

# Wasatch School Final Report 2021-2022

2021 - 2022

## Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2021 and from the LEA's data entry of the School LAND Trust expenditures in 2021-2022.

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)
Carry-Over from 2020-2021	\$0.00	\$0.00	\$6,271.67
Distribution for 2021-2022	\$87,387.00	\$0.00	\$87,387.00
Total Available for Expenditure in 2021-2022	\$87,387.00	\$0.00	\$93,658.67
Salaries and Benefits	\$94,000.00	\$0.00	\$0.00
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			\$0.00
Total Expenditures	\$94,000.00	\$0.00	\$0.00
Remaining Funds (Carry-Over to 2022-2023)	-\$6,613.00		\$93,658.67

### Goal #1

close

### State Goal

close

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 the percentage of students scoring on benchmark or above benchmark on the Acadience Reading BOY to EOY and RISE Language Arts by 2% in each grade level. We will also increase the percentage of students making typical, above typical, or well above typical progress by 3% based on Acadience Reading MOY to EOY in each grade level. Finally, we will increase schoolwide proficiency from BOY to MOY on Into Math Growth Measure Assessments by 3%. We would like to support this goal by reducing classroom sizes through paying for the salary and benefits of an additional FTE (teacher) to our teacher numbers. Our district has projected 29.0 FTE for next year, and we would like to increase by one teacher, paid by Trust Lands funds, to 30.0 FTE.

### Academic Area

close

- English/Language Arts
- Mathematics
- Science
- Social Studies

### Measurements

close

#### 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 Acadience assessment 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 Acadience program, to aim for growth for ALL students. Administration, teachers, grade level teams, and intervention teams will analyze the data to target specific learning needs.

(2) Third through sixth grade students are given the state RISE (Readiness, Improvement, Success, Empowerment) test annually; one section of this test focuses on Language Arts and Writing, another section focuses on Science. These scores will be used to gauge overall progress of 3rd through 6th grade students.

(3) Kindergarten through 6th grade students will be given the BOY, MOY, and EOY Into Math Growth Measure Assessments to gauge proficiency in mathematics.

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.**

#### Action Steps

close

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

(1) We will reduce classroom sizes through paying for the salary and benefits of an additional FTE (teacher) to our teacher numbers. Our district has projected 29.0 FTE for next year, and we will increase by one teacher, paid by Trust Lands funds, to 30.0 FTE.

(2) Teachers will measure each 1st through 6th grade students' reading proficiency by administering the Acadience assessment 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.

(3) Third through sixth grade students are given the state RISE test annually; one section of this test focuses on Language Arts and Writing, and one section focuses on Science. These scores will be used to gauge overall progress of 3rd through 6th grade students.

(4) Kindergarten through 6th grade students will be given the BOY, MOY, and EOY Into Math Growth Measure Assessments to gauge proficiency in mathematics.

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

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

#### Digital Citizenship/Safety Principles Component

close

No

#### Goal #2

close

#### State Goal

close

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 the percentage of students scoring on benchmark or above benchmark on Acadience Reading BOY to EOY by 2% in each grade level. We will also increase the percentage of students making typical, above typical, or well above typical progress by 3% based on Acadience Reading MOY to EOY in each grade level. Finally, we will increase schoolwide proficiency from BOY to MOY on Into Math Growth Measure

Assessments by 3%. If there are additional funds from the plan estimate, we will pay for the salaries of additional interventionists to assist teachers in the implementation of Language Arts support. If more interventionists are needed to support school goals than what the budget allows, they will be funded through local school budgets. We project that we will have enough funds at the current Land Trust Funds to pay for two interventionists.

## Academic Area

close

- English/Language Arts

## Measurements

close

### 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 Acadience assessments 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 Acadience 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.

(2) Third through sixth grade students are given the state RISE test 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.

(3) Kindergarten through 6th grade students will be given the BOY, MOY, and EOY Into Math Growth Measure Assessments to gauge proficiency in mathematics.

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.**

## Action Steps

close

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

(1) An Acadience 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.

(2) Interventionists will be hired and trained in order to assist classroom teachers with small group instruction and targeted student interventions.

(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) Acadience 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) 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.**

No

**Summary of Estimated Expenditures**

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$94,000.00
Total:	\$94,000.00

**Actual Carry-over**

In the Financial Proposal and Report, there is a carry - over of \$93658.67 to the 2022 - 2023 school year. This is 107 % of the distribution received in 2021 - 2022 of \$87387.00. Please describe the reason for a carry-over of more than 10 % of the distribution

**Council Plan Approvals**

Number Approved	Number Not Approved	Number Absent	Vote Date
11	0	0	2021-02-19