

Final Report 2018-2019 - Water Canyon School

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Print Instructions

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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	\$3,803
Distribution for 2018-2019	\$46,420	N/A	\$49,529
Total Available for Expenditure in 2018-2019	\$46,420	N/A	\$53,332
Salaries and Employee Benefits (100 and 200)	\$30,520	\$31,304	\$24,410
Employee Benefits (200)	\$0	\$0	\$6,894
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)	\$15,900	\$20,000	\$20,000
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	\$0
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
Total Expenditures	\$46,420	\$51,304	\$51,304
Remaining Funds (Carry-Over to 2019-2020)	\$0	N/A	\$2,028

Goal #1 Goal

[EDIT ANSWERS](#)

For the 2018-2019 school year, our Community Council has decided that hiring a part time Reading Interventionist is one goal they have for our school. We currently have a full time reading interventionist and will use the part time interventionist to work alongside our other interventionist. This position will be on-going throughout the school year and the certified teacher that is chosen will be able to work directly with the students that are in the most need of extra help with reading. The teacher will be able to work in small groups and work intensively with the students that are in need of the most help and give those students the opportunity to catch up to grade level reading.

Academic Areas

- Reading
- Writing

Measurements

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

Leveled Literacy Intervention is one intervention tool that we currently use for our students. We will continue to use this model and add additional interventions as needed to help our students in reading and writing. The Reading Interventionist we hire will work closely with our current interventionist to assess and determine the best possible interventions for individual students.

Within LLI there are specific assessments that the Reading Interventionist will use to determine a student's current level and what instructional level that particular student needs to be working on. Throughout the LLI instruction, the students will be monitored and measured for their success.

Along with built-in LLI assessments, our students should see an increase in their classroom reading and writing assessments, DIBEL scores and end-of-year SAGE testing.

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

With the addition of our .5 FTE Reading Interventionist, the Reading Center was able to serve 20% more students who began the year reading below level. Our 4th Grade showed an increase in RISE ELA scores from 29% proficient to 57% proficient. Our 5th Grade scores increased from 21% proficient to 44% proficient. We were able to achieve 6% growth school wide with Dibels End of Year (EOY) assessments.

Action Plan Steps

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

1. Using the LLI Model, and other interventions we determine will help our students, work with grade level teachers to find the students that would benefit from intensive reading and writing interventions.
2. After students have been identified, the Reading Interventionist will begin to organize the students into small groups to work with each day.
3. Interventionist will monitor progress each week and report to the grade level teacher of each student.

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

1. Each student at the school was given a series of reading assessments during the initial days of school. Every student was identified relative to their grade level with identifiers of 'below level, approaching level, or on level.
2. After the first week of school, students were categorized not only by level, but also by specific skill deficiency. Each group was assigned a reading specialist to work regularly each week in the reading skill in which intervention was needed.
3. Progress monitoring is a requirement that is met by each teacher. This progress monitoring occurs weekly, bimonthly, or monthly depending on the student's level and growth.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Part time certified reading interventionist	\$25,600	\$26,275	As described.
	Total:	\$25,600	\$26,275	

**Goal #2
Goal**

[EDIT ANSWERS](#)

Our goal is to implement an art specialist in our school using the BTS grant. We will use the funds we were awarded from the BTS grant, along with additional funds from SITLA to reach this goal. We feel that using an art specialist will enhance what is being taught in the general classroom and the art specialist will be able to facilitate the needs for our children through art. This goal will be ongoing throughout the year.

Academic Areas

- › Writing
- › Science
- › Fine Arts
- › Mathematics
- › Social Studies
- › Health

Measurements

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

The art specialist will provide on-going assessments as the students work on various projects throughout the year. The art teacher will collaboratively work with grade level teachers in creating formative assessments that align with grade level curriculum, such as health, science, math, writing and social studies. The assessments will provide data showing the students understanding, ability, and growth in the assessed area. The art projects the teacher provides will have a direct correlation with what is being taught in the grade level classroom and will have an impact on any formative assessments given in class.

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

Our students have shown continuous growth in Art. Students have shown growth the use of primary color, and design, line usage and structure, material manipulation, shadow and depth. Instruction was in collaboration with grade level teachers and use of core curriculum foundations. Advanced art was shown throughout our school and presented on display at Parent Nights.

Action Plan Steps

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

1. We currently have an art specialist at our school and have for the past year.
2. We are in the process of retaining her for the upcoming school year.
3. Our specialist will continue to work, as she has in the past, with our district art specialist in professional development throughout the year.
4. Our art specialist will continue to work with our grade level teachers so they can collaborate on what needs the students have when they attend art.
5. Our art specialist plays a key role in our education program and will continue to do so during this upcoming school year.

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

- 1-2. Our Art Specialist has been retained for the school year.
3. Our Art Specialist received ongoing training through Beverly Taylor Sorenson (BTS) grant support and district Fine Arts Coordinators.
4. Our Art Specialist met regularly with grade level classroom teachers to collaborate in bringing cross curriculum to the art instruction.
5. Our instructor has made positive, continuous impacts on our school culture by displaying student work and projects regularly within the school.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	We will use the funds from SITLA to pay for .1 of an FTE for our art specialist.	\$4,920	\$5,029	As described
	Total:	\$4,920	\$5,029	

Goal #3

Goal

EDIT ANSWERS

Our school district is implementing a new reading/language program for our elementary students. Our goal is to help all of our students improve and ensure high level of learning. By using this new program we will be able to help our students continue to be successful in their education. We also feel that by beginning this new program, Reach for Reading, our teachers will have the opportunity to have access to up-to-date curriculum which will enable them to be more successful as the classroom instructor. This goal will be reached throughout the year as the teachers work with the new program.

Academic Areas

- Reading
- Writing
- Technology

Measurements

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

As with any new program, this new reading program will have pre and post assessments built into it and the teachers will be able to access it in a formative and summative way. The teachers will have the ability to give their students a baseline measurement and after instruction has been given will be able to reassess the students understanding. The teacher will then be able to intervene if there after concepts that any of the students have not mastered.

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

Our students were introduced to our new Reach for Reading program. Overall scores throughout English Language Arts (ELA) RISE assessments has shown good to excellent improvement. In addition to 20-30 % growth in grades 3 through 5, our school-wide growth in Dibels assessment was 6%. Additionally, our growth within iReady Language Arts averaged 1.5 years grade level growth.

Action Plan Steps

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

1. The district has purchased the Reach for Reading program.
2. Each school is required to purchase what is needed for their student body.
3. Our school is using a portion of SITLA money to purchase our share of the program.
4. Our teachers will be trained on how to use the new program over the summer.
5. There will be ongoing professional development at the district and school level throughout the year on implementing the new program.
6. The teachers at our school will work collaboratively, during PLC's, to implement the new program so our students will be successful using it.

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

- 1-2. Purchased the Reach for Reading program.
3. Funds from our Trust Lands account were used to make the initial purchase.
4. The district provided initial training with ongoing support throughout the school year.
5. Our district, as well as our school level Learning Coach, provided ongoing program training .
6. Our grade level teams worked within the PLC structure to ensure high level of usage in daily instruction. Inter-district collaboration and technology sharing also highlighted integrative usage.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Textbooks (641)	Reach for Reading language arts program.	\$15,900	\$20,000	As Described.
	Total:	\$15,900	\$20,000	

Funding Changes (and Unplanned Expenditures) [Edit](#)

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

Any increased distribution will be used to help facilitate our third goal, purchasing Reach for Reading. We have a multi year commitment to pay for the program and we will use additional funds to pay the balance for our new reading program. We will also use the additional funds to purchase more books, if necessary, that go with the program to ensure that the teachers that use the program will have the appropriate number of books to go with Reach for Reading.

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

As described.

Publicity [Edit](#)

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

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

- School assembly
- School website
- Other: Please explain.
 - This information was provided and disseminated at Back to School Night and Parent Involvement programs.

Policy Makers

Please indicate the names of policymakers the council has communicated with about the School LAND Trust Program. Communication with Policy makers is encouraged and recommended. It is not required.

Summary Posting Date

Edit

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
7	0	1	2018-02-26
7	0	1	2018-02-26

Need to add an attachment?

You may add documents here that support the text description in the Measurement section of each goal.

No Comments at this time

Review before Submitting

Please review before submitting. There will be no review page. Once submitted the report may only be revised through the review process by the School LAND Trust Section or the District. Once the review is complete, the report may not be edited.

This form is ready for display on the public website. Spelling and grammar are correct. Student names and individual data are not included.

[BACK](#)

[SUBMIT FOR REVIEW](#)