Final Report 2018-2019 - Wasatch EL

Final Report Approved

Final Report Approval Details

Submitted By:

Joe Rankin

Submit Date:

2019-11-08

Admin Reviewer:

Karen Rupp

Admin Review Date:

Unknown

District Reviewer:

Bonnie Tautkus

District Approval Date:

2019-12-18

Board Approval Date:

2019-12-18

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	$5,000	N/A	$0
Distribution for 2018-2019	$93,595	N/A	$99,173
Total Available for Expenditure in 2018-2019	$98,595	N/A	$99,173
Salaries and Employee Benefits (100 and 200)	$91,595	$99,173	$70,851
Employee Benefits (200)	$0	$0	$21,322
Professional and Technical Services (300)	$0	$0	$7,000
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)	$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)	$0	$0	$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	$0	$0	$0
Technology Equipment > $5,000 (734)	$0	$0	$0
Total Expenditures	**$91,595**	**$99,173**	**$99,173**
Remaining Funds (Carry-Over to 2019-2020)	**$7,000**	N/A	**$0**

Goal #1
Goal

As determined by the Community Council board, our selection of goals is based on what is felt to be our greatest needs. Our first goal, our highest priority, is to meet individual student learning needs. In determining these needs the Council has taken into account our school-wide goal of increasing our Language Arts scores by 5% in grades 1-6 by the end of May 2019 in both DIBELS scores (1st -6th grades) and the SAGE test scores (3rd-6th grades).

Academic Areas

- Reading
- Writing

Measurements

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

(1) Teachers will measure each 1st through 6th grade students' reading proficiency by administering the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) screener three times a year. Progress monitoring assessments will then be administered throughout the year for students scoring Below Benchmark or Well Below Benchmark to measure student progress. In addition specific goals will be set for each student through Pathways of Progress tools within the DIBELS programs, to aim for growth for ALL students. Administration, teachers, grade level teams, interventionist teams, and the school wide data team will analyze the data to target specific learning needs. Kindergarten students will be assessed in the same manner twice a year.

(2) Third through sixth grade students are given the state Student Assessment of Growth and excellence assessment (SAGE) annually; one section of this test focuses on Language Arts and Writing. These scores will be used to gauge overall progress of 3rd through 6th grade students.

A school wide data tracking spreadsheet will be used to record student progress.

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

SAGE/RISE
2017-2018 ELA 61% of students scored proficient or higher
2018-2019 ELA 62.5% of students scored proficient or higher
**Increase of 1.5%

DIBELS
2017-2018 88% of students on or above grade level
2018-2019 91% of students on or above grade level
**Increase of 3%
85% of students made typical or better progress on DIBELS pathways of progress.

Action Plan Steps

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

1. A DIBELS baseline assessment will be given at the beginning of the school year. The data will be used to place all students on a growth trajectory.
2. Data will be assessed and students scoring Well Below Benchmark, Below Benchmark, or making little progress will be prescribed instruction that will provide students with the needed skills to make progress toward being on Benchmark.
3. Students will receive prescribed instruction in small groups from trained teachers or interventionists, using Multi-tiered Systems of Support (MTSS) programs: Spire, 95% Group, or WonderWorks. These programs support students in Phonemic Awareness, Phonics, Fluency, and Comprehension.
4. DIBELS progress will be reviewed by teachers and interventionists in weekly Professional Learning Communities (PLCs) to determine services provided to at risk students in Language Arts.
5. A visual data board and electronic records will be kept to provide information as teachers and administrators meet in monthly data team meetings to discuss and track student progress.

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

1. A DIBELS baseline assessment was given at the beginning of the school year (BOY data). The data was used to place all students on a growth trajectory using DIBELS Pathways of Progress goals.

2. Data was assessed and students scoring Well Below Benchmark, Below Benchmark, or making little progress were prescribed instruction that provided students with the needed skills to make progress toward being on Benchmark. This was done through targeted small group instruction using research based intervention programs such as 95% group, ERI, and Wonders reading program (see below).

3. Students received prescribed instruction in small groups from trained teachers or interventionists, using Multi-tiered Systems of Support (MTSS) programs: Spire, 95% Group, or WonderWorks. These programs supported students in Phonemic Awareness, Phonics, Fluency, and Comprehension.

4. DIBELS progress was reviewed by teachers and interventionists in weekly Professional Learning Communities (PLCs) to determine services provided to at risk students in Language Arts.

5. A visual data board and electronic records were kept to provide information as teachers and administrators meet in monthly data team meetings to discuss and track student progress.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Cost of 11 Interventionists (Instructional Assistants) to assist in Multi-tiered Systems of Support in Language Arts	$84,595	$92,173	As described
	Total:	$84,595	$92,173	

Goal #2
Goal

[This year an amendment to the State Board Rule defining appropriate uses of the School Land Trust funds, approved to broaden the definition of academic to include behavioral programs and practices that directly support an academic goal. The recommendation also included increasing the character education or student leadership component that directly supports an academic goal, as well as the required digital citizenship component, to $7,000.] In evaluating our behavior data, gathered by our Life Skills Room (LSR) Coordinator, approximately 40% of our behavior and safety concerns happen during recess times. As determined by the Community Council board, our selection of goals is based on what is felt to be our greatest needs. Our second highest priority goal is to address behavior and safety concerns on the playground, as well as supporting our school wide Positive Behavior Intervention System (PBIS), which supports our academic goals. In analyzing our data we found that our students are missing academic time due to time spent in our Life Skills Room as a consequence of poor behavior during recess. Our goal is to reduce the time students spend in the LSR where they miss instructional time in the classroom. Our plan is to implement the Playworks TeamUp Program which will improve school climate and allow teachers to more effectively teach in the classroom, as well as diminish the time students spend in the LSR, missing instructional time. Playworks will support our PBIS, both inside and outside of the classroom. It will create a positive environment where all students feel included, stay active, and build valuable social and emotional skills. Interpersonal competencies will include class readiness, on-task behavior, transitioning from recess to learning. Climate/safety outcomes will include anti-bullying, inclusiveness, student ownership of recess activities, student safety, and student use of positive language.

Academic Areas

- Reading
- Writing

Measurements

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

(1) Our goal is to reduce the number of referrals to the LSR by 20% so students can be in the classroom receiving academic instruction, which we feel will support our academic goal #1 of increasing our Language Arts scores by 5% .
(2) We will measure this through monthly LSR reports to see if negative behavior is decreasing on the playground by comparing behavior statistics from our 2017-18 LSR report, which will result in decreased student referrals to the LSR.
(3) From an annual Playworks survey of administrators, teachers, and support staff, our goal is to see improvement in students who are engaged in more vigorous physical activity, a decline in bullying reports, fewer minutes transitioning from recess to learning activities, and a higher rating of students feelings of safety at school.

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

In comparing the 18-19 school year with the 17-18 school year, there was an average 36% decrease in the number of behavior referrals during lunch recess and an average 24% decrease in the number of injuries reported to the school nurse. Due to this decrease, students were able to spend more time in class receiving classroom instruction. 76% of teachers felt students were more engaged in learning compared to after lunch recess the previous

year.

Comparing 17-18 SAGE test scores to 18-19 RISE test scores, as a school the English language arts scores improved from 61% proficient to 62.5% proficient, a 1.5% increase.

Action Plan Steps

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

1. The administration will collaborate with an onsite Playworks recess expert to empower the Wasatch playground supervisors and PE teams.
2. An onsite coordinator will teach, model, and empower a sustainable recess program for one week each month during the school year.
3. Wasatch will designate a recess coach and recess team to support safe, healthy play at recess, and during transitions.
4. Student leadership will be cultivated through the plans Junior Coach program.

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

1. The administration collaborated with an onsite Playworks recess expert to empower the Wasatch playground supervisors and PE teams including organization of playground play areas and equipment, common recess rules, and strategic playground supervision.
2. Onsite coordinator held class game time with each class and teacher, trained recess supervisors, trained junior coaches, and provided feedback to school administration.
3. A classroom teacher and paraprofessional coordinator were designated as recess coaches to help coordinate with onsite coordinator, administration, and staff.
4. Onsite coordinator met monthly with junior coaches to create recess coaching schedule and provide leadership skills and training.

Behavioral Component

Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	The Playworks TeamUp Program will improve school climate and allow teachers to more effectively teach in the classroom. Playworks will support our PBIS, both inside and outside of the classroom. It will create a positive environment where all students feel included, stay active, and build valuable social and emotional skills. Interpersonal competencies will include class readiness, on-task behavior, transitioning from recess to learning. Climate/safety outcomes will include anti-bullying, inclusiveness, student ownership of recess activities, student safety, and student use of positive language. The program also has a Junior Coach component that enables fifth and sixth grade students to build and exhibit leadership skills.	

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Playworks TeamUp Program (partial cost of program)	$7,000	$7,000	As Described
	Total:	$7,000	$7,000	

Funding Changes (and Unplanned Expenditures)

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

If there are additional funds from the plan estimate, we will hire additional interventionists to assist teachers in the implementation of Language Arts interventions. Currently, if more interventionists are needed to support school goals they will be funded through local school budgets.

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:

- Letters to policy makers and/or administrators of trust lands and trust funds.
- Sticker and stamps that identify purchases made with School LAND Trust funds.

- School newsletter
- School website

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

- School newsletter
- School website
- School marquee

Summary Posting Date

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
9	1	1	2018-04-13

Plan Attachments

Upload Date	Title	Description
2018-04-16	DIBELS DATA	
2018-04-16	PBIS Data	

Please Note
Comments will only be visible for users that have logged in.

Comments

Date	Name	Comment
2018-05-15	Paula Plant	The second goal is behavioral. Behavioral interventions are appropriate under the new State Board Rule when they are directly tied to an academic goal. Please include in this goal the academic outcome you expect with an academic measurement or you could rework goal #1 and make the second goal a subset of the reading goal. Please let me know if you have questions. Thank you.
2018-05-15	Bonnie Tautkus	Please review above comments and adjust plan as necessary

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