

# Final Report 2018-2019 - Canyon 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	\$461	N/A	\$348
Distribution for 2018-2019	\$70,450	N/A	\$73,378
Total Available for Expenditure in 2018-2019	\$70,911	N/A	\$73,726
Salaries and Employee Benefits (100 and 200)	\$9,000	\$11,277	\$10,455
Employee Benefits (200)	\$0	\$0	\$822
Professional and Technical Services (300)	\$3,400	\$10,684	\$10,684
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)	\$11,600	\$2,921	\$2,921
General Supplies (610)	\$0	\$0	\$0
Textbooks (641)	\$0	\$0	\$0
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	\$0	\$0
Library Books (644)	\$2,000	\$1,997	\$1,997
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$35,100	\$31,569	\$31,569
Software (670)	\$9,400	\$12,309	\$12,309
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
<b>Total Expenditures</b>	<b>\$70,500</b>	<b>\$70,757</b>	<b>\$70,757</b>
<b>Remaining Funds (Carry-Over to 2019-2020)</b>	<b>\$411</b>	<b>N/A</b>	<b>\$2,969</b>

## Goal #1

### Goal

Canyon Elementary will show growth in all students' literacy skills by the end of the 2018-2019 school year.

## Academic Areas

- Writing
- Reading

## Measurements

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

80% or more of Canyon students in Kindergarten will show typical progress or higher on their end-of-year DIBELS Nonsense Word Fluency assessment as indicated by the Pathways of Progress report. 80% or more of Canyon students in First grade will show typical progress or higher on their end-of-year DIBELS Oral Reading Fluency subtest as indicated by the Pathways of Progress. 72% or more of Canyon students in Second grade will show typical progress or higher on their end-of-year DIBELS Accuracy

subtest as indicated by the Pathways of Progress. 73% of the 3rd-5th grade students at Canyon elementary will show typical progress or higher on their end-of-year DIBELS Composite as indicated by the Pathways of Progress. 72% or more of the Canyon students in sixth grade will meet or exceed the expected Fall to Spring growth on the SRI test as outlined on the SRI Growth Expectations table.

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

97% of Canyon students in kindergarten showed typical progress or higher on their end-of-year Acadience Nonsense Word Fluency assessment as indicated by the Pathways of Progress report. 77% of Canyon students in First grade showed typical progress or higher on their end-of-year Acadience Oral Reading Fluency subtest as indicated by the Pathways of Progress. 83% of Canyon students in Second grade showed typical progress or higher on their end-of-year Acadience Accuracy subtest as indicated by the Pathways of Progress. 77% of the 3rd-5th grade students at Canyon elementary showed typical progress or higher on their end-of-year Acadience Composite as indicated by the Pathways of Progress. 68% of the Canyon students in sixth grade met or exceeded the expected Fall to Spring growth on the SRI test as outlined on the SRI Growth Expectations table. While this score was slightly short of our goal, we also did collect Acadience data on our sixth grade students for the first time this year and found that 60% of the students made typical progress or higher. While we need to continue to pursue other adjustments to the pedagogy in first and sixth grade to increase reading achievement, students continue to make great gains and academic progress at Canyon.

**Action Plan Steps**

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

All teachers will analyze each student at the beginning of the year to determine an appropriate growth goal for their specific reading abilities. These growth goals will be monitored closely and increased as necessary. Instruction will be designed in Tier I, Tier II and Tier III programs to help all students increase their reading abilities at their particular level. Students will be involved in setting appropriate monthly reading goals with lead measures to affect their own growth and will closely monitor their own progress. Particular attention will be placed on increasing comprehension across all grade levels. Teachers will analyze comprehension levels, students' reading goals and help students choose appropriate books on their Lexile level for reading practice to specifically increase comprehension.

In order to accomplish these goals we will need to spend our Trustlands funds in the following ways:

We will provide additional funding for the library to purchase more upper Lexile level books appropriate for our fifth and sixth grade readers to challenge and increase their comprehension. We have allocated \$2000 for this expenditure.

We will purchase Scholastic Reading Counts software to allow students to take assessments after they read books to test their comprehension. We have allocated \$2000 for this expenditure.

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

Canyon teachers worked closely together to follow the district pacing guide and research based programs during their Tier I literacy block. Additionally, at the beginning of each year teachers work closely with the Reading Facilitator to design the best small group instruction possible for the Tier II literacy block. It is during this time that our district excels at helping students to get exactly what they need to progress at their level to reach their personal best. Research based programs were taught at all levels in the regular classroom as well as with reading aids, resource and ESL teachers. These programs were implemented with excellent coaching by our reading facilitator and with great collaboration by team level leaders.

Our teams are continually working in professional learning communities, or PLCs, to monitor student progress. Teams continually worked together to assess student progress and adjust instruction to increase the reading ability in all students through monthly PLCs with the principal, weekly meetings with their cohort and thrice yearly meetings with the principal and reading facilitator. Students set and tracked their goals in their Leadership Notebooks as well which developed intrinsic motivation and self-efficacy.

**Expenditures**

Category	Description	Estimated Cost	Actual Cost	Actual Use
Library Books (644)	We will provide additional funding for the library to purchase more upper Lexile level books appropriate for our fifth and sixth grade readers to challenge and increase their comprehension.	\$2,000	\$1,997	Actual Use
Software (670)	We will purchase Scholastic Reading Counts software to allow students to take assessments after they read books to test their comprehension.	\$2,000	\$1,904	Actual Use
	Total:	\$4,000	\$3,901	

**Goal #2**

## Goal

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Canyon Elementary will increase the percentage of students scoring at proficiency on or higher on the Go Math or SAGE final assessments by the end of the 2018-2019 school year.

## Academic Areas

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Mathematics

## Measurements

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

In Kindergarten, 90% will be proficient, and in First and Second grade 80% of our students will be proficient on the Go Math Final Assessment. 70% of Third graders, 55% of Fourth graders, 60% of Fifth graders and 60% of Sixth grade students will be proficient on the SAGE Math Assessment.

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

We used the Go Math Final Assessment to gauge whether our students were making progress this year in the Kindergarten through Second grade classes. In Kindergarten 95% of our students were proficient, in First grade 89% were proficient and in Second grade 88% of our students performed at a proficient level. We were very pleased with these results as they all exceeded their goals by 5%, 9% and 8% respectively. To assess the progress of our upper grade students we used the RISE assessment. We found that 65% of our Third grade students were proficient. While this did not hit our goal, we were pleased as it was quite a bit higher than the state proficiency level of 51%. In our Fourth grade we found 66% of our students performing at a proficient or higher level. This exceeded our goal by 11%, exceeded the state level by 16% and was 1% shy of our district average. Our Fifth grade students performed similarly with 66% of their students performing at a proficient or higher level. This bested our goal by 6%, the state by 17% and our district average by 1%. In Sixth grade, 56% of our students performed at a proficient level. While this mark was shy of our goal, it did beat the state by 16% and met the district average. All in all, we are very excited by the growth we have seen in our math proficiency and it is a direct result of the concentrated efforts our staff has made to improve math intervention specifically at Canyon.

## Action Plan Steps

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

Teachers will continue using Re-ex in the classroom and analyzing data within the the assessment center portion of the program to increase student fact proficiency aiding in overall mathematical growth. Teachers will utilize essential standards (GVC's) to provide system wide intervention on missing mathematical concepts K-6. Teachers will PLC on a weekly basis with their teams and on a monthly basis with the principal to monitor those students in need of intervention and their progress working through the intervention system and GVC quizzes.

In order to support the goal and steps needed to accomplish the goal, we are going to spend Trustlands funds in the following ways:

We have larger class sizes than usual in the first through third grades in the coming year and will utilize part of our funds to pay for aides to help with mathematics in these classrooms. We have allocated \$9000 to cover a math aide in each third grade classroom for the year.

We have been developing iPad labs in our Kindergarten through Second grade classes to aide in literacy and math development. We will add 15 iPads to these labs to primarily help students access the Re-ex program to develop fact fluency. We will spend \$10000 on this part of the plan.

We will use the Re-ex program to help students practice and master fact fluency. This program is very effective and we have seen amazing gains across all grade levels with it this year. The cost for this program is \$3500.

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

Over the last few years we have been working diligently to develop a Guaranteed Viable Curriculum (a.k.a. Essential standards) in math. This helps teachers to identify areas where students are struggling, specifically holes in math that they may have that are holding them back from being successful in learning new math concepts. Our team has worked to identify these standards and develop systems to deliver intervention opportunities to our students in an effort to help them master missed concepts in order to progress in their current curriculum. It is exciting to see those efforts make a difference. We expect our scores to continue to climb as we use our GVCs, create more efficient systems for intervention and help students begin to enjoy math more as they feel empowered when they fill in their mathematical gaps.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	We have larger class sizes than usual in the first through third grades in the coming year and will utilize part of our funds to pay for aides to help with mathematics in these classrooms.	\$9,000	\$11,277	Actual Use
Technology Related Hardware/Software (< \$5,000 per item) (650)	We have been developing iPad labs in our Kindergarten through Second grade classes to aide in literacy and math development. We will add 30 iPads to these labs to primarily help students access the Re-ex program to develop fact fluency.	\$10,000	\$8,820	Actual Use
	Total:	\$22,500	\$23,392	
Category	Description	Estimated Cost	Actual Cost	Actual Use
Software (670)	We will use the Re-ex program to help students practice and master fact fluency.	\$3,500	\$3,295	Actual Use
	Total:	\$22,500	\$23,392	

## Goal #3

### Goal

Canyon Elementary teachers will focus on developing writing skills such that students will proficiently write a grade level appropriate sentence, paragraph or essay by the end of the 2018-2019 school year.

## Academic Areas

- Writing

## Measurements

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

70% of Canyon Elementary students will proficiently write a grade level appropriate sentence, paragraph or essay as measured by the state writing rubrics assigned to Kindergarten through Second grade or by the SAGE writing subtest taken in Third through Sixth grade.

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

60% of Canyon Elementary students achieved a level of proficient or higher on a variety of writing assessments used by our team at the end of the year. Kindergarten students were assessed based on the sentence writing component of the end of year KEEP assessment. First and Second grade students were assessed using a prompt provided by the district and scored using the state recommended 16 point rubric. Third through Sixth grade students (except for Fifth) used the RISE Benchmark system to assess students on an opinion or informative essay with the assessment system providing the score. Finally, the Fifth grade students were required to take the RISE Writing Assessment as part of their full RISE Assessment. We took all of the scores from these instruments to arrive at our school average for writing proficiency. Unfortunately, it was shy of our goal of 70%. However, it was a good reminder for us to continually use these benchmark assessments to gauge the effectiveness of our writing instruction.

## Action Plan Steps

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

Teachers will focus at least one PLC per month to assess where their team is at on the Canyon Elementary Vertical Writing Alignment Table to ensure all students are receiving coordinated instruction on writing across the grade level to prepare them for the assessments and expectations of the following grade level. Third through Sixth grade teachers will use SAGE Benchmark assessments twice per year to assess student progress towards reaching writing proficiency. Teachers will use information from the assessments to influence their writing instruction to ensure writing growth in all students. Kindergarten through Second grade teachers will have students do a midyear writing assessment and use the state writing rubrics to determine what areas need to be addressed for the second half of the school year to adjust instruction to ensure writing growth in all students.

In order to support the goal and steps needed to accomplish the goal, we are going to spend Trustlands funds in the following ways:

We will be purchasing two Chromebook labs with 35 Chromebooks in each rolling charge cart. These labs will increase our labs to two per grade level in grades Third through Sixth to help students have more writing time in state writing programs such as the SAGE Benchmark Assessments and Utah Compose. We will spend \$19500 of our funds on this project.

The Chromebooks have to have the Go Guardian software loaded onto them so that students can safely use the Internet without accessing inappropriate material. We will use funds to purchase this software. We will use \$900 of our funds for this software.

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

This year we have worked hard to t in adequate amounts of writing time while balancing the goals of increasing our math skills and overall literacy skills. It is always a feeling of trying to give everything enough time without enough time. However, one aspect of our program that became clear this year was that we have somewhat drifted away from our writing alignment essential standards that we put in place four years ago. In analyzing our results from our benchmark assessments last spring we found the need to revisit our matrix grade by grade with a backwards by design protocol. Starting with sixth grade this summer we have been working our way back through our guide to make sure each grade level is hitting the essential standards in writing for their students to successfully move on to the next grade level with the appropriate writing skills. While some grade levels have found their standards to be pretty close to what they need to cover, others have found the need to revamp their projects, pace and expectations. This goal, its focus and taking a good look at where we are on writing has helped us to review and remind our team to constantly be vigilant on integrating high expectations for writing throughout their curriculum and their year. Additionally, we found with our ever growing population we need even more access to Chromebooks for adequate time for all students to practice their typing and e efficiently write on computers. We addressed this need in our current plan and hope that it helps us to continue to provide students with more time to write e efficiently in class.

**Expenditures**

Category	Description	Estimated Cost	Actual Cost	Actual Use
Technology Related Hardware/Software (< \$5,000 per item) (650)	We will be purchasing two Chromebook labs with 35 Chromebooks in each rolling charge cart. These labs will increase our labs to two per grade level in grades Third through Sixth to help students have more writing time in state writing programs such as the SAGE Benchmark Assessments and Utah Compose.	\$19,500	\$18,108	Actual Use
Software (670)	The Chromebooks have to have the Go Guardian software loaded onto them so that students can safely use the Internet without accessing inappropriate material. We will use funds to purchase this software.	\$900	\$3,630	Actual Use
	Total:	\$20,400	\$21,738	

**Goal #4**

**Goal**

Canyon Elementary teachers will continue to move towards system-wide standards based grading and Core Curriculum based intervention to be implemented by then end of the 2018-2019 school year. Switching to a standards based grading system has been a goal of the Cache County School District as it leads to students having a more direct understanding of what they know and what they still need to learn. Our goal is to assess, grade and provide intervention in a way that students can have a clear understanding of what they need to learn and what they can do about it through intervention. We will measure the improvement of these practices on student learning through increased scores on our SAGE and District tests. We are aiming for an overall increase of 3% across these scores in LArts and Math in all grade levels by the end of the 2018 school year.

**Academic Areas**

- Mathematics
- Writing
- Reading

**Measurements**

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

Grade level teams will create essential standards (GVC's) for Language Arts for their grade level by December 2018. Teams will align and articulate the GVC's for system-wide use by June of 2019.

GVC's and school-wide intervention programs will be utilized to improve end of year Go Math assessments and SAGE assessments by at least 3% across all grades by the end of the 2019 school year.

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

Interestingly, we had assessment results related to this goal that closely are correlated to the intervention programs that were put in place. In Kindergarten through Second grade we did not see a lot of improvement in the end of year Go Math assessment. The average K-2 student, however, scored at a 90% level on the assessment so we are confident our early grades are covering the basics of number sense and numeracy well. However, there is always room for improvement. What we did see in our upper grades, where our math intervention programs were more actively put in place, was a significant uptick in their assessment success. In Third grade we saw the overall proficiency percentage increase by 3.5%. In Fourth, the proficiency percentage from 2018 to 2019 improved by 7%. Fifth grade students improved by 2%, however, this grade level already had excellent proficiency rivaling our district average at 64%. Finally, our greatest gain was seen in our Sixth grade where we saw a jump of 8%. These improvements are promising and helps us know that our efforts are pointed in the right direction.

**Action Plan Steps**

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

Grade level teams will utilize the math GVC's identified in the 2017-2018 school year to implement system-wide intervention programs across all grade levels. This intervention program will track progress of students through mastery of GVC's and allow for accurate standards based grading. Teachers will have one day to work as a team to begin to create the core GVC's for language arts for their grade level prior to January 2019. They will then work in the spring to create the assessments for the GVC's. Teachers will meet in June of 2019 to align the language arts GVC's across the grade levels for use in intervention programs during the 2019-2020 school year.

In order to support the goal and steps needed to accomplish the goal, we are going to spend Trustlands funds in the following ways:

In order to align the entire team in the mindset of creating GVC's and essential standards it is imperative to get everyone through the Solution Tree PLC conference in SLC in October. This training is at the heart of the work and we almost have the entire staff trained. We will need to use \$3400 to cover the substitutes to cover for the teachers going to this training. We will need to use \$11,600 to cover the conference fees, travel and hotel costs.

We will use funds to purchase six new teacher computers to upgrade old machines so that teachers can fully utilize the grading programs and technology necessary to develop GVC's. We have allocated \$5600 for these computers.

We are using the Mastery Connect software to help teachers track student mastery of their GVC's and to create mastery quizzes for each core curriculum standard. This program specifically makes it possible for teachers to track intervention and individual student progress on each GVC. The program fee for the entire school is \$3000.

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

Over the last four years we have made a concentrated effort to effectively train all teachers on how to work correctly as professional learning communities. We have used Trustlands funds to continually train new staff members and veterans in the systems and methods of effective PLCing by the Solution Tree team through their annual conference in SLC. We believe this training has been an integral part of our process in identifying what are our most critical needs and how we have been able to systematically create GVCs and intervention programs. Our teams work together each week to plan their curriculum together, pace their units effectively together to work in conjunction with each other, the Sped team and the ESL team and compare student data to see how they can improve and provide intervention. They know how to do this work effectively because of the training received at the conference. The conference has also shown our team how to create essential standards/GVCs and given us the ideas and direction to design our math intervention programs. These programs look different from grade level to grade level and are designed by each team to work with their skill set, pedagogical style and schedule. The students have responded well to the intervention programs and we are excited to continue developing these programs to see even greater gains in math and all subjects across the board.

**Expenditures**

Category	Description	Estimated Cost	Actual Cost	Actual Use
Professional and Technical Services (300)	We also need to pay for the substitutes necessary to cover the teachers going to the Solution Tree Conference out of this category.	\$3,400	\$10,684	Actual Use. My numbers for this category and the next seem off just because I did not understand the right category to allocate the funds for my team to travel to the Solution Tree conference in SLC. I have a much better understanding now as to where I should place the funds when I am estimating for my plan in the future when it comes to travel and professional development.

Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	We will use funds to take our remaining sta members who have not attended the Solution Tree conference in October of 2018 to this conference to learn more about GVC development. This portion will cover the admission fees, transportation, food and hotel costs.	\$11,600	\$2,921	Actual Use
Technology Related Hardware/Software (< \$5,000 per item) (650)	We will use funds to purchase six new teacher computers to upgrade old machines so that teachers can fully utilize the grading programs and technology necessary to develop GVC's.	\$5,600	\$4,641	Actual Use
Software (670)	We are using the Mastery Connect software to help teachers track student mastery of their GVC's and to create mastery quizzes for each core curriculum standard. This program speci cally makes it possible for teachers to track intervention and individual student progress on each GVC.	\$3,000	\$3,480	Actual Use
	Total:	\$23,600	\$21,726	

## Funding Changes (and Unplanned Expenditures)

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

If we have more than the estimated amount for the 2018-2019 school year we will spend the additional funds on additional iPads for the Kindergarten through Second grade classrooms and additional math aide support in our grade levels with unusually large class sizes (first, second and third grades).

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

Funds that we had remaining at the end of the year were used to purchase additional Chromebooks. We had a classroom set of sixth grade Chromebooks that were outdated and stopped working. We found the need to replace this set a higher priority than purchasing additional iPads.

## 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):**

- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School assembly
- School newsletter
- 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
10	0	0	2018-04-10

## Please Note

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

## Comments

Date	Name	Comment
2018-05-19	Paula Plant	Please include in the fourth goal the student academic improvement that will result from the stated goal and include in the measurement section how you will measure student improvement. The law creating the program requires that goals be student centered with measurable academic outcomes. If you have questions, please contact me. Thank you
2018-05-21	Ann Hunt	Please address comments made by the state o ce.
2018-06-01	Mike Liechty	Address comments for your 4th goal. Add a measurable goal to your statement to Goal #4.
2018-06-07	Ann Hunt	Principal addressed State comments

BACK

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