

Castle Dale School Final Report 2022-2023

2022 - 2023



Final Report Approved

Final Report Approval Details

Submitted By:

Melinda Durrant

Submit Date:

2024-02-14

Admin Reviewer:

Admin Review Date:

LEA Reviewer:

Ryan Maughan

LEA Approval Date:

2024-02-15

Board Approval Date:

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2022), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)
Carry-Over from 2021-2022	\$0.00	\$0.00	\$10,622.00
Distribution for 2022-2023	\$34,109.64	\$0.00	\$34,109.64
Total Available for Expenditure in 2022-2023	\$34,109.64	\$0.00	\$44,731.64
Salaries and Benefits	\$25,000.00	\$0.00	\$23,243.00
Contracted Services	\$1,000.00	\$0.00	\$828.00
Professional Development	\$2,000.00	\$0.00	\$487.00
Student Transportation Field Trips	\$0.00	\$0.00	\$0.00
Books Curriculum Subscriptions	\$3,000.00	\$0.00	\$3,526.00
Technology Related Supplies	\$8,000.00	\$0.00	\$8,000.00
Hardware, etc.	\$0.00	\$0.00	\$0.00
Software	\$3,000.00	\$0.00	\$2,754.00
Technology Device Rental	\$0.00	\$0.00	\$0.00
Video Communication Services	\$0.00	\$0.00	\$0.00
Repair Maintenance	\$0.00	\$0.00	\$0.00
General Supplies	\$1,000.00	\$0.00	\$2,166.00
Remaining Funds (Carry-Over to 2023-2024)	-\$9,390.36		\$3,727.64

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)
Services Goods Fees	\$500.00	\$0.00	\$0.00
Other Needs Explanation	\$0.00	\$0.00	\$0.00
Non Allowable Expenditures	\$0.00	\$0.00	\$0.00
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			\$0.00
Total Expenditures	\$43,500.00	\$0.00	\$41,004.00
Remaining Funds (Carry-Over to 2023-2024)	-\$9,390.36		\$3,727.64

Goal #1

close

State Goal

close

Castle Dale Elementary has as its goal a focus on using student data to both inform and drive instruction, especially in regard to the Utah State Core Standards. Using information and data gathered from both formative and summative assessments including, but not limited to Acadience, school, district, and state assessments, Castle Dale Elementary teachers will be better able to make instructional decisions and changes within their classrooms on an ongoing basis. By having this as our focus, our goal is to increase the number of students who perform at a proficient level and to maintain a high level of performance where a high level of performance has been established. Where a high level of performance does not exist we want to see an increase in the number of students scoring at a proficient level in English Language Arts and Mathematics as compared to student performance the previous year. As part of the verification that we are meeting our goal a variety of data sources will be used, which may include but be not limited to, end of level state test results along with other district and school diagnostic, formative, and summative assessments. Benchmark test results may also be used to show growth and progress.

Academic Area

close

- English/Language Arts
- Mathematics

Measurements

close

Measurements

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

Progress will be measured using formative and diagnostic assessments including, but not limited to Acadience, classroom/grade level/district assessments, etc. as well as summative assessments such as the end-of-level tests in grades 3-5 where such assessments are given and available. Baseline data will be gathered from sources that may include, but are not limited to, benchmarks and/or screeners, the previous year's state end of level assessments, Acadience Reading, and other appropriate testing measures. Final measurement for this goal may include the state tests for grades 3-5, and other teacher/school/district level assessments for grades K-5.

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

During the 2022-2023 school year the majority of our students made gains in their Acadience (DIBELS) Reading scores between the beginning and end of year benchmarks with an overall average of 17% improvement. Additionally, the number of students who needed the most intensive help dropped by an overall average of 17%.

Acadience Reading (DIBELS) Proficiency

Kindergarten – BOY – 50%, EOY – 92%;

1st Grade – BOY – 62%, EOY – 55%;

2nd Grade – BOY – 58%, EOY – 54%;

3rd Grade – BOY – 63%, EOY – 88%;

4th Grade – BOY – 42%, EOY – 70%;

5th Grade – BOY – 35%, EOY – 57%

During the 2022-2023 school year the majority of our students made gains in their Acadience Math scores between the beginning and end of year benchmarks with an overall average of 18% improvement.

Acadience Math Proficiency

Kindergarten – BOY – 45%, EOY – 83%;

1st Grade – BOY – 65%, EOY – 50%;

2nd Grade – BOY – 46%, EOY – 81%;

3rd Grade – BOY – 63%, EOY – 75%;

4th Grade – BOY – 34%, EOY – 47%;

5th Grade – BOY – 43%, EOY – 71%

On the end of year RISE assessment student proficiency in ELA from 3rd Grade (2021-2022) to 4th Grade (2022-2023) decreased by 2%, and student proficiency in ELA from 4th Grade (2021-2022) to 5th Grade (2022-2023) increased by 3%.

On the end of year RISE assessment student proficiency in Math from 3rd Grade (2021-2022) to 4th Grade (2022-2023) decreased by 2% and student proficiency in Math from 4th Grade (2021-2022) to 5th Grade (2022-2023) increased by 9%.

Action Steps

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

1) Teachers will meet with the administrator and other teachers throughout the year to discuss students' progress and proficiency levels in the classroom.

2) Teachers will administer class/district/state assessments both formative and summative throughout the school year.

3) We would like to continue to fund 3 part-time educational assistants to aid in giving instruction including intensive and/or remedial instruction for students in language arts, mathematics, and other subjects as needed and identified.

4) We will purchase instructional and other supplemental materials for both teachers and students to aid in the teaching of language arts and mathematics at all grade levels in both hard (physical/consumable) and digital copies. (For example - these may include but are not limited to e-books, iPad apps, workbooks, leveled reading books, etc.) These purchases may also include other materials and manipulatives needed to support our school's language arts and mathematics programs.

5) We will be using several software programs to aid in the instruction of students as well as for data collection by teachers. Subscriptions we may renew or purchase to help students gain knowledge of the Utah Core Standards may include, but are not limited to: Learning A-Z, Starfall, Reading Counts, Rocket Math, and other approved software resources. Additionally, we have applied to continue with the STEM Math Grant and the K-3 Reading Grant provided through the State of Utah. These grants will fund the use of Dreambox Math and Lexia Core5. While we have applied for enough licenses to allow availability for all students, if we are not awarded enough licenses for our students Land Trust funds may be used to buy any additional licenses needed for these programs.

6) Teachers will use purchased materials to guide the teaching of language arts, mathematics, and other subjects, including science.

If other support materials are found during the year, those will also be purchased. As we are continually finding and evaluating new and worthwhile resources they cannot all be listed within this

part of the plan.

7) Additionally, we would like to budget some funds for Professional Development purposes which may include attendance at educational conferences and workshops. Other Professional Development materials such as books, online resources, etc. may also be purchased with this portion of the budget.

8) We would like to use a portion of our funds to help provide incentives to support student academic goals, including, but not limited to reading and/or mathematics incentive rewards and celebrations when such goals are met.

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

Yes

Digital Citizenship/Safety Principles Component

close

No

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Software < \$5,000	\$3,000.00
Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	\$8,000.00
Books, Ebooks, online curriculum/subscriptions	\$3,000.00
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	\$1,000.00
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	\$2,000.00
Services, goods and fees not defined above	\$500.00
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	\$1,000.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$25,000.00
Total:	\$43,500.00

Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of \$3727.64 to the 2023 - 2024 school year. This is 10 % of the distribution received in 2022 - 2023 of \$34109.64. Please describe the reason for a carry-over

of more than 10 % of the distribution.

We were unable to fill an aide position until a little later in the year, which meant not all funds budgeted in that area were used. Our software expenditures also ended up less than anticipated. Professional Development requests cost less than budgeted also.

Funding Changes

There are times when the planned expenditures in the goals of a plan are provided by the LEA, a grant, or another unanticipated funding source, leaving additional funds to implement the goals. If additional funds are available, how will the council spend the funds to implement the goals in this plan?

In accordance with Goal 1 of our plan, if there are additional funds to be spent we may use them to purchase materials for mathematics, language arts (including reading, writing, and vocabulary), and science. This could include professional development resources, site licenses/purchases of language arts, math, or science-related software, guided reading and other literacy support materials as well as math and science manipulatives and other math and science support materials. Increased funds could also be used to purchase computers and/or other electronic devices to aid in fulfilling the technology requirements in our plan.

If any funds were expended as identified in Funding Changes, please describe how they were spent to implement the approved goals. If you did not implement the Funding Changes plan, please put "did not implement Funding Changes."

Did not implement Funding Changes

Publicity

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

- School website

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

- Letters to policymakers and/or administrators of trust lands and trust funds
- Other: Please explain
- School assembly
- School marquee
- School newsletter
- School newsletter or website
- School website
- Social Media
- Stickers that identify purchases made with School LAND Trust funds

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	0	2022-03-14