

Final Report 2017-2018 - Castle Dale 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	\$6,383	N/A	\$6,453
Distribution for 2017-2018	\$28,622	N/A	\$26,804
Total Available for Expenditure in 2017-2018	\$35,005	N/A	\$33,257
Salaries and Employee Benefits (100 and 200)	\$21,240	\$20,026	\$18,603
Employee Benefits (200)	\$0	\$0	\$1,423
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)	\$1,700	\$0	\$0
Textbooks (641)	\$0	\$0	\$0
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)	\$12,000	\$12,799	\$12,799
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
Total Expenditures	\$34,940	\$32,825	\$32,825
Remaining Funds (Carry-Over to 2018-2019)	\$65	N/A	\$432

Goal #1 Goal

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 DIBELS and SAGE 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 Mathematics and English Language Arts as compared to student performance the previous year. As part of verification that we are meeting our goal we will use the Spring 2018 SAGE Test results along with other diagnostic, formative, and summative assessments. Benchmark test results may also be used to show growth and progress.

Academic Areas

- Reading
- Mathematics
- Writing

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 DIBELS, classroom/grade level/district assessments, etc. as well as summative assessments such as the end-of-level SAGE tests in grades 3-5 where such assessments are given.

Baseline data will be gathered from the previous year's SAGE, DIBELS, and other appropriate testing. Using these baseline measurements, instructional goals will be set, and student progress will be discussed several times throughout the year in meetings between the administrator and teachers where ideas and strategies will be shared.

A final measurement for this goal, will be the 2017 SAGE tests for grades 3-5, and other teacher/school/district level assessments for grades K-5.

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

SAGE	Percent Proficient	
	2016/17	2017/18
Grades 3-5		
ELA -	41%	43%
Math -	47%	56%

K-3 DIBELS Results 2017-18

Kindergarten Proficiency - BOY - 62%, EOY - 30%

1st Grade Proficiency - BOY - 29%, EOY - 61%

2nd Grade Proficiency - BOY - 68%, EOY - 68%

3rd Grade Proficiency - BOY - 62%, EOY - 83%

As is shown, in nearly every measure proficiency levels maintained or raised at least slightly. Where declines or plateaus are seen they are being addressed during the current school year. It is apparent from our scores that Math is a greater strength for many of our students, so while we will continue to focus on Math, a focus on English Language Arts will be strengthened, since that is the area where growth either rose just slightly, stayed the same, or declined based on the grade level and assessment measure.

Action Plan Steps

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

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

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

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

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, professional development books for teachers and instructional assistants, 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.

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: IXL (Math, Language Arts, Science, Social Studies), Learning A-Z (which includes Raz-Kids, Science A-Z, Writing A-Z, Vocabulary A-Z, Headsprout, and ReadyTest A-Z), Accelerated Reader, Reading Eggs/Reading Eggspress, MathSeeds, Spelling City, Reflex Math, and Explore Learning's Gizmo Math and Science.

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.

As part of reaching out to parents, we may host family/parent evenings where parents/students would be given information and resources to help them be successful at school. (For example - Math Night, Tech Night, Literacy Night.) These would depend on scheduling and availability of teachers, presenters, families, etc.

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

In addition to visiting with the administrator, teachers met with each other in cross grade level and same grade level meetings at both the school and district level throughout the school year to discuss student data and ways to improve proficiency.

As was mentioned in the goal, three part time teaching assistants were funded at \$20,026.

We also renewed several educational software licences at \$12,799. These licenses included Reading Eggs, Math Seeds, IXL, Renaissance Learning,

We had hoped to host parent evenings during the year, but due to scheduling challenges were unable to do so.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	3 part-time educational assistants @ \$7080 each.	\$21,240	\$20,026	As Described
General Supplies (610)	Professional Learning Books for teachers to read as part of ongoing professional development Supplies for Family Nights if scheduled	\$1,700	\$0	The allocated budget looked at when creating the original plan (\$35,005) was more than the sum actually allocated (\$33,257) so planned expenditures in this category were adjusted. Professional Development books were purchased with other funds. Additionally, due to scheduling conflicts, Family Nights were not held during the year.
Software (670)	Learning programs such as - Learning A-Z resources, IXL Math and Language Arts, Mastery Connect, Reflex Math, Gizmos Math and Science, Reading Eggs/Reading Eggspress, MathSeeds, iPad/Chromebook Apps, Renaissance Learning, Other software and/or assessments	\$12,000	\$12,799	As Described
	Total:	\$34,940	\$32,825	

Increased Distribution (and Unplanned Expenditures)

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

If the increased distribution is great enough we would consider adding hours to a teaching assistant already employed or hiring another teaching assistant to focus on reading and/or mathematics. Also, 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 computer and/or other electronic devices to aid in fulfilling the technology requirements in our plan.

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

As Described

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):

- 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
6	0	0	2017-04-19

No Comments at this time

[BACK](#)