

Final Report 2017-2018 - 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 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)
Carry-Over from 2016-2017	\$35	N/A	\$1,967
Distribution for 2017-2018	\$21,778	N/A	\$21,136
Total Available for Expenditure in 2017-2018	\$21,813	N/A	\$23,103
Salaries and Employee Benefits (100 and 200)	\$18,210	\$16,059	\$10,601
Employee Benefits (200)	\$0	\$0	\$4,281
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)	\$1,100	\$279	\$0
Textbooks (641)	\$0	\$0	\$279
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$0	\$0	\$4,472
Software (670)	\$1,300	\$1,702	\$2,879
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$1,200	\$4,472	\$0
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
Total Expenditures	\$21,810	\$22,512	\$22,512
Remaining Funds (Carry-Over to 2018-2019)	\$3	N/A	\$591

Goal #1 Goal

Improve Spring science SAGE test scores for students in grade 5 over their scores in grade 4. This comparison will be made by the end of the 2017-2018 school year.

Academic Areas

- Science

Measurements

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

The Spring 2017 science SAGE test scores for each fifth-grade student will be compared to his/her score on the Spring 2018 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 fifth grade. Teacher assessments, observations, and student 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 2017	835	45
Fifth 2018	827	33

In comparing individual student scores three students improved, seven stayed the same, and six students had lower scores.

The following shows the number of students scoring at each proficiency level with 4=Highly proficient; 3=Proficient; 2=Approaching proficient; and 1=Below proficient.

- 4: 4 students
- 3: 2 students
- 2: 2 students
- 1: 9 students

These scores are lower than the scores for the 2017 SAGE science assessment.

Action Plan Steps

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

- * Each fourth and fifth-grade teacher will evaluate the scores from the 2017 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.
- * Purchase appropriate science materials and equipment to assist in instruction and student learning including hands-on student materials, teacher materials, and instructional aides.
- * 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/or college students, government agencies, and other organizations.
- * Continue training in the use of Smart Boards and other interactive technology to improve instruction and learning.
- * 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.

- * Each fourth and fifth-grade teacher evaluated the scores from the 2017 Spring science SAGE tests to determine standards and objectives in need of emphasis. Teachers were to select and use strategies to help students learn the determined standards and objectives.
- * 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.
- * Students in 4th grade were given a packet to complete to help them 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.
- * Use funds to cover one-fourth the cost for the purchase of a license to Education City, an internet-based program. The program included a science module.
- * 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 to 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 and benefits of one classroom aide to work in the classrooms for three hours/day for 150 days.	\$3,730	\$3,259	As described
General Supplies (610)	Purchase appropriate science materials and equipment to assist in instruction and student learning.	\$400	\$0	We did not spend anything in this category.
Software (670)	Purchase science related software and/or internet-based programs	\$434	\$567	Purchased license for Edmentum internet-based program.
Equipment (Computer Hardware, Instruments, Furniture) (730)	Partial payment for projector	\$300	\$1,118	Paid for one-fourth the cost of Chrome Books.
	Total:	\$4,864	\$4,944	

Goal #2 Goal

Improve the math SAGE and end-of-level test scores in grades 1-5. This will be completed by the end of the 2017-2018 school year.

Academic Areas

- Mathematics

Measurements

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

The 2017 Spring math SAGE test scores for each fourth and fifth-grade student will be compared to his/her score on the 2018 Spring 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 2018 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.

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
Third 2016	313	48
Fourth 2017	362	75
Fifth 2018	381	59

In comparing individual student scores one student improved, ten stayed the same, and five students had lower scores. One student did not have a previous score.

The following shows the number of students scoring at each proficiency level with 4=Highly proficient; 3=Proficient; 2=Approaching proficient; and 1=Below proficient.

- 4: 2 students
- 3: 7 students
- 2: 2 students
- 1: 6 students

These scores are lower than the scores for the 2017 SAGE math assessment.

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 2017	312	44
Fourth 2018	336	37

In comparing individual student scores two students improved, fifteen stayed the same, and fourteen students had lower scores. One student did not have a previous score.

The following shows the number of students scoring at each proficiency level with 4=Highly proficient; 3=Proficient; 2=Approaching proficient; and 1=Below proficient.

- 4: 2 students
- 3: 10 students
- 2: 9 students
- 1: 10 students

These scores are lower than the scores for the 2017 SAGE math assessment.

The following shows the percent of first-grade students who scored 80% or higher on the end of level test in the spring of 2018. It also compares the percent of second-grade students who scored 80% or higher on the end-of-level test in the spring of 2018 to the percent of first-grade students who scored 80% or higher on the end-of-level test in 2017. The same group of students is being compared.

	2017	2018
First	NA	67%
Second	87%	81%

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 2017 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.
- * 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.
- * Continue training in the use of Smart Boards and other interactive technology to improve instruction and learning.
- * Purchase software and/or internet based programs to supplement math instruction.
- * Purchase appropriate audiovisual materials and computer related hardware.
- * 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 to 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 one-fourth the cost of this program.

*Used funds to help pay for one-fourth the cost of Education City, an internet-based program, which has a math module.

*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 and employee benefits of one classroom aide to work in the classrooms for three hours/day for 150 days.	\$3,730	\$3,259	As Described
Software (670)	Purchase math related software	\$433	\$567	As Described
Equipment (Computer Hardware, Instruments, Furniture) (730)	Partial payment for projector	\$300	\$1,118	Paid for one-fourth the cost of Chrome Books.
Total:		\$4,463	\$4,944	

Goal #3 Goal

Improve writing across the curriculum at all grade levels. Writing will be evaluated by the end of the 2017-2018 school year.

Academic Areas

- Writing

Measurements

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

The 2017 Spring writing SAGE test scores for each fourth and fifth-grade student will be compared to his/her score on the 2018 Spring writing SAGE test to measure individual student progress. The third-grade Spring 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. Teach assessments, observations, and report cards will also 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 third-grade Average Scale Score for the writing portion of the spring 2018 SAGE ELA Assessment is shown below. It will serve as a baseline for progress in subsequent years.

	Average Scale Score
Third 2017	320

The following compares the fourth-grade Average Scale Score for the writing portion of the spring 2018 SAGE ELA Assessment to the same students' third-grade writing scores on the SAGE ELA assessment:

	Average Scale Score
Third 2017	360
Fourth 2018	290

The following compares the fifth-grade Average Scale Score for the writing portion of the spring 2018 SAGE ELA Assessment to the same students' fourth-grade writing scores on the SAGE ELA assessment:

	Average Scale Score
Fourth 2017	373

The average scale score for fourth grade decreased. The average scale score for fifth grade increased.

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 3-5 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 to assess skills of individual students. These days were the same as those listed for the science, math, and reading goals.
- *Teachers in grades 3-5 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 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 the skills of individual students. These days are the same as are listed for the science, math, and reading goals. One-fourth the cost of the salary and employee benefits of one classroom aide to work in the classrooms for three hours/day for 150 days.	\$3,730	\$3,259	As Described
General Supplies (610)	Purchase books and other materials to be used with writing instruction and practice.	\$200	\$0	We did not purchase books and other materials to be used with writing instruction and practice.
Equipment (Computer Hardware, Instruments, Furniture) (730)	Partial payment for projector	\$300	\$1,118	Paid for one-fourth the cost of Chrome Books.
Total:		\$4,230	\$4,377	

Goal #4 Goal

Continue our focus on reading instruction to improve reading skills in all grade levels. This will be evaluated by the end of the 2017-2018 school year.

Academic Areas

- Reading

Measurements

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

The 2017 Spring language arts SAGE test scores for each fourth and fifth-grade student will be compared to his/her score on the 2018 Spring 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 2017 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 2017 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 2018 end-of-year 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.

The following shows the third-grade average scale score and the percent of students who were proficient on the SAGE ELA assessment for 2018.

	Average Scale Score	Percent Proficient
Third 2018	316	38

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

	Average Scale Score	Percent Proficient
Third 2017	346	56
Fourth 2018	341	24

In comparing individual student scores two students improved, thirteen stayed the same, and sixteen students had lower scores. One student did not have a previous score.

The following shows the number of students scoring at each proficiency level with 4=Highly proficient; 3=Proficient; 2=Approaching proficient; and 1=Below proficient.

- 4: 2 students
- 3: 5 students
- 2: 14 students
- 1: 10 students

These scores are lower than the scores for the 2017 SAGE ELA assessment.

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

	Average Scale Score	Percent Proficient
Fourth 2017	369	45
Fifth 2018	359	18

In comparing individual student scores one student improved, eight stayed the same, and seven students had lower scores. One student did not have a previous score.

The following shows the number of students scoring at each proficiency level with 4=Highly proficient; 3=Proficient; 2=Approaching proficient; and 1=Below proficient.

- 4: 1 students
- 3: 2 students
- 2: 6 students
- 1: 8 students

These scores are lower than the scores for the 2017 SAGE ELA assessment.

The following shows the percent of first-grade students who scored 80% or higher on the end of level test in the spring of 2018. It also compares the percent of second-grade students who scored 80% or higher on the end-of-level test in the spring of 2018 to the percent of first-grade students who scored 80% or higher on the end-of-level test in 2017. The same group of students is being compared.

	2017	2018
First	NA	71%
Second	56%	NA

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 2017 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 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. This program will be in June and July only.
- * Continue training in the use of Smart Boards and other interactive technology to improve instruction and learning.
- * 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 program.
- * 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 interventions strategies to meet individual and group needs, and to 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 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 that contains a reading module.
- * 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, math, and writing goals. 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-fourth the cost of the salary of one classroom aide to work in the classrooms for three hours/day for 150 days.	\$7,020	\$6,282	As Described
General Supplies (610)	Purchase DIBELS Next Daze booklets. Purchase books for the leveled library and classrooms.	\$350	\$279	As Described
Software (670)	Purchase reading-related software.	\$433	\$568	As Described. Paid one-fourth the cost of Ementum, an internet-based program containing a reading component.
Equipment (Computer Hardware, Instruments, Furniture) (730)	Partial payment for projector.	\$300	\$1,118	Paid for one-fourth of cost of Chrome Books.
	Total:	\$8,103	\$8,247	

Goal #5 Goal

Use community talents and resources to promote and increase emphasis on fine arts at each grade level. This will be evaluated at the end of the 2017-2018 school year.

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 fine arts as a faculty. Teachers had members of the community help with fine arts in their individual classrooms, but we did not hold a fine arts day for the school.

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.

We decided not to have a fine arts day this year, but had talented members of the community share fine arts related skills in some of the classrooms.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
General Supplies (610)	Purchase materials needed for fine arts instruction and student activities.	\$150	\$0	We did not purchase supplies for this goal.
	Total:	\$150	\$0	

Increased Distribution (and Unplanned Expenditures)

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

Goals 2 and 3: Purchase teacher and student materials to improve math and/or writing skills Goals 2 and 4: Purchase teaching supplies for summer school Goals 1 and 2: Purchase science and math supplies and hands-on materials Goals 1, 2, 3, and 4: Purchase software and/or technology related equipment

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

We purchased additional Chrome Books for a mobile cart. Software expenditures were more than we had budgeted.

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

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	Vote Date
5	0	2	2017-04-04

No Comments at this time