and were aware of objectives needing emphasis. Teachers used 'Data Days' written into the plan to do this.

The Summer Packet program was in place and 81% of our students returned packets over the 2019 summer.

During June and July of 2018 and 2019, summer school was held for 15 days. Students met with teachers and aides to receive targeted small group or one on one instruction in math. Students attended for 3 hours each day.

Our math software that supports math learning was used to help teachers supplement instruction.

Classroom aides are essential to help our students and these aides did work with teachers to help support math instruction.

No after school math program was in place during 2018-2019.

Robotics Club was a successful program during 2018-2019 school year and benefited 10 students.

**Expenditures**

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	*One-third the cost of salaries and employee benefits for our summer school. *One third 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 to assess skills of individual students. These days are the same as are listed for the writing and reading goals. *One-third the cost of the salary and benefits of two classroom aides to work in the classrooms for three hours/day for 150 days.	\$6,153	\$7,064	One third 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 to assess skills of individual students. These days are the same as are listed for the writing and reading goals. *One-third the cost of the salary and benefits of two classroom aides to work in the classrooms for three hours/day for 150 days.
Software (670)	Purchase math related software/internet programs.	\$830	\$873	Money was used to help fund SchoolCity, a software program used by the district to track data in PLC meetings. Money was also used to purchase Education City which teachers used to supplement math instruction and help students practice skills.
	Total:	\$6,983	\$7,937	

**Goal #2  
Goal**

Improve writing across the curriculum at all grade levels. Writing will be evaluated by the end of the 2018-2019 school year.

**Academic Areas**

- Writing

**Measurements**

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

The previous spring state writing end-of-level test scores for each fourth and fifth-grade student will be compared to his/her score on the 2019 writing end-of-level test to measure individual student progress. The third-grade end-of-level 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 only available writing data for this final report is from the SAGE summative scores in 2018 when 62% of our school was proficient in writing. We are waiting on RISE to release writing data from 2019 so we can not indicate growth in writing at this time. Moving forward, we plan to use Utah Compose as an additional assessment teachers can use to track data for writing and will have growth to report for the 2019-2020 school year as we plan for all grades to give a beginning, middle, and end of the year assessment.

## 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 to assess skills of individual students. These days are the same as are listed for the math and reading goals.
- \*Teachers in grades 3-5 will use the Utah Compose website to help students 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-third of the salary of two classroom aides for three hours/day for 150 days.
- \*Determine student and parent interest in an after-school writing club or writing related activities. Implement a program if enough interest is shown.

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

These parts of the plan were completed during the 2018-2019 school year:

Three days were provided for teachers to meet to review, discuss, and plan instruction based on available data.

Utah Compose was used by some grades for writing instruction. We plan to use this to collect data for the current school year's plan.

The summer packets were sent with students and 81% of our students returned these packets complete.

Software was purchased to help supplement all subjects, including writing.

Classroom aides were used to help assist teachers and students to meet goals in the plan.

There was not enough interest in an after school program.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
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		Total:	\$7,183	\$7,936	
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Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	One-third of the cost of salaries and employee benefits for our summer school. *One-third 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 to assess the skills of individual students. These days are the same as are listed for the math and reading goals. *One-third the cost of the salary and employee benefits of two classroom aides to work in the classrooms for three hours/day for 150 days.	\$6,153	\$7,063	One-third of the cost of salaries and employee benefits for our summer school. *One-third 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 to assess the skills of individual students. These days are the same as are listed for the math and reading goals. *One-third the cost of the salary and employee benefits of two classroom aides to work in the classrooms for three hours/day for 150 days.
General Supplies (610)	Purchase books and other materials to be used with writing instruction and practice.	\$200	\$0	No books were purchased to supplement writing instruction.
Software (670)	Purchase writing-related software/internet-based programs to improve writing skills.	\$830	\$873	Money was used to help fund SchoolCity, a software program used by the district to track data in PLC meetings. Money was also used to purchase Education City which teachers used to supplement writing instruction and help students practice skills.
	Total:	\$7,183	\$7,936	

### Goal #3 Goal

Improve the reading end-of-level test scores. This will be evaluated by the end of the 2018-2019 school year.

### Academic Areas

- Reading

### Measurements

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

The previous spring state language arts end-of-level test scores for each fourth and fifth-grade student will be compared to his/her score on the 2019 state language arts end-of-level test to measure individual student progress. The third-grade state language arts end-of-level 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 2018 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, and fifth-grade student will be compared to his/her score on the 2019 DIBELS Next assessment. The kindergarten end-of-level language arts and DIBELS Next tests 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.**

End of level tests (both SAGE and RISE summative scores) were used to track growth and proficiency. In addition, Dibels scores were also used to track school-wide growth for all grades in reading.

Significant growth was made in the area of reading.

#### Student Growth

3rd Grade (2018) - 4th Grade (2019) - decrease in 11% proficiency

4th Grade (2018) - 5th Grade (2019) - increase in 20% proficiency

Conclusion: School Wide Growth Increased approximately 5%

#### Teacher Growth

3rd Grade (2018)-3rd Grade (2019) - increase in 19% proficiency

4th Grade (2018)-4th Grade (2019) - decrease in 3% proficiency

5th Grade (2018)-5th Grade (2019) - increase in 20% proficiency

Conclusion: School Wide Proficiency Increased by approximately 14%

#### Dibels Data:

In 2018, 58% of students were reading on level at the EOY testing according to DIBELS composite scores.

In 2019, 65% were reading on level at the EOY testing according to DIBELS composite scores.  
 Conclusion: There was a 7% growth in reading levels according to DIBELS scores for the entire school (K-5) in reading.

## 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 language arts end-of-level assessments and the 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 to assess skills of individual students. These days are the same as are listed for the 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. For students in kindergarten through second grade, reading is to be the focus. For students in grades 3-5, separate sessions will be held for reading and math according to needs. If needs warrant, sessions including both reading and math could be held.
- \*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.
- \*Seek for volunteers to continue and build on the STAR (Student Tutoring Achievement for Reading) program.
- \*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-third of the salary of two classroom aides for three hours/day for 150 days.
- \*Determine student and parent interest in an after-school reading club or activities and implement it if enough interest is shown.

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

Teachers used data days to analyze and plan instruction and use of aide time to help increase reading scores.

Time was given for both teachers and aides to monitor DIBELS data and use that data to plan instruction for each individual student.

The summer packets and summer school continued with 81% of our students returning their summer packets.

15 days were used during the summer to provide individual and small group reading instruction to students.

Software was purchased to help teachers analyze data and to be used to supplement reading instruction.

Aides were used to provide tutoring through the STAR program.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
	Total:	\$8,954	\$7,936	

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	*One-third the cost of salaries and employee benefits for our summer school. *One third 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 to assess skills of individual students. These days are the same as are listed for the math and writing goals. *Pay for the salary and employee benefits for substitute teachers to allow teachers to administer the DIBELS Next assessment to the students in their classes. *Pay for the salary and employee benefits for an aide to work with individual students using the STAR (Student Tutoring Achievement for Reading) program. *One-third the cost of the salaries and employee benefits of two classroom aides to work in the classrooms for three hours/day for 150 days.	\$7,624	\$7,063	One-third the cost of salaries and employee benefits for our summer school. *One third 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 to assess skills of individual students. These days are the same as are listed for the math and writing goals. *Pay for the salary and employee benefits for substitute teachers to allow teachers to administer the DIBELS Next assessment to the students in their classes. *Pay for the salary and employee benefits for an aide to work with individual students using the STAR (Student Tutoring Achievement for Reading) program. *One-third the cost of the salaries and employee benefits of two classroom aides to work in the classrooms for three hours/day for 150 days.
General Supplies (610)	Purchase DIBELS Next Daze booklets.	\$200	\$0	Other funds were used for this purchase.
Library Books (644)	Purchase books for the leveled library and classrooms.	\$300	\$0	No books were purchased.
Software (670)	Purchase reading-related software to help improve reading skills.	\$830	\$873	Money was used to help fund SchoolCity, a software program used by the district to track data in PLC meetings. Money was also used to purchase Education City which teachers used to supplement reading instruction and help students practice skills.
	Total:	\$8,954	\$7,936	

## Funding Changes (and Unplanned Expenditures)

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

\*Goals 1, 2, and 3: Purchase a classroom projector to replace an outdated one. \*Goals 1, 2, and 3: Purchase Chromebooks to add to our portable lab or classrooms. \*Goals 1, 2, and 3: Purchase additional software and/or internet-based programs. \*Goal 2: Purchase teacher and student materials to improve writing skills. \*Goals 1, 2, and 3: Purchase materials needed for after-school programs. \*Goals 1, 2, and 3: Purchase technology related equipment. \*Goals 1, 2, and 3: Purchase software and/or hardware that would help us implement our blended learning initiative. \*Goals 1, 2, and 3: Purchase replacement headphones for our Chromebook portable labs. \*Goals 1, 2, and 3: Purchase materials for summer school and/or our summer packets.

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

There was a slight increase in funds used for salaries and benefits and for technology (software). The differences are indicated in the final expenditures list (approximately \$689). The funds for library books and general supplies were moved over to salaries and technology in addition to some of the carry over from 2017-2018.

## Publicity

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

- School newsletter
- School website

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

- School newsletter
- School website

## Policy Makers

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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 Leaders:

Trust Lands Administration

## Summary Posting Date

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A summary of this Final Report was provided to parents and posted on the school website on **2019-10-20**

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
7	0	0	2018-04-13

**No Comments at this time**

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