

# Final Report 2018-2019 - Birch Creek Elementary

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	\$3,490	N/A	\$2,371
Distribution for 2018-2019	\$60,160	N/A	\$62,943
Total Available for Expenditure in 2018-2019	\$63,650	N/A	\$65,314
Salaries and Employee Benefits (100 and 200)	\$37,100	\$37,053	\$34,353
Employee Benefits (200)	\$0	\$0	\$2,700
Professional and Technical Services (300)	\$8,950	\$8,180	\$8,180
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)	\$1,000	\$1,084	\$1,084
General Supplies (610)	\$5,000	\$3,133	\$3,133
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)	\$5,300	\$2,300	\$2,300
Software (670)	\$6,300	\$7,493	\$7,493
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
<b>Total Expenditures</b>	<b>\$63,650</b>	<b>\$59,243</b>	<b>\$59,243</b>
Remaining Funds (Carry-Over to 2019-2020)	\$0	N/A	\$6,071

## Goal #1 Goal

The average EOY GoMath test score for all Birch Creek Elementary students grades K-6 will be 89% on the Spring 2019 EOY Assessment.

## 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. Teachers will collaborate with their grade level teams (PLC) to stay on target with the district pacing guide and to determine best practices and common assessment dates.
2. Teachers will use supplemental programs (ex-daily timings and online math programs) to build number fluency and basic computation skills.
3. Model drawing and manipulatives will be used to help in visualization of math problems.
4. Summative data from all end of unit/chapter testing will be reported to school administration and reviewed by teachers and administration. This is the data that we will measure and use to guide reteaching and retesting efforts as well as determining our success of the goal.

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

Students were assessed at the end of each chapter in our GoMath Curriculum. This data was reported to the principal and discussed during weekly PLC meetings. As teachers dissected their data they were about to guide instruction, reteaching and retesting efforts based on this information. As a school we averaged 91% on the End of Year GoMath Assessment. This is a cumulative assessment that measures the concepts taught throughout the entire school year.

## Action Plan Steps

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

1. Teachers will collaborate with their grade level teams during PLC times to stay on target with district pacing guides and to determine common assessment dates.
2. Interventions and retesting will be developed during PLC times and given to students scoring below 80% on end of unit assessments.
3. Teachers will use supplemental programs (ex-daily math fact timings) to build number fluency as well as model drawing and manipulatives to help in the visualization of math problems.
4. Teachers will review and report all end of unit/chapter testing results to school administration.
5. Aides have been critical in our growth over the past few years. We plan to continue with their support by spending \$28000 on aide support.
6. STEM (Science, Technology, Engineering and Math) has become an integral part of schools. \$6500 will be used to hire a specialist for STEM education one day/week for each grade 3-5 focusing on Science, Technology, Engineering and Math. In addition, \$5000 will be used for supporting our STEM education focusing primarily on supplies for Science, Technology, Engineering and Math.
7. We have the unique opportunity to learn from a leader in math education, Jessica Shumway. \$300 will be spent to cover a day of PD with her for our staff in August before we start the school year.
8. \$3300 will be spent on Reflex Math to strengthen student math skills and to support our goal. In addition, \$2300 will be spent on technology items to support our math goal.

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

1. Teachers collaborated weekly during their grade level PLC times. They followed the district pacing guides and assessed each chapter at the same time.
2. Students that scored below 80% on individual chapter tests were retaught concepts that they hadn't mastered. Grade level teams worked together to meet the needs of all students.
3. Teachers utilized the 'Relax' Math Program which specifically targeted math fact fluency. Teachers also used model drawing instruction to help students learn visual ways in which to solve problems.
4. All end of unit scores were reported to the principal.
5. Aides were used to help support Tier 2 Math instruction. This allowed for small group instruction to occur in the area of math. This paid for the aides to help with 30 minutes of math instruction in grades 1st-6th.
6. Birch Creek hired a STEM instructor that worked with 3rd -5th grade students 40 minutes each week. Supplies were purchased to help support STEM instruction.
7. Jessica Shumway spent a Professional Development day teaching the faculty about 'Number Sense Routines' to bring language into their math instruction.
8. Reflex Math was purchased to help support math fact fluency.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Aides have been critical in our growth over the past few years. We plan to continue with their support by spending \$28000 on aide support. STEM (Science, Technology, Engineering and Math) has become an integral part of schools. \$6500 will be used for STEM education one day/week for each grade 3-5 focusing on Science, Technology, Engineering and Math.	\$34,500	\$34,453	As Described
Professional and Technical Services (300)	We have the unique opportunity to learn from a leader in math education, Jessica Shumway. \$300 will be spent to cover a day of PD with her for our staff in August before we start the school year.	\$300	\$0	Paid out of different funds.
General Supplies (610)	\$5000 will be used for supporting our STEM education focusing primarily on supplies for Science, Technology, Engineering and Math.	\$5,000	\$3,133	As Described
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$2300 will be spent on technology items to support our goal.	\$2,300	\$1,300	As Described
Software (670)	\$3300 will be spent on Reflex Math to strengthen student math skills and to support our goal.	\$3,300	\$3,295	As Described
	Total:	\$45,400	\$42,181	

## Goal #2 Goal

Our goal is to have 85% of K-4 students demonstrate proficiency as determined by the DIBELS composite score during the spring testing session. In 5th & 6th grades 60% of our students will reach end of the year proficiency levels on the Scholastic Reading Inventory (SRI) comprehension assessment.

## Academic Areas

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

## Measurements

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

The DIBELS assessment will be given 3 times (fall, winter, spring). We will continue to use DIBELS progress monitoring monthly, and as often as weekly for at-risk students. The Scholastic Reading Inventory (SRI), a research based computer adaptive reading assessment, will also be used, measuring Lexile reading ranges. Individual Literacy Plans will also be generated and tracked for all at-risk students and reviewed by teachers, administrator, and our reading facilitator.

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

Birch Creek Elementary Students, K-5, took the Acadience Assessment (formally known as DIBELS) in the fall, winter and spring. We have a Proficiency of 81.2% on the Acadience Composite on our spring assessment for grades K-4. This is a decrease from the previous year of 84%. 5th and 6th grade students were assessed on the Scholastic Reading Inventory. We had 66% of their students show proficiency. This is up from 60% at the same time last year.

## Action Plan Steps

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

1. Birch Creek will do a formal Dibels and SRI assessment three times throughout the school year (fall, winter, spring) to guide student placement for Tier 2 instruction. We will also use this data to determine if we have met our goal.
2. Students who are determined to be at-risk and in need of intensive interventions will receive appropriate Tier 2 instruction. \$3000 will be spent on technology related items to support our reading efforts and \$3000 will be spent on software to support our reading efforts by purchasing/renewing licenses for reading software such as SRI (Scholastic Reading Inventory-Reading Counts), Reading Counts (SAM), Starfall and Follett.
3. We will also use progress monitoring throughout the year with DIBELS to check all Tier 2 students on a monthly basis. However, progress monitoring may be done up to weekly as deemed necessary by staff and administration. Regular classroom teachers or trained para-professionals will facilitate both progress monitoring as well as SRI assessments.
4. Aide support will be used to track school-wide goals, provide reading assistance in small group settings, input, update and analyze student data, organize parent involvement activities. \$2,600.00 will be used for aide support to track school-wide goals, provide reading assistance in small group settings, input, update and analyze student data, organize parent involvement activities.
5. School teams consisting of the principal, reading facilitator and classroom teachers will meet to evaluate assessments as well as other student data. These individuals will create individual Literacy Plans to make reading instruction specific to individual student needs. To help train the leaders and to create a Professional Learning Community (PLC) within our school, six (6) people will attend a PLC Conference in SLC (registration has already been paid). Substitute teacher cost will be \$1650 (\$330/person x 5 teachers). The primary focus for the staff this year with the TLIM will be on improving instruction & aligning goals. Other costs to create a Professional Learning Community within our school and sending six (6) people to attend a PLC Conference in SLC (registration has already been paid) include: Meal cost will be \$550 (\$30/person/day) and travel expenses will be \$450 (\$150/day rental van & fuel).
6. Finally, \$7000 will be spent to support our involvement in TLIM for program costs as well as aides to support professional development. By teaching kids to have personal responsibility for their education and giving them tools and skills to be responsible is key to their own success. We are also focusing on aligning academics with school, grade level, teacher, and student goals.

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

1. Birch Creek did formal Acadience (formally know as DIBELS) three times through out the year. Tier 2 instruction was based on this data. We used this data to determine we had met our goal.
2. Students identified at-risk received interventions through Tier 2. \$3000 was spent on software to support our reading programs.
3. We progress monitored students using Acadience monthly or weekly as needed.
4. Aide support was used to track school wide goals, reading assistance in small group settings, and help with data collection and reporting.
5. School teams met to discuss students and their ILP's (Individual Literacy Plans). A team also attended the Solution Tree Conference in SLC. Money was

used as reported above. We also spent monies to continue our involvement in the Leader in Me program. This has helped us align academics with school, grade level, teacher, and student goals.

## Behavioral Component

Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	Birch Creek Elementary is beginning it's fourth year as a Leader In Me school. Our School Community Council is fully supportive of teaching behavioral skills that will help students be better learners and citizens. Through practicing habits such as being proactive, beginning with the end in mind, and putting first things first, students will learn responsibility for self as it related to their education, learning and success. In addition, the Leader In Me program emphasizes student tracking of their own critical data, helping to develop intrinsic academic motivation. The primary focus for the staff this year will be on improving instruction & aligning goals. We plan to spend \$7000 to provide support of character education and leadership toward the fulfillment of this component. The will be spent on program cost as well as substitute support for staff professional development.	Implemented as described.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	\$2,600.00 will be used for aide support to track school-wide goals, provide reading assistance in small group settings, input, update and analyze student data, organize parent involvement activities.	\$2,600	\$2,600	As Described
Professional and Technical Services (300)	To help train the leaders and to create a Professional Learning Community (PLC) within our school, six (6) people will attend a PLC Conference in SLC (registration has already been paid). Substitute teacher cost will be \$1650 (\$330/person x 5 teachers). The primary focus for the staff this year with the TLIM will be on improving instruction & aligning goals. \$7000 will be spent to support our involvement in TLIM for program costs as well as aides to support professional development.	\$8,650	\$8,180	As Described
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	To help train the leaders and to create a Professional Learning Community within our school, six (6) people will attend a PLC Conference in SLC (registration has already been paid). Meal cost will be \$550 (\$30/person/day) and travel expenses will be \$450 (\$150/day rental van & fuel).	\$1,000	\$1,084	As Described
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$3000 will be spent on technology related items to support our reading efforts.	\$3,000	\$1,000	As Described
Software (670)	\$3000 will be spent on software to support our reading efforts by purchasing/renewing licenses for reading software such as SRI (Scholastic Reading Inventory-Reading Counts), Reading Counts (SAM), Starfall and Follett.	\$3,000	\$4,198	As Described
	Total:	\$18,250	\$17,062	

## Funding Changes (and Unplanned Expenditures)

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

An increase in funding could be used for providing additional time for aides to work with students, additional supplies and technology items to support the goals, or for other supplies to support our goals.

**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.
- School newsletter
- School website

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

- 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
- Other: Please explain.
  - PTO Meeting SCC Meeting

## Policy Makers

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The school community council has communicated with the following policy makers about the School LAND Trust Program. Communication with Policy makers is encouraged and recommended. It is not required.

**State Leaders:**

Governor: Gary R. Herbert.

**U.S. Senators:**

Mike Lee

**State Senators:**

Dist. 25 Lyle Hillyard

**State Representative:**

Dist. 3 Val Potter

## Summary Posting Date

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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
7	0	5	2018-03-20

**No Comments at this time**

[BACK](#)