

Final Report 2018-2019 - Book Cliff 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 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 | \$241 |
| Distribution for 2018-2019 | \$15,407 | N/A | \$16,285 |
| Total Available for Expenditure in 2018-2019 | \$15,407 | N/A | \$16,526 |
| Salaries and Employee Benefits (100 and 200) | \$0 | \$0 | \$0 |
| Employee Benefits (200) | \$0 | \$0 | \$0 |
| Professional and Technical Services (300) | \$2,448 | \$274 | \$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 | \$274 |
| General Supplies (610) | \$4,906 | \$5,918 | \$5,918 |
| Textbooks (641) | \$3,600 | \$3,599 | \$3,599 |
| 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) | \$4,447 | \$4,885 | \$4,885 |
| Equipment (Computer Hardware, Instruments, Furniture) (730) | \$0 | \$0 | \$0 |
| Technology Equipment > \$5,000 (734) | \$0 | \$0 | \$0 |
| Total Expenditures | \$15,401 | \$14,676 | \$14,676 |
| Remaining Funds (Carry-Over to 2019-2020) | \$6 | N/A | \$1,850 |

Goal #1 Goal

Book Cliff Elementary will increase student growth in LANGUAGE ARTS by 3% from the previous year data by ensuring structured schedules that allow sufficient instructional minutes for General Education instruction, sufficient support services for Title I, ELL, and Special Education students, and provide time for formative and summative assessments frequently throughout the 2018/2019 school year

Academic Areas

- Reading
- Writing
- Technology

Measurements

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

Along with teacher assessments, observations, and report cards, we will also use other forms of formative and summative assessments to gather data and monitor growth and proficiency. Among the assessments we will use are DIBELS Dynamic Indicators of Basic Early Literacy Skills, (SRI CC) Scholastic Reading Inventory College & Career, (RC) Reading Counts Reading Assessments, and (SAGE) Student Assessment of Growth and Excellence assessments from previous years to help identify standards or areas that are in need of focus. Book Cliff will use School City Suite to also monitor progress in the area of ELA.

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

SAGE/RISE Scores
2017/2018 2018/2019
3rd 25% 33%
4th 20% 41%
5th 11% 25%
6th 26% 20%

2018/2019 Dibels Results
Kindergarten BOY MOY EOY
At-Risk 35% 20% 10%

| | | | |
|----------|-----|-----|-----|
| Below | 45% | 10% | 5% |
| On Level | 5% | 35% | 14% |
| Above | 15% | 35% | 71% |

| | | | |
|-----------|-----|-----|-----|
| 1st Grade | BOY | MOY | EOY |
| At Risk | 0% | 0% | 10% |
| Below | 10% | 10% | 10% |
| On Level | 20% | 10% | 0% |
| Above | 70% | 80% | 80% |

| | | | |
|-----------|-----|-----|-----|
| 2nd Grade | BOY | MOY | EOY |
| At Risk | 30% | 27% | 13% |
| Below | 10% | 5% | 17% |
| On Level | 20% | 23% | 26% |
| Above | 40% | 45% | 44% |

| | | | |
|-----------|-----|-----|-----|
| 3rd Grade | BOY | MOY | EOY |
| At Risk | 34% | 13% | 20% |
| Below | 0% | 20% | 20% |
| On Level | 33% | 20% | 13% |
| Above | 33% | 47% | 47% |

| | | | |
|-----------|-----|-----|-----|
| 4th Grade | BOY | MOY | EOY |
| At Risk | 27% | 30% | 25% |
| Below | 9% | 8% | 33% |
| On Level | 27% | 31% | 31% |
| Above | 37% | 31% | 17% |

| | | | |
|-----------|-----|-----|-----|
| 5th Grade | BOY | MOY | EOY |
| At Risk | 18% | 33% | 25% |
| Below | 18% | 17% | 8% |
| On Level | 9% | 8% | 25% |
| Above | 55% | 42% | 42% |

| | | | |
|-----------|-----|-----|-----|
| 6th Grade | BOY | MOY | EOY |
| At Risk | 22% | 22% | 20% |
| Below | 22% | 22% | 10% |
| On Level | 22% | 34% | 40% |
| Above | 34% | 22% | 30% |

Action Plan Steps

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

Teachers will review and evaluate scores from the Spring 2018 SAGE tests to help provide information and determine the standards or content areas that may need more attention or focus. This will allow teachers to identify specific learning strategies that will drive their teaching and instruction to help improve the standards that were low. This should also provide evidence of growth within each area as well as identify the proficiency levels and where they need to improve.

Teachers will use rigorous questioning, and explicit and engaging instructional strategies with all students in order to improve and promote academic growth. Support services in Special Education, ELL, and Title 1 will be available to qualifying students in order to help bridge the learning gaps for those struggling students.

Teachers will continue to monitor student progress each month with the use of DIBELS and progress monitoring strategies as well as progress within the SRI and RC reading program to follow and monitor student Lexile score improvements and comprehension. Teachers will also incorporate writing within the areas as often as possible with continued use of Utah Compose.

Teachers will continue to use our Wonders Reading program and have the option of incorporating programs such as SRI and Reading Counts to promote student growth. Funds will be used within the ELA goal to purchase books that will foster reading within the home as well as increase student growth and achievement. Funds will also be used to purchase Summer Packet materials for summer slide prevention.

The District has also implemented a District-Wide Keyboarding program that will be funded through Landtrust called Keyboarding for Kids (KBK). This program is to help develop keyboarding skills in order to promote good writing as they progress through each grade level.

The committee also agreed to reinstate Moms/Dads school sponsored reading activity that fosters reading with parents, siblings, grandparents, or whoever would like to join the student to use a portion of the morning to spend time reading with each other. Funds will be used to purchase supplies needed to facilitate this interaction.

Funds will also be used to provide professional development opportunities for teachers/staff to help improve expected performance (conferences, trainings, school research, book study projects, data meetings, additional collaboration or areas that will enhance teacher or staff ability).

Programs that will be funded through this goal to help promote growth in ELA are: Learning A-Z, Reading Eggs/Reading Eggspress, IXL ELA, Student Reading Inventory (SRI), Reading Counts (RC), and Spelling City. School City will also be funded in order to monitor student progress and growth.

Book Cliff will also be funding a Character Building Program called Tales for Teacher, which should help promote positive character building strategies as well as integrate Character Education Literature across all areas of curriculum.

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

The teachers were able to review the SAGE 2018 summative scores and DIBELS end of year scores to identify student needs. This data was used to drive instruction and diversify learning.

Teachers used DIBELS progress monitoring as well as benchmarks to monitor progress and incorporate lessons to increase comprehension, fluency, and writing.

Keyboarding for Kids was used throughout the year to develop keyboarding skills and promote writing.

Book Cliff continued to use the Reading Counts program that is tied to the SRI reading. Grades 1st through 6th utilized these programs with great success. Computer programs were used to promote growth and drive instruction. Reading A-Z, Reading Egg/Reading Eggspress, IXL, and Spelling City were beneficial in student learning.

We also continued to use the Wonders language arts program and incorporated a reading chain to help develop confident readers.

Behavioral Component

| Category | Description | Final Explanation |
|---|---|--|
| Behavioral/Character Education/Leadership Component | Tales for Teaching is a Character Education program that uses the best in children's literature, organized topically to teach specific character building concepts. The program includes 280 picture books that teach character building traits and includes a teacher guide that categorizes levels and summarizes each picture book to facilitate learning within the classroom and growth within character education. (Total Cost of 3600 is divided between all three goals and is a one-time cost) | Tales for Teaching was used in classrooms and small groups for character education. Teachers and counselors were able to reinforce what they were teaching through captivating picture books to strengthen and grow character throughout our school. |

Expenditures

| Category | Description | Estimated Cost | Actual Cost | Actual Use |
|---|---|----------------|-------------|--|
| Professional and Technical Services (300) | Professional development to help enhance within the area of Reading, Math, Science, Technology, or other specified resource needs such as Autism or Behavioral issues. (Divided among all three goals as needed). | \$816 | \$274 | Educators were not able to attend professional development. |
| General Supplies (610) | Moms/Dads school sponsored reading activity supplies and books (\$600), Summer Packet Materials and awards (\$811), Student Planners divided among all three goals (\$66) | \$1,477 | \$1,888 | Books for the Moms/Dads reading activity, summer packet materials, and student planners cost more than budgeted. |
| Textbooks (641) | Tales for teaching character education curriculum (Total is divided among all areas of curriculum including ELA, Math, Science) | \$1,200 | \$1,199 | As Described |
| Software (670) | Reading related computer programs such as Learning A-Z (\$310), Reading Eggs (\$883), SRI (\$400), Reading Counts (\$400), IXL Language Arts (\$367) Spelling City (\$225), School City (\$125), Keyboarding for Kids (\$329) | \$3,039 | \$3,123 | As Described |
| | Total: | \$6,532 | \$6,484 | |

Goal #2 Goal

Book cliff Elementary will increase student growth in MATH by 3% from the previous year dats by ensuring structured schedules that allow sufficient instructional minutes for General Education instruction, sufficient support services for Title I, ELL, and Special Education students, and provide time for formative and summative assessments frequently throughout the 2018/2019 school year.

Academic Areas

- Mathematics
- Technology

Measurements

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

Along with teacher assessments, observations, and report cards, we will also use other forms of formative and summative assessments to gather data and monitor growth and proficiency. We will use Spring 2018 SAGE results to determine areas or standards in need of focused instruction as well as monitor student growth and proficiency. Book Cliff will use School City Suite to also monitor progress in the area of Math.

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

| | SAGE 2018 | Rise 2019 |
|-----|-----------|-----------|
| 3rd | 63% | 27% |
| 4th | 20% | 17% |
| 5th | 33% | 25% |
| 6th | 21% | 20% |

Action Plan Steps

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

Teachers will review and evaluate scores from the Spring 2018 SAGE tests to help provide information and determine the standards or content areas that may need more attention or focus. This will allow teachers to identify specific learning targets that will drive their teaching and instruction to help improve the standards that were low.

Teachers will use rigorous questioning and explicit and engaging instructional strategies with all students to improve academic growth. Support services in Special Education, Title

1, and ELL services will be available to qualifying students to help bridge the learning gaps for struggling students.

Teachers will continue to use the Go-Math curriculum within their daily instruction and will also use added resources as deemed necessary to provide quality instruction.

Programs such as IXL, ST Math, ALEKS Math, Math Seeds, and Prodigy will be used to supplement and provide added instruction. Funds will also be used to purchase Summer Packet materials for summer slide prevention.

Funds will also be used to provide professional development opportunities for teachers/staff to help improve expected performance (conferences, trainings, school research, book study projects, data meetings, additional collaboration, etc.).

Book Cliff will also be funding a Character Building Program called Tales for Teacher, which should help promote positive character building strategies as well as integrate Character Education Literature across all areas of curriculum

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

Teachers reviewed scores from the Spring 2018 SAGE tests. Teachers, students, and parents came together to make learning targets and goals that were strived for each term.

Teachers incorporated services from Special Education, Title One, and ELL to help build the support and meet student's needs throughout the day.

Computer programs such as IXL, ST Math, ALEK Math, Math Seeds, and Prodigy were used as the technology portion of blended learning.

Book Cliff continued to use Go Math throughout the school as it follows the Common Core State Standards very well.

Behavioral Component

| Category | Description | Final Explanation |
|---|---|--|
| Behavioral/Character Education/Leadership Component | Tales for Teaching is a Character Education program that uses the best in children's literature, organized topically to teach specific character building concepts. The program includes 280 picture books that teach character building traits and includes a teacher guide that categorizes levels and summarizes each picture book to facilitate learning within the classroom and growth within character education. (Total Cost of 3600 is divided between all three goals and is a one-time cost) | Tales for Teaching was used in classrooms and small groups for character education. Teachers and counselors were able to reinforce what they were teaching through captivating picture books to strengthen and grow character throughout our school. |

Expenditures

| Category | Description | Estimated Cost | Actual Cost | Actual Use |
|---|--|----------------|-------------|---|
| Professional and Technical Services (300) | Professional Development to help enhance ability within the area of reading, math, science, technology, or other specified resource needs such as Autism or Behavioral issues. | \$816 | \$0 | Educators were not able to attend professional development. |
| General Supplies (610) | Summer Packet materials and awards for summer slide prevention (\$811), Student planners divided among all three goals (\$66) | \$877 | \$983 | Summer packet materials and student planners cost more than budgeted. |
| Textbooks (641) | Tales for teaching character education curriculum divided among all areas of curriculum including ELA, Math, Science | \$1,200 | \$1,200 | As Described |
| Software (670) | Computer programs such as ST Math (\$0), ALEKS Math (\$0), IXL Math (\$366), Math Seeds (\$550), School City (\$125) | \$1,041 | \$1,246 | The number of licenses was adjusted to meet our student numbers, which in turn increased the actual cost of the programs. |
| | Total: | \$3,934 | \$3,429 | |

Goal #3 Goal

Book Cliff Elementary will increase student growth in SCIENCE by 3% based on previous year data and FINE ARTS by 2% based on previous performance and project based assignments by ensuring structured schedules that allow sufficient instructional minutes for General Education instruction, sufficient support services for Title 1, ELL, and Special Education students, and provide time for formative and summative assessments frequently throughout the 2018/2019 school year.

Academic Areas

- Writing
- Technology
- Science
- Fine Arts

Measurements

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

Along with teacher assessments, observations, and report cards, we will also use other forms of formative and summative assessments to gather data and monitor growth and proficiency. Among the assessments we will use the SAGE testing results from Spring 2018 to help determine areas or standards that are in need of focused instruction. Book Cliff will use School City Suite to also identify areas of strengths and weaknesses within Science

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

| | SAGE 2018 | RISE 2019 |
|-----|-----------|-----------|
| 4th | 10% | 8% |
| 5th | 45% | 16% |
| 6th | 28% | 30% |

Action Plan Steps

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

Teachers will review and evaluate scores from the Spring 2018 SAGE testing to help provide information and determine the standards or areas that may need more attention or focus. This will allow teachers to identify specific learning targets that will drive their teaching and instruction to help improve the standards that were low.

Teachers will use rigorous questioning and explicit and engaging instructional strategies with all students to improve academic growth within Science. Support services in Special Education, Title 1, and ELL will be available to qualifying students to help bridge the learning gaps for struggling students.

All teachers/students in grades K-6 will be provided an opportunity to participate in a school-wide sponsored science fair.

Teachers will be provided professional Development related to science, and funds will be used to purchase supplemental supplies appropriate for science instruction and student participation in the science fair such as poster boards, project materials, or trifold display boards. Core-Specific science materials will be purchased for specific grade levels to facilitate instruction and learning within the classroom.

Programs such as IXL Science and access to sites such as UEN will be used to help supplement and provide added instruction. Funds will also be used to purchase Summer packet materials for summer slide prevention.

Writing will be implemented within science as to demonstrate ability to provide evidence, questioning, outcomes, or personal reflection from science activities.

Due to the success of our Art fair, funds will be used to organize and facilitate an art exhibit within the school or in affiliation with the local museum for parents to view. Funds will be used to purchase needed supplies to facilitate the projects/artwork

Funds will also be used to provide professional development opportunities for teachers/staff to help improve expected performance (conferences, trainings, school research, book study projects, data meetings, additional collaboration, etc.).

Book Cliff will also be funding a Character Building Program called Tales for Teacher, which should help promote positive character building strategies as well as integrate Character Education Literature across all areas of curriculum

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

Teachers were able to use Spring 2018 SAGE testing to determine the standards that needed more attention. Support from the Special Education, Title One, and ELL departments was used to support student needs.

A school-wide science fair took place to encourage writing and the scientific process. The fair brought families and the community together to learn and create a passion for science.

Specific grade-level science equipment was purchased and is available for all grades to use as necessary.

IXL Science was used as a computer program in the blended learning process, along with the resources that the UEN provides.

Behavioral Component

| Category | Description | Final Explanation |
|---|---|--|
| Behavioral/Character Education/Leadership Component | Tales for Teaching is a Character Education program that uses the best in children's literature, organized topically to teach specific character building concepts. The program includes 280 picture books that teach character building traits and includes a teacher guide that categorizes levels and summarizes each picture book to facilitate learning within the classroom and growth within character education. (Total Cost of 3600 is divided between all three goals and is a one-time cost) | Tales for Teaching was used in classrooms and small groups for character education. Teachers and counselors were able to reinforce what they were teaching through captivating picture books to strengthen and grow character throughout our school. |

Expenditures

| Category | Description | Estimated Cost | Actual Cost | Actual Use |
|---|---|----------------|-------------|---|
| Professional and Technical Services (300) | Professional development to help enhance ability within the area of reading, math, science, arts, technology, or other specified resource needs such as Autism or Behavioral issues. | \$816 | \$0 | Educators were not able to attend professional development. |
| General Supplies (610) | Science supplies such as poster boards, project materials, or trifold display boards (\$500), Art supplies such as paper, brushes, pencils, specific medias (\$300), Student Planners divided among all three goals \$66), Summer Packet materials and awards for summer slide prevention (\$811), School City (\$125), Constitution Bee Awards (150), Science Equipment for specific Grade Levels(\$600) | \$2,552 | \$3,047 | Science and art fair supplies cost more than what was budgeted. |
| Textbooks (641) | Tales for teaching character education curriculum (Total is divided among all areas of curriculum including ELA, Math, Science) | \$1,200 | \$1,200 | As Described |
| Software (670) | IXL Science (\$367) | \$367 | \$516 | Licenses cost more per student. |
| | Total: | \$4,935 | \$4,763 | |

Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of \$1,850 to the 2019-2020 school year. This is 11% of the distribution received in 2018-2019 of \$16,285. Please describe the reason for a carry-over of more than 10% of the distribution.

Educators were not able to attend professional development.

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 is an increase or carryover of distribution, the funds will go directly to the purchase of either books to provide students the ability to prevent a decline during the summer months or to the ongoing improvement of technology, programs for math, or manipulatives, whichever is determined to be the most important need at the time.

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 **2019-10-15**

Council Plan Approvals

| Number Approved | Number Not Approved | Number Absent | Vote Date |
|-----------------|---------------------|---------------|------------|
| 6 | 0 | 1 | 2018-04-13 |

Plan Attachments

| Upload Date | Title | Description |
|-------------|-------------------------------------|--|
| 2018-04-09 | Landtrust Breakdown | Itemized use of Landtrust Money. This will also be used to monitor money as it used throughout the year. |

Plan Amendments

Approved Amendment #1

Submitted By:

JR Jones

Submit Date:

2019-01-22

Admin Reviewer:

Natalie Gordon

Admin Review Date:

2019-03-01

District Reviewer:

Larry Davis

District Approval Date:

2019-03-06

Board Approval Date:

2019-03-06

Number Approved:

6

Number Not Approved:

0

Absent:

0

Vote Date:

2019-01-18

Explanation for Amendment:

Reason for amendment: Based on concerns from Natalie Gordon regarding Incentives tied directly to the summer packet awards, the council has decided to no longer use the funding for incentive purposes. Due to the fact this money is used to purchase items within the areas of ELA, Math, Science, and Art, the council has decided to use this allotted \$1000 to go toward the Science and Art Home Connection. This will be used to purchase Math, Science, and Art kits that will be sent home with students to not only facilitate growth in these areas, but to supply students with materials that will enhance their experience within these specific areas of academics. Students living within this area have limited resources available to them outside of the school setting and will benefit from this type of connection between the school and home. The use of this money is in an effort to foster interest and boost academic scores. Typical items purchased: Flash Cards (Reading and Math) Books Science Kits Art Kits Stem Activities Science and Art Supplies

Please Note

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

Comments

| Date | Name | Comment |
|------------|----------------|--|
| 2018-05-29 | Natalie Gordon | Goals must be measurable, including identifying the beginning measurement, and how it will improve over the time because of the action plan. Example: SAGE Science scores will improve by 2% from the previous year data. Please change all three goals to show measurement. |
| 2018-06-11 | Larry Davis | Please address USOE comments. |
| 2019-03-06 | Larry Davis | The amendment has been reviewed and approved. |

[BACK](#)