

# Final Report for 2016-2017

## Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2016 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2016-2017.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)
<b>Remaining Funds (Carry-Over to 2017-2018)</b>	<b>\$0</b>	<b>\$0</b>
Carry-Over from 2015-2016	\$0	\$0
Distribution for 2016-2017	\$32,487	\$32,487
<b>Total Available for Expenditure in 2016-2017</b>	<b>\$32,487</b>	<b>\$32,487</b>
Salaries and Employee Benefits (100 and 200)	\$15,161	\$32,200
Employee Benefits (200)	\$0	\$0
Professional and Technical Services (300)	\$11,826	\$1,700
Repairs and Maintenance (400)	\$0	\$0
RETIRED. DO NOT USE (500)	\$0	\$0
Printing (550)	\$0	\$0
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	\$0	\$0
General Supplies (610)	\$3,000	\$600
Textbooks (641)	\$0	\$0
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	\$0
Library Books (644)	\$1,000	\$0
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$0	\$0
Software (670)	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$1,500	\$0
Technology Equipment > \$5,000 (734)	\$0	\$0
<b>Total Expenditures</b>	<b>\$32,487</b>	<b>\$34,700</b>

## Goal #1

Goal

By the end of the 2016- 2017 school year, 90% of the students at Taylor Elementary will show a full year of academic progress in reading as measured by the Fountas & Pinnell Reading Benchmark System

## Academic Areas

- Reading

## Measurements

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

1. The Fountas & Pinnell Reading Benchmark System will be used to measure individual students reading progress in grades 1 through 6 three times each year. Kindergarten will be measured two times each year.
2. The year-end criterion reference tests will be used to measure proficiency for language arts state standards for grades 3 through 6.
3. The Nebo School District Kindergarten Assessment will be used for preassessment to guide instruction and for post-assessment to measure progress. The Nebo School District First and Second Grade Assessment will be used to measure growth for 1st and 2nd graders.
4. The school data chart will provide visual tracking of school-wide reading movement.

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

At the end of 2016-2017 school year, 86% of the students at Taylor Elementary showed a full year of academic progress in reading as measured by the Fountas & Pinnell Reading Benchmark System.

## Action Plan Steps

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

1. Two technicians will be hired to assist students who are reading below benchmark level. Students reading below expected benchmark levels will receive additional instructional support and interventions including:
  - a. Waterford
  - b. SuccessMaker
  - c. Nebo Plus
  - d. Next Step
  - e. Small Group Instruction
  - f. Imagine Learning
  - g. Special Education services will be provided to students who qualify, according to state/federal guidelines, after receiving one or more of the above interventions.
2. Teachers will communicate with parents regarding student progress and reading level. Teachers will communicate with parents of students who are below grade level in reading in a timely manner. Means of communication will include one or more of the following: a letter sent home, e-mail, newsletters, phone calls and meetings.
3. Teachers and the School Intervention Team will use data to identify students who are at risk, at grade level, or above grade level to drive instruction and meet student needs.
4. Anecdotal notes and running records will guide individual and small group instruction.
5. Reading time outside school will be encouraged and monitored using a School Wide Reading Program

6. The number of books in the leveled library and take-home library will be increased to include adequate numbers of titles in fiction and nonfiction, as well as varied genres.
7. Teachers will collaborate with team as well as instructional coach on best practice for the improvement of reading instruction for individual struggling students.
8. Teachers will participate in professional development in reading through conferences, workshops, and other literacy training to strengthen their literacy practice.
9. Focused observations will be provided for teachers in guided and shared reading.
10. Summer reading program will be offered to students to have access to Waterford, Success Maker, Imagine Learning and Nebo Plus.
11. Teachers will benchmark students reading progress in grades 1 through 6 three times each year using Fountas & Pinnell Reading Benchmark System. Kindergarten will benchmark two times each year.

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

We hired an additional 2nd grade teacher to reduce class size from 27 students to 20 students on average in each of the 2nd grade classes. This allowed teachers more opportunities to do early interventions. We also hired two technicians to assist students who were below benchmark level to receive additional instructional support and interventions. Teachers were able to communicate with parents of students who were below grade level in reading in a timely manner. Teachers and School Intervention Team were able to meet monthly to use data to identify students who were at risk and offer resources to meet student needs. Teachers were able to collaborate with team as well as with instructional coach on best practices for the improvement of reading instruction for individual struggling students. Teachers were able to benchmark students reading progress in grades first through sixth three times during the year using the Fountas & Pinnell Reading Benchmark System.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Total:		\$25,161	\$34,023	
Salaries and Employee Benefits (100 and 200)	2 Technicians will be hired to do One on One and Small Group Tutoring as well as a technician hired to run the summer reading program	\$15,161	\$32,260	As a School Community Council we increased the Salaries and Employee Benefits from \$15,161 to \$23,725. We hired two technicians as described in the action plan.
Professional and Technical Services (300)	To pay for substitute teachers so teachers can attend the Student Intervention Team, workshops and focus observations	\$9,000	\$1,763	As a SCC, we amended Goal #1 category Professional Services from \$9000 to \$20800 for professional development as well as focus observations for teachers.
Library Books (644)	Purchasing books in the leveled library and take-home library	\$1,000	\$0	As a School Community Council we reduced Goal #1 category Library Books from \$1,000 to \$0.

## Goal #2

## Goal

By the end of the 2016- 2017 school year, 90% of the students at Taylor Elementary will show expected academic progress in math as measured by the state criterion-referenced year-end test.

## Academic Areas

- Mathematics

## Measurements

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

1. The year-end criterion referenced tests will be used to measure proficiency for mathematics state standards for grades 3 through 6.
2. The Nebo District Kindergarten Assessment will be used for preassessment to guide instruction and for post-assessment to measure progress.
3. The Nebo District First and Second Grade Assessments will be used to assess first and second grade mathematics competencies respectively

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

According to the Nebo District Kindergarten, First and Second Grade End of Year Assessment each grade level was able to show academic growth in the area of mathematics. In the fall, 25.5% of the kindergartners had an understanding of core concepts and in the spring 81.3% of the students showed proficiency. At the end of 2016-2017 school year, using the year-end criterion referenced test to measure proficiency and growth for mathematics state standards, Taylor had a median growth percentile for 4th through 6th graders of 44. Fourth Grades was 26.5. Fifth Grade was 31.00. Sixth grade was 67.0. At the end of first grade, 89.1% were proficient in Math. At the end of second grade, 86.9% were proficient in Math. Proficiency in Math Fourth through sixth grade was 48.05%. 72% of the 3rd Math students scored proficient. In 4th grade, 39% were proficient. Fifth Grade had 46% of the students score proficient and sixth grade had 39% score proficient.

## Action Plan Steps

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

1. Grade level teams of teachers will map the core curriculum and correlate the core with the mathematics textbook.
2. Grade level teams will collaboratively use team-made common formative assessments to identify areas where students have not yet achieved mastery.
3. Grade level teams will provide more time and support for students who have not yet achieved mastery of mathematics core standards, as reteach and enrich and/or peer tutoring.
4. Mathematics materials will be purchased for hands-on learning and additional practice.
5. Each grade level will recognize students for math-fact mastery.
6. Teachers will be encouraged to participate in conferences, workshops, and other math training to strengthen their mathematical practice.
7. Focused observations will be provided for teachers in mathematics instruction.

8. Teachers and School Intervention Team will use data to identify students who are at risk, at grade level, or above grade level to drive instruction and meet student needs.

9. We will strengthen communication with parents regarding student progress and mathematics performance. Means of communication may include SEP conferences, email, newsletters, school/teacher webpage, phone calls, and meetings

10. Computer program will be purchased to enhance mathematics mastery

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

We hired an additional 2nd grade teacher to reduce class size from 27 students to 20 students on average in each of the 2nd grade classes. Grade level teams were able to collaborate together to map the core curriculum as well as make common formative assessments to identify areas that students needed additional instruction on. Technicians were provided so that each grade level could provide more time and support for students through reteach and enrichment. Teachers and School Intervention Team used data to identify students who were at risk to provide additional resources, interventions and strategies to help meet student needs. Big Brainz, a computer program, was used to enhance mathematic mastery.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Total:		\$7,326	\$695	
Professional and Technical Services (300)	Cover the cost of conferences, workshops and other math training as well as focus observations that teachers will be attending.	\$2,826	\$0	As a School Community Council expenditure of Goal #2 Category Technical Services from \$2
General Supplies (610)	Mathematics materials will be purchased for hands-on learning and additional practice.	\$3,000	\$695	As a School Community Council expenditure of Goal #2 Category \$3000 to \$1000. We were purchasing manipulatives for our First
Equipment (Computer Hardware, Instruments, Furniture) (730)	Computer program will be purchased to enhance mathematic mastery	\$1,500	\$0	As a School Community Council expenditure of Goal #2 Category to \$0.

## Increased Distribution (and Unplanned Expenditures)

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

Additional distribution will be spent to purchase technology to support our Math goal.

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

As a School Community Council, we amended both Goal #1 and Goal #2. We added an action step to both goal to hire an additional teacher to reduce class size. Any additional funding went towards salary and benefits of this additional teacher.

## Publicity

**The following items are the proposed methods of how the Plan would be publicized to the community:**

- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School assembly
- School newsletter
- School website

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

- School newsletter
- Other: Please explain.
  - During parent involvement activities we were able to explain to parents how Land trust funds were used.

## Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2017-10-20**

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent
8	0	1

## Plan Amendments

### Approved Amendment #1

	<b>Submitted By</b>
Billi Robbins	
	<b>Submit Date</b>
2016-08-15	
	<b>Admin Reviewer</b>
Karen Rupp	
	<b>Admin Review Date</b>
2016-09-15	

**District Reviewer**

John Allan

**District Approval Date**

2016-09-23

**Board Approval Date**

2016-09-14

**Number Approved**

9

**Number Not Approved**

0

**Absent**

0

**Vote Date**

2016-08-11

**Explanation for Amendment**

The changes will amend both Goal #1 and Goal #2, which are our goals on reading and math. We will add an action step to both goals of: 'Hire an additional teacher to reduce class size. Title One money will also help pay for the additional teacher.' The expenditure for this amendment is \$22,839. We will increase the Salaries and Employee Benefits on Goal #1 from \$15,161 to \$23,725. We will reduce the expenditure of Goal #1 category Professional and Technical Services from \$9000 to \$2080. We will reduce Goal #1 category Library Books from \$1,000 to \$0. We will increase Goal #2 Category Salaries and Employees Benefits from \$0 to \$8564. We will reduce the expenditure of Goal #2 Category Professional and Technical Services from \$2,826 to \$0. We will reduce the expenditure of Goal #2 Category General Supplies from \$3000 to \$1000. We will reduce the expenditure of Goal #2 Category Equipment from \$1,500 to \$0. With

this expenditure our summary is: Salaries and Employee \$32289 General  
Supplies \$3080 Total Expenditures being \$35,369

No Comments at this time