

Final Report 2018-2019 - Delta South Elementary

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	\$0
Distribution for 2018-2019	\$61,939	N/A	\$65,470
Total Available for Expenditure in 2018-2019	\$61,939	N/A	\$65,470
Salaries and Employee Benefits (100 and 200)	\$43,600	\$37,673	\$30,087
Employee Benefits (200)	\$0	\$0	\$5,450
Professional and Technical Services (300)	\$0	\$0	\$813
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	\$1,324
General Supplies (610)	\$4,184	\$5,984	\$3,146
Textbooks (641)	\$0	\$0	\$2,837
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)	\$14,155	\$7,446	\$7,446
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
Total Expenditures	\$61,939	\$51,103	\$51,103
Remaining Funds (Carry-Over to 2019-2020)	\$0	N/A	\$14,367

Goal #1 Goal

To provide the students of Delta South Elementary an opportunity to participate in an arts class which is partially funded through a Beverly Taylor Sorenson Arts grant. Money allocated from Land Trust will allow us to continue to employ a person to teach Visual Arts for students in Kindergarten through second grade. Timeline is following: March 2018 Complete renewal forms for the 2019 school year. May 2018 Help to complete the LEA portion of the grant to reapply for funds

Academic Areas

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

Measurements

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

1. Students will participate in a visual art class once a week with a specialized instructor
2. Curriculum from the above areas will be addressed throughout the year during weekly sessions of the arts
3. Observations of teaching by administration indicate use of curriculum

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

Students participated in a weekly art class in Kindergarten through Second grade. Art teacher attended grade level PLCs to find out curriculum being studied in social studies, science, math, and reading. Art projects were designed to show student knowledge of concepts taught in the classroom. An Art Show at the conclusion of the year showed examples of best work which was part of student portfolios. Portfolios showed growth of art concepts from beginning to end of year.

Action Plan Steps

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

1. Collaboration with all grade levels and visual art teacher to review the curriculum periodically throughout the year.
2. Provide an opportunity within the schedule for each class to have a period of visual art weekly.

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

Art teacher and grade levels collaborated at grade level PLCs. The master schedule was designed around art sessions for each grade levels as it is a part-time position. Each grade level participated in a weekly art class.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	The money assigned to this goal will be used to provide 20% of the salary and benefits of one visual arts instructor currently employed through the BTS grant we currently have in place.	\$5,600	\$4,383	Actual Use
	Total:	\$5,600	\$4,383	

Goal #2 Goal

It is our goal to continue to employ additional personnel to meet the needs of all student in all grade levels. These additional Instructional assistants will help with Tier II and III instruction. We employed two (2) 5.75-hour employees for the current year. We want to continue to fund these additional people. Time includes: Spring of 2018 Determine if employees will be returning for the next school year August of 2018 Advertise and hire Instructional Assistants should there be any vacancies.

Academic Areas

- Reading
- Mathematics
- Writing

Measurements

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

1. Progress monitoring of students is current and up to date. This will be done by checking individual and class progress monitoring records such as those found in the DIBELS program.
2. Provide students with Tier II/III needs will have additional help and support. This will be monitored through weekly PLCs and bi-monthly data reviews.
3. Observations of Instructional Assistants while working with small groups of students.

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

The curriculum coach tracked progress monitoring of classroom teachers and instructional assistants. Teachers were rewarded if progress monitoring was accomplished. During PLCs, student growth was discussed, and interventions were given under the guidance of the curriculum coach. AmeriCorps tutors were used to help students increase in their reading practice. All students in AmeriCorps increased at least three reading levels with some as high as six levels.

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

1. Train the instructional assistants and help them become familiar with the instructional practices of Spalding (English Language Arts method of instruction), new basal adoption materials, progress monitoring, and small group instruction. This will be done at the beginning of the year and will have follow-up sessions as needed.
2. Use the Instructional Assistants to help with progress monitoring of students in all grade levels and to help provide small group instruction during literacy instruction.
3. Instructional assistants will work under the direction of the classroom teacher and the academic coach.

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

Curriculum coach collaborated with classroom teachers and instructional assistants to provide extensions and interventions in literacy. Progress monitoring was schedule and completed by both the teacher and assistant. Student progress monitoring was examined and target practice was given to students who were missing skills.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Salaries including benefits for two (2) instructional assistants for the 2018-2019 school year	\$35,500	\$31,153	Actual Use
	Total:	\$35,500	\$31,153	

**Goal #3
Goal**

Delta South Elementary will review all programs of Instruction and decide on materials and instructional strategies that can be used to help students achieve typical growth in language arts and mathematics. Professional Development will be provided in the identified areas to strengthen instruction. PLCs will be held bi-monthly to discuss the strengths and weaknesses of students. Adjustments will be made to Learning Center Problems and Success criteria will be established to address the needs of students. Time Line: 1. Professional Development for DIBELS for Middle of Year (MOY) January 2018 2. PLCs school-wide and grade-level to determine the needs of the students using End of Year data (EOY) to identify students not making typical growth May 2018 3. Identify the Learning Centered problems using student data for Mathematics and Language Arts January 2018, May 2018, October 2018, January 2019, March 2019, May 2019 4. Professional Development for Language Arts Adoption May 2018, August 2018, Oct 2018 5. DIBELS training under the direction of the Utah Board of Education Various times during the BOY, MOY and EOY windows for 18 19 year

Academic Areas

- Reading
- Mathematics
- Writing

Measurements

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

1. DIBELS given 3x yearly with progress monitoring done for those who need intense intervention or strategic intervention. Intense intervention to be progressed monitored weekly and strategic 2x monthly. It is the goal for DSES to meet or exceed the state average for each grade level for typical growth of students.
2. Kindergarten students will be given the KEEP (Kindergarten Entry and Exit Profile) in the fall as school begins in August 2018. A posttest will be given in May of 2018. 80% of Kindergarten students will meet or exceed the state proficiency and growth score.
3. 80% of students will make at least one years growth on adaptive testing provided by the district. Use of technology and assessment along with software that will help with progress monitoring will be used. Specific programs will be determined by the district and the school.
4. Identify students who fit the criteria to work with AmeriCorps. This program provides a one on one reading practice. Look at data in October, January and May to see the growth of students. Establish peer tutoring within the school and track the data for growth.

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

DIBELS typical growth scores were at or above the state average. We did not make our state literacy goals for first or second grade but did meet our goal for the end of the year KEEP test. We will rethink and examine our data to better set a goal for future years. We continued to participate in DIBELS trainings to learn how to better use the data to increase student learning. During the year, DIBELS data was discussed and small groups were formed in order to provide the Tier II and Tier III instruction.

Software used for intervention included a program that had adaptive testing. 80% of the students who used the intervention software made a least a years growth.

Action Plan Steps

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

1. Teachers will look at student growth for current students to determine areas of strengths and weaknesses. Materials to enhance the learning in areas of weakness will be the focus of this area.
2. Teachers will look at their 2018-2019 class data from the previous year to determine areas in need of additional/supplemental instruction.
3. Identified materials will be purchased to help with the instruction. Materials may include leveled libraries at the classroom or grade level, use of software such as Moby Max, and Overdrive (an eBook resource), manipulatives for Math and Science activities, etc.
4. Purchases would be approved by the administration.

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

At the beginning of the year, data was used to determine areas of greatest weakness. In adopting a new language arts program, we looked at those materials to determine if the components addressed our weaknesses. During the year, we collaborated with other districts using the basal program and found materials that would help address our weakest area of phonics and phonemic awareness. Software and other supplemental materials were purchased to help increase student achievement in those two areas.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
	Total:	\$6,184	\$7,928	

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Money for travel and expenses for DIBELs training, basal training or other training that fits under the goals listed above.	\$2,500	\$2,137	Professional and Technical Services -- visiting other schools using the basal program Travel -- Travel for three groups for on-site visits within the state to see reading programs and DIBELs trainings
General Supplies (610)	Materials to enhance the curriculum areas listed above of Math, Reading, and Writing. Materials would include the following items: Math: manipulatives such as counting bears, base 10 blocks, geometric shapes and geometrical 3-D shapes, rulers, clocks, scales, and other measurement tools, math literature, and overhead materials for whiteboard use. Reading: leveled readers for Tier II instruction and e-books for use with whiteboards Writing: Use of software such as Moby Max or Read Live as determined by grade level/classroom choice.	\$3,684	\$5,791	Actual Use Scholastic materials were assigned to the textbook category
Software (670)	This money will be used to pay for the software component of our goal. Money is allocated in Goal #5 under the technology goal.	\$0	\$0	Actual Use -- Budget in Goal #5
Total:		\$6,184	\$7,928	

Goal #4 Goal

Delta South Elementary has continued to implement the Leader in Me program during the 2017 2018 school year. We would like to continue this program because it would continue to help us teach students leadership skills, communication skills, responsibility for their own learning, conflict resolution, etc. Time Line: 1. August 2018: Introduce the 7 Habits through an assembly. 2. September 2018: Plan the year of assemblies to introduce each habit. 3. Sept through Apr: Monthly Assemblies 4. Quarterly: Inservice with staff members 5. Monthly: Celebrations of success for the school by looking at leaders in all areas

Academic Areas

- Reading
- Mathematics
- Writing

Measurements

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

1. Students will set goals in areas of testing (DIBELs) and will track their progress to their goal using data binders.
2. Students will set goals in other academic areas such as Language Arts, Mathematics and Writing.
3. Teachers will discuss student progress monthly.
4. Student referrals to the office will decrease as the 7 Habits are introduced and worked on through the months.
5. Reduce student tardies by 5% and absentees by 10% for the 2018-2019 school year.

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

Students set goal areas and worked on them throughout the year. Discussions were held with parents twice during the year to talk about student growth. Progress monitoring was done by teacher and/or instructional assistants. We changed the 7 habit curriculum and worked on a social skills curriculum with one new skill taught every month. Tickets were given to students who practiced the skills in their classes and non-classroom settings. Weekly drawings from each class were held and student were highlighted in the community newspaper, Facebook page and other media sources. Tardies decreased by 3% and absentees by 6% for the year. We are continuing to work on that goal.

Action Plan Steps

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

1. Monthly Assemblies and teaching of each habit in the classroom
2. Celebrate student success
3. Involve parents through the newsletter and other communications such as Facebook and school web page.

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

Monthly lessons were given in the skills identified such as: Getting ready, paying attention, how to talk to each other during a conflict, etc. Students who exhibited the skills got tickets. Students were celebrated by using a variety of media such as the newspaper, Facebook, Class Dojo, etc.

Behavioral Component

Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	Absenteeism and tardiness are affecting student learning. The Seven (7) Habits have been implemented with success. It is important to share the habits with our school community, parents, and others to help them realize the correlation of student attendance with student achievement.	

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
General Supplies (610)	Supplies for data binders, teacher teaching materials, posters and materials for the leadership walls, materials for assemblies, nominal academic student incentives, and celebrations, Leader in Me books for adult in-service.	\$500	\$193	Actual Use
Total:		\$500	\$193	

**Goal #5
Goal**

Millard School District has implemented a technology initiative. This has provided most of the teachers with a chrome book lab. Each student has access to a chrome book daily. Teachers have used their technology time to develop lessons, organize materials, and find software that meets the needs of students. They have also researched materials that can be used in whole class presentations and have organized lessons with multi-media components which have been shared in Google Drive. The goal is to continue providing materials for teachers to be successful in the use of technology in their classroom including and additional hardware and software. Time Line: 1. April/May 2018 Identify needs for hardware or software 2. July 2018 Contact vendors for license cost 3. Aug 2018-January 2019 Purchase software and hardware as needed

Academic Areas

- Reading
- Mathematics
- Writing
- Technology
- Science
- Social Studies

Measurements

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

1. Increased technology use by students that will be documented through observation within the classrooms
2. Use of technology to address student need and use reports from software vendors and reports printed out by teacher and shared in the PLCs to drive instruction
3. Use of chrome books by students for practice, assessment, intervention, extension

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

Classroom observations were used to determine the use of chrome books within the instruction period. Many classrooms used the technology to reinforce, reteach or extend student knowledge through the use of software that was purchased by the school. Tools were used to create google classroom content, slide shows to drive the curriculum, and to give interventions to students. All classrooms used technology in some way to help with instruction.

Action Plan Steps

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

1. Teachers continue to work on units of instruction and develop materials for student use with the chrome books.
2. Walk through observations to look at how students are using the technology
3. Increased use by teacher and students of web-based activities
4. Licenses for Software: Sumdog, Read Live, Razz Kids, FasttMath, Near Pod

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

Each grade level collaborated on what software each grade level wanted to pursue. We received a grant from the state for intervention software. Additionally, practice software such as Fasttmath, Spelling City and Raz kids were purchased to help students practice in those content areas. Teachers created a shared google drive and contributed to the folder as they developed lessons. Many were shared and open to the district. Others were developed to be shared within the grade level at a local building level.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Software (670)	License renewals for software that teachers want to use for the 2018-2019 school year: Sumdog, Read Live, Razz Kids, FasttMath, Near Pod	\$14,155	\$7,446	Actual Use
	Total:	\$14,155	\$7,446	

Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of \$14,367 to the 2019-2020 school year. This is 22% of the distribution received in 2018-2019 of \$65,470. Please describe the reason for a carry-over of more than 10% of the distribution.

1. We did not pay one of our instructional assistants out of the right district fund. We will match funding to the people at the beginning of the 2019-2020 year.
2. We negotiated deals for our long-term software and extended the license to conclude in August of 2020. The cost was not as much as the quotes.
3. District paid for some of the software licenses through our technology grant.

Funding Changes (and Unplanned Expenditures)

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

Should there be any leftover or additional funds, we would use the money to compensate teachers and instructional assistants for additional professional development and/or collaboration after hours in areas as identified by the school improvement plan. Funds may also be allocated to Goal #3 to allow teachers to purchase additional materials in this goal area.

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 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 **2019-10-15**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
9	0	1	2018-02-26