

Final Report 2017-2018 - 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 2017 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2017-2018.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2016-2017	\$0	N/A	\$674
Distribution for 2017-2018	\$64,118	N/A	\$63,393
Total Available for Expenditure in 2017-2018	\$64,118	N/A	\$64,067
Salaries and Employee Benefits (100 and 200)	\$0	\$0	\$0
Employee Benefits (200)	\$0	\$0	\$0
Professional and Technical Services (300)	\$15,000	\$13,666	\$13,666
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)	\$3,000	\$3,234	\$3,234
General Supplies (610)	\$1,800	\$2,896	\$2,896
Textbooks (641)	\$0	\$0	\$0
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	\$0	\$0
Library Books (644)	\$2,000	\$1,987	\$1,987
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$30,300	\$35,627	\$32,777
Software (670)	\$12,000	\$6,309	\$9,159
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
Total Expenditures	\$64,100	\$63,719	\$63,719
Remaining Funds (Carry-Over to 2018-2019)	\$18	N/A	\$348

Goal #1 Goal

Canyon Elementary will show growth in all student's literacy skills by the end of the school year. 70% or more of Canyon students in kindergarten will show typical progress or higher on their end-of-year DIBELS Nonsense Word assessment as indicated by the Pathways of Progress report. 72% or more of Canyon students in grades 1-2 will show typical progress or higher on their end-of-year DIBELS Oral Reading Fluency subtest as indicated by the Pathways of Progress. 72% 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. 60% 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.

Academic Areas

- Reading

Measurements

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

We will use the DIBELS Assessment System and the Scholastic Reading Inventory (SRI) to measure progress towards this goal. Baseline data will be taken in the fall in September and monitored with progress monitoring assessments every two weeks on students that fall below proficiency and then in January and April on all students.

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

91% of Canyon students in kindergarten showed typical progress or higher on their end-of-year DIBELS Nonsense Word assessment as indicated by the Pathways of Progress report. 78% of Canyon students in grades 1-2 indicated typical progress or higher on their end-of-year DIBELS Oral Reading Fluency subtest as indicated by the Pathways of Progress. 78% of the 3rd-5th grade students at Canyon elementary showed typical progress or higher on their end-of-year DIBELS Composite as indicated by the Pathways of Progress. 53% 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. 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 goals with lead measures to affect their own growth in reading and will closely monitor their own progress. These goals and tracking strategies will be taught and implemented through the Leader in Me program and Student Leadership Notebooks.

Teachers will collaborate with their grade level PLCs, the teaching staff and the principal to create individual, class, grade level and schoolwide data tracking charts to encourage students to work on their goals in order to help the entire school meet their goal overarching goal. These teams will continually work together to assess student progress and adjust instruction to increase the reading ability in all students.

We will use our Trustlands funds in the following ways to help us meet this goal:

- Visible Learning for Literacy by Hattie, Fisher and Frey - We will purchase 35 copies of this book for a book study to increase effective teaching practices in literacy. (\$1,000)
- Library Books - We will add additional books to our library to support K-6 readers. (\$2,000)
- Audio Enhancement - We will put five audio enhancement systems in rooms in the building that do not have them or in rooms where their system is more than eight years old and is no longer working effectively. This helps with all instruction in addition to supporting this literacy goal. Short Throw Projectors - We will place two short throw projectors into classrooms with out projectors to assist teachers in their instruction. (\$7,300)
- Reading Counts - This pays for the Scholastic Reading Counts program that we use to test comprehension on books students ready throughout the year school-wide. (\$3,500)

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

Teachers analyzed each student at the beginning of the year to determine an appropriate growth goal for their specific reading abilities. Instruction was designed in Tier I, Tier II and Tier III programs to help all students increase their reading abilities at their particular level. 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. Teachers collaborated with their grade levels, the reading facilitator and the principal 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. Finally, teachers also had the opportunity to study Visible Learning for Literacy by Hattie, Fisher and Frey to develop effective literacy teaching practices and implement them into their routines.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
General Supplies (610)	Visible Learning for Literacy by Hattie, Fisher and Frey - We will purchase 35 copies of this book for a book study to increase effective teaching practices in literacy.	\$1,000	\$1,719	Actual Use
Library Books (644)	Library Books - We will add additional books to our library to support K-6 readers.	\$2,000	\$1,987	Actual Use

Total:		\$13,800	\$10,808	
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Category	Description	Estimated Cost	Actual Cost	Actual Use
Technology Related Hardware/Software (< \$5,000 per item) (650)	Audio Enhancement - We will put five audio enhancement systems in rooms in the building that do not have them or in rooms where their system is more than eight years old and is no longer working effectively. This helps with all instruction in addition to supporting this literacy goal. Short Throw Projectors - We will place two short throw projectors into classrooms with out projectors to assist teachers in their instruction.	\$7,300	\$5,168	Actual Use
Software (670)	Reading Counts - This pays for the Scholastic Reading Counts program that we use to test comprehension on books students ready throughout the year schoolwide.	\$3,500	\$1,934	Actual Use
Total:		\$13,800	\$10,808	

Goal #2 Goal

At least 80% of Canyon Elementary sixth grade students will reach typing proficiency as measured by the state recommended typing proficiency assessment by the end of the school year.

Academic Areas

- Writing
- Technology

Measurements

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

Sixth grade students will take a baseline measurement of their typing abilities in September and then again in May using the district approved typing assessment for sixth grade to determine proficiency.

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

Sixth grade students at Canyon Elementary could not type at a proficient level in September of 2017. 0% of our students could pass the typing assessment. By May of 2018, 45% of our students could pass the typing assessment at a proficient level. While this clearly falls short of our goal, our students did make incredible gains in their typing skills. Unfortunately the wording of this goal was poor in that we should have defined it as a growth goal which would have been more accurate to reflect their progress.

Action Plan Steps

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

Sixth grade students will be given more time on Chromebook devices to practice a specific, research based typing program to increase typing fluency.

Sixth grade students will be given more time in the lab with the computer specialist to teach them specific technique and strategies to increase their typing fluency.

We will use our Trustlands funds to purchase a Chromebook mobile cart and 35 Chromebooks to make it possible for sixth grade students to have the resources necessary for additional typing and writing practice. (\$13,000)

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

We started this year with a goal of providing more time for students on Chromebooks and in the lab to practice their typing skills to increase their fluency on specific programs. At the same time, we found we were dealing with a very low set of SAGE scores from the 2016-2017 school year. With those results, we quickly dialed in on where we most needed to spend our extra time on devices and a large portion of that extra time was diverted away from this goal and onto SAGE Benchmark Assessments to help students prepare for the tests in a more effective way. While teachers were still cognizant of this goal and made every effort to give students more opportunities to practice their typing with typing fluency programs, naturally more attention was given to the SAGE. This year we will continue working on this goal across all upper grades to help build their typing fluency with a good portion of their computer lab time each week devoted to their fluency practice. The efforts we have made to garner multiple Chromebook labs for each grade level will help our computer specialist use the lab time to build these skills while the teachers can use the Chromebooks for Benchmark assessments and other programs.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Technology Related Hardware/Software (< \$5,000 per item) (650)	Chromebook Cart - We will purchase 35 Chromebooks and a mobile cart to make it possible for sixth grade students to have the resources necessary for additional typing and writing practice.	\$13,000	\$19,970	Actual Use. Additionally, this is where we spent our additional funds. We purchased two labs instead of just one.
	Total:	\$13,000	\$19,970	

Goal #3 Goal

All teachers will switch over and fully utilize a Standards Based Grading method by the end of the year.

Academic Areas

- Reading
- Mathematics
- Writing
- Science
- Social Studies

Measurements

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

A baseline of teacher usage of SBG methods will be assessed in June to determine how much professional development will be needed throughout the year to facilitate this change. Teacher usage and understanding of SBG methods will be assessed prior to SEP conferences by the grading team and again at the end of the year in May. The team will use a set of SBG minimum requirements determined by the staff in June to measure teacher progress throughout the year and if they have fully switched over by May.

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

In June of 2017 none of the teachers at Canyon Elementary were using Standards Based Grading methods to report their grades to parents consistently. By June of 2018, fourth and sixth grade teachers had moved over to SBG methods for their math instruction and fourth through sixth grade teachers were using SBG methods for ELA assessment and reporting. In the younger grades, teachers were primarily exploring SBG for math instruction. Teachers are finding this method of assessment and grading to be most effective in tracking areas of the Core where students need to be retaught specific concepts that they have not mastered.

Action Plan Steps

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

Teachers will be educated through summer PD and ongoing PD on the research behind the benefits of SBG practices and how to make the switch effectively from traditional forms of grading. Through this PD, they will be able to articulate to students and parents by fall SEPs how SBG grading works, why it is beneficial and how they can understand their PowerTeacher reports within the new framework.

Teachers will be provided with Mastery Connect, a data collection and organization program, to help them analyze their assessment data and efficiently use the data for grading purposes and adjusting instruction.

Teachers will learn how to incorporate SBG into the broader picture of how effective PLCS work, particularly how grading, assessment, and intervention are at the heart of effective collaboration.

We will use our Trustlands funds in the following ways to help us meet this goal:

- Solution Tree Conference - This will pay the fee for ten members of the staff to attend the Solution Tree PLC Conference in SLC, UT in the fall as part of the ongoing PD to make the switch to SBG. Solution Tree Conference - This will pay for the substitutes necessary for the team to attend the three day conference. (\$10,000)

- Solution Tree Conference - This will pay for the hotel and food accommodations for the team attending the conference.

- On Your Mark Grading by Guskey - 35 copies of this book will be purchased to be used for professional development in the area of Standards Based Grading. (\$800)

- Computers - This money will be used to replace antiquated teacher computers so they can have the resources they need to run grading and assessment programs. (\$10,000)

- Mastery Connect - This program assists teachers is analyzing assessments specifically down to the standards that are taught to determine mastery. This amount includes the site license for all students as well as the training fee for teachers to learn how to use the program. (\$5,000)

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

While we have made incredible progress in moving towards completely switching over, this takes much more time than what was initially anticipated. Our entire district is moving in this direction and all principals have seen that it is a slow process as the SBG system of grading and assessment, while proven to be most effective, is a very large paradigm shift for most teachers. I am proud of the work Canyon teachers have done to develop their essential standards and work towards the SBG system to develop intervention protocols. Participating in the Solution Tree conference is a pivotal piece of this process as it helps everyone to understand the full concept of PLCs and how SBG and intervention practices are an integral part of making sure all students succeed. With many faculty meetings and PLCs focused on this concept, we continued to develop our intervention plans with the help of the Mastery Connect program. We also found that the district wanted us to only pilot the program with a few grade levels so we were unable to fully implement SBG across the school without it. This worked out, however, as we found it to be very overwhelming for some teachers to want to fully move all of their grading over to this system. Doing it as a pilot with some teachers and some grade levels helped to keep everyone positive about the changes and the direction we are going. We are enthusiastic about this year and the direction we are headed as we continued our involvement with Mastery Connect and all teachers now have access to it in order to continue to develop their Standards Based Grading methods and intervention programs.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Professional and Technical Services (300)	Solution Tree Conference - This will pay the fee for ten members of the staff to attend the Solution Tree PLC Conference in SLC, UT in the fall as part of the ongoing PD to make the switch to SBG. Solution Tree Conference - This will pay for the substitutes necessary for the team to attend the three day conference.	\$10,000	\$8,666	Actual Use
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	Solution Tree Conference - This will pay for the hotel and food accommodations for the team attending the conference.	\$3,000	\$3,234	Actual Use
General Supplies (610)	On Your Mark Grading by Guskey - 35 copies of this book will be purchased to be used for professional development in the area of Standards Based Grading.	\$800	\$1,177	Actual Use
Technology Related Hardware/Software (< \$5,000 per item) (650)	Computers - This money will be used to replace antiquated teacher computers so they can have the resources they need to run grading and assessment programs.	\$10,000	\$10,489	Actual Use
Software (670)	Mastery Connect - This program assists teachers is analyzing assessments specifically down to the standards that are taught to determine mastery. This amount includes the site license for all students as well as the training fee for teachers to learn how to use the program.	\$5,000	\$1,080	Actual Use
Total:		\$28,800	\$24,646	

**Goal #4
Goal**

At least 75% of Canyon Elementary students will reach math fact proficiency appropriate for their grade level by as measured by the Reflex Mathematics system by the end of the school year.

Academic Areas

- Mathematics

Measurements

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

This goal will be measured with baseline data taken in September using the Reflex math program assessment system and will be measured continually throughout the year using the same system. A final assessment will be taken in May to determine how many students reached proficiency.

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

At the beginning of the 2017-2018 school year less than 10% of the Canyon students were proficient with their grade level math facts. On their end of year assessments at each grade level 72% of our students were considered proficient. While we did not quite hit the 75% mark, we were very close and made incredible gains through the use of the Reflex program and efforts made by students and teachers to increase fact fluency. All teachers across the board observed student proficiency in math at large increased as the students became more familiar with their basic facts.

Action Plan Steps

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

Teachers will continue using Reflex in the classroom and analyzing data within the the assessment center portion of the program to increase student fact proficiency and time working with the program.

Schoolwide motivational programs will be implemented to increase student participation on math fact practice.

Ongoing staff development with the Reflex PD team will take place to increase effective usage and implementation of the program to increase fact proficiency.

We will use the Reflex Mathematics Software to facilitate this goal. \$3,500 will be used to purchase the site license and support for Reflex Math.

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

The most significant effort to increase fact fluency was made from January to April as teachers utilized the Reflex program correctly. We had a professional development meeting where teachers were taught about the inner workings of the program to increase their understanding of the effectiveness of doing it correctly and then the school embarked on a multi-month competition where each class had the opportunity to earn a pizza party if they increased their usage. We saw incredible gains when the classrooms utilized the program correctly, so much so that we decided to implement the program for a second year. We have been very pleased with the results and will continue to use this program to help students practice and increase their fact fluency.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Software (670)	Reflex Mathematics Software - This will be used to purchase the site license and support for Reflex Math.	\$3,500	\$3,295	Reflex
	Total:	\$3,500	\$3,295	

Goal #5 Goal

All students will be using Leadership Data Notebooks on a weekly if not daily basis by May of 2018 to track progress in literacy and math with targeted learning goals set on a monthly basis with each student.

Academic Areas

- Reading
- Mathematics
- Writing

Measurements

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

Student proficiency and usage of their Data Notebooks will be assessed at the fall and winter SEP conferences and at the end of the school year by the Lighthouse Team. This team is made up of ten teachers from all grade levels in the school. We will use a rubric developed by the staff to set the standard of usage expectation at the beginning of the year and all classes will be measured against this rubric.

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

At the beginning of the school year teachers and students were utilizing their Leadership Notebook at a variety of levels. While all students used their Notebook to express their goals and progress at parent teacher conferences, the Notebooks themselves were very different from one teacher to the next and one grade level to the next. By assessing a variety of Notebooks it was found that the majority of the Leadership Notebooks were not where we would want them to be in grading them by content, effectiveness and usefulness by the students. While all teachers were at 100% when it came to using the books, some did not have a clear understanding on how to make them effective and relevant to the students. Assessing the Notebooks revealed less than 50% of the Notebooks were being utilized on a regular basis with material that students understood to be tied to their personal goals and progress. This was very important to understand and it helped us to organize professional development and coaching to show teachers how to create Notebooks that would increase student efficacy and tie directly to our reading and math progress. We will be using the same assessments to analyze our Notebooks this year to make sure that the time and effort being spent on them directly affecting our academic progress in a powerful way.

Action Plan Steps

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

The Lighthouse Team will develop a rubric to determine what proficient student usage of their Data Notebook looks like and then we will educate the staff in the fall as to what that measurement will look like. Teachers will receive professional development and ongoing support by the team to help them implement a monthly system of setting goals with their students and helping students to self assess their progress on a weekly if not daily basis. The team will check with teachers on their grade levels prior to SEP conferences to see how they are doing with the implementation of the system and provide ongoing support. Students will track their progress in their Notebooks and will see how their progress affects their class, their grade level and ultimately the school wide goal as earmarked in Goal #1.

The Leader in Me program has a substantial cost associated with it. We will use \$5,000 of our Trustlands funds to help pay for the program fee. We do substantial fundraising at the school level to fund the full fee and other aspects of this program.

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

The Leadership Notebook or Data Notebook has been an excellent tool for students to use to build intrinsic motivation for their own academic success and a sense of efficacy across the school when it comes to their ability to succeed as a group. All students used their Leadership Notebooks to track their progress primarily in reading by tracking their Reading Counts points, Dibels Progress Monitoring, SRI scores and comprehension tests and in math tracking their fluency tests and Go Math assessments. Some teachers also utilized the Leadership Notebooks to house their intervention trackers and assessments. Parents and teachers alike have enjoyed moving to a system of student led parent teacher conferences and the Notebook is a integral part of that process. While all teachers have implemented the usage of Leadership Notebooks, there is always room for improvement as to how their are being used. We have many leaders in the school that have taken the initiative to share their methods and we are providing ongoing PD and support to help all teachers develop their Leadership Notebooks in such a way that they are useful and relevant to teachers, students and their parents. We look forward to new ideas we are implementing this year in connection to intervention, essential standards and new grading protocols.

Behavioral Component

Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	We are in our third year implementing The Leader in Me program at Canyon and as we head into our fourth year we want to help students focus this year on taking personal responsibility for their learning with the setting of goals, teaching them to follow lead measure in determining how successful they are at reaching their goals and how to set new goals each month to affect their own progress.	

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Professional and Technical Services (300)	The Leader in Me - This will help us to pay the yearly fee we are assessed by Franklin Covey to run The Leader in Me program at Canyon.	\$5,000	\$5,000	Actual Use
	Total:	\$5,000	\$5,000	

Increased Distribution (and Unplanned Expenditures)

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

If we are able to acquire more funds, we will use those funds to purchase mice and headsets for our Chromebook labs. We have purchased quite a bit of technology over the past few years, but we need the mice to assist students on the Chromebooks navigate the Lexia program and the

headsets are necessary when many students are trying to use the audio based programs at once. Spending additional funds on these items would directly affect our literacy goal in Goal #1.

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

We found after all of our goal expenditures had been processed we had enough funds left to purchase an additional Chromebook lab. The lab was received with much enthusiasm in our upper grades who are constantly trying to find more time in our lab. I was able to cover mice and and headsets for the labs with other resources.

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 newsletter
- School website

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2018-10-20**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
11	0	1	2017-04-12

Please Note

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

Comments

Date	Name	Comment
2017-04-18	Paula Plant	In Goal #1 none of the expenditures are mentioned as part of the action plan. In Goal #3 the only expenditure mentioned in the Action Plan for that goal is Mastery Connect. Each expenditure for each goal must be included in the Action Plan with an explanation of how that item will help reach the goal.
2017-05-18	Ann Hunt	Add corrections as per Board members request.
2017-05-19	Ann Hunt	Address Comment

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