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2 Final Report

Final Report 2015-2016 - Butler EL

Final Report Approved

Final Report Approval Details

Submitted By

Christine Waddell

Submit Date

2016-10-17

Admin Reviewer

Karen Rupp

Admin Review Date

Unknown

District Reviewer

Alice Peck

District Approval Date

2016-12-06

Board Approval Date

2016-12-06

Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2015 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2015-2016.

Description	Planned Expenditures (entered by the school)	Actual (ent
Carry-Over from 2014-2015	\$1,596	N/A
Distribution for 2015-2016	\$29,465	N/A
Total Available for Expenditure in 2015-2016	\$31,061	N/A
Salaries and Employee Benefits (100 and 200)	\$30,800	\$36,

Employee Benefits (200)	\$0	\$0
Professional and Technical Services (300)	\$0	\$0
Repairs and Maintenance (400)	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0
Travel (580)	\$0	\$0
General Supplies (610)	\$0	\$0
Textbooks (641)	\$0	\$0
Library Books (644)	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0
Software (670)	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0
Total Expenditures	\$30,800	\$36,

1 This one districtFundingURL is also available to the schools but renders with limited functionality

Goal #1

Goal

School wide, 85% of students will be at or above benchmark on the RCBM (Reading Curriculum Based Measurement). All individual classes will have at least 80% of students reach benchmark on the RCBM. This will occur by Spring 2016.

Academic Areas

- Reading

Measurements

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

Currently according to our winter RCBM tests, our school is at 80% reaching or exceeding benchmark. We will use RCBM data that will be collected during the Fall, Winter and Spring of the 2015-2016 school year to ensure that we are reaching our goal by Spring of 2016.

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

Dibels Spring proficiency:

Kindergarten	85% proficient
1st grade	78% proficient
2nd grade	87% proficient
3rd grade	72% proficient
4th grade	80% proficient
5th grade	72% proficient

Action Plan Steps

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

PD (professional development) and coaching support: 1. Backwards design 2. Feedback Cycles 3. 4:1 feedback 4. Precision partnering 5. DOK (Depth of Knowledge) 6. Groupings Aides will provide intervention and release teachers for IPLC (instructional professional learning community) and public practice observations. We will use Land Trust funds to hire intervention aides. This will be at a cost of \$21,000.

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

When the goal was written we were using Pearson curriculum based measurements. The district had us change to Dibels when the school year actually started. We found that the Dibels measurements were more difficult for the students. We believe this is the reason that most of our grade levels did not reach 85% proficiency levels. Kindergarten, 2nd grade and 4th grade did reach over 80% but grades 1,3 and 5 fell short. All grade levels made improvements over the year. Our 5th grade had some unique behavior issues but were still able to make progress. Although grade levels did not all get to 85%, many of the individual classes were able to reach 80% proficiency. 75% of the classes were able to make this goal.

We had professional development to support the teachers with backwards design, feedback cycles, precision partnering and depth of knowledge. Aides provided push in intervention support to each teacher and their struggling students. The teachers met in IPLCs to

discuss student needs and how to improve/change their instruction to reach all their students. With walkthroughs we noticed that most teachers are getting more comfortable with skill based groups.

Expenditures

Category	Description	Estimated Cost
Salaries and Employee Benefits (100 and 200)	We will spend \$21,000 for reading intervention aides.	\$21,000

Goal #2

Goal

Students in grades three, four, and five will increase SAGE (student assessment of growth and excellence) math proficiency 10% by May 2016. By May 2016, Kindergarten, first, and second grade classes will have 80% or higher on math assessments focused on Depth of Knowledge.

Academic Areas

- Mathematics

Measurements

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

Currently our math SAGE scores are at 54% proficient or highly proficient in Math. We will be using the SAGE results in 2016 and compare that to the 2015 SAGE results. We will be using the depth of knowledge questions on the math CFA (common formative assessments) to assess the kindergarten through 2nd grade students depth of knowledge. We have not used those questions this year. 2015-2016 will be a baseline year for us but we are hoping our students will be at 80% reaching the benchmark.

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

Our Stem goal has two parts. The first part to look at is our kinder, 1st and 2nd grade classes. Our goal was to have 80% proficiency or higher on Depth of Knowledge(DOK) math assessments. We looked at our Common Formative Assessments because those tests do have questions that assess DOK.

Kindergarten ended the year with 85% proficient

1st grade had 92% proficient

2nd grade had 91% proficient.

We were able to reach that part of our goal.

The second part of our goal was for 3rd, 4th, and 5th grades. Our goal was to have them raise their Sage proficiency scores 10%.

3rd grade proficiency increased by 25%

4th grade proficiency increased by 4%

5th grade proficiency increased by 26%.

Two of the three grade levels met the goal. The average increase is 18%

Action Plan Steps

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

1. Professional development in depth of knowledge provided by math leads in EBL (evidence based learning) in the fall of 2015.
2. Teacher observations of other classrooms will be paid for out of Land Trust Funds in the amount of \$1,500 for substitutes to cover their classes.
3. Teacher video reflections (with forms) of explicit math instruction and skill based groups. There will be two reflections before winter break, and one more before May.
4. Leadership observations using the TRU-COR (teaching for robust understanding-Canyons observation rubric) and EIO (explicit instruction observation) observation forms.
5. We will be hiring tutors for after school math tutoring with Reflex math. We will be using Land Trust dollars in the amount of \$3,500. If students have a firm knowledge of math facts they are better able to solve problems with a deeper depth of knowledge.

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

We had professional development in depth of knowledge provided by the district math leads. The teachers were given specific training on how to increase that depth of knowledge in their students. The teachers observed each other as well as making videos and analyzing their own practice. We hired tutors for an after school math program to help students struggling with their math facts. We feel we spent much of the school year concentrating on math instruction and that is why we were able to meet and/or exceed our goals.

Expenditures

Category	Description
Salaries and Employee Benefits (100 and 200)	We will spend about \$3,500.00 for after school tutoring aides to assist kids who benchmark in using the reflex math software. We will also spend about \$1,500. substitutes so the teachers can do observations of other classes.

Goal #3

Goal

Reduce playground ODR (Office Daily Referrals) by 25% over the school year.

Academic Areas

- Health

Measurements

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

Currently we have had an average of 8 ODRs- Office Discipline referrals per month. We will record our ODRs monthly over the 2015-2016 school year expecting to average 6 ODRs or less each month.

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

The first 3 months we averaged 12 Office Daily Referrals per month. The rest of the year we averaged 4.3 ODRs per month. Our goal was to reduce ODRs by 25% over the school year. We reduced them by more than 75%.

Action Plan Steps

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

Professional development will take place according to the district playworks schedule. In addition, using Land Trust Funds we will hire an aide to assist the students during some of the recesses in order to implement what the students are learning during Playworks. We will use \$4800 of Land Trust Funds to pay for the aide.

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

We used Land Trust funds to hire an additional aide at recess. Not only did our ODRs go down significantly but our referrals during recess also decreased from an average of 8.6 during the first 3 months to an average of 1.3 for the rest of the school year. We did professional development with the teachers on Play Works and they learned to help the students to resolve difficulties using Play Works techniques.

Expenditures

Category	Description	Estimated Cost
Salaries and Employee Benefits (100 and 200)	We will hire one recess aide to implement play works.	\$4,800

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Increased Distribution

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

This is the description.

We may be able to have our aides work more hours and give more assistance to the teachers. We will also be in need of purchasing equipment and supplies for all of our goals. Computers and iPADS are needed for our Math and Reading skill based instruction.

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

Any additional monies were spent on more aide time to assist the teachers with interventions in the classroom.

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 assembly
- School newsletter
- School website

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

- School assembly
- School newsletter
- School website

Policy Makers

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. Representatives

Jason Chaffetz

State Senators

Dist. 8 Brian Shiozawa

State Representative

Dist. 46 Poulson, Marie H.

State School Board

Barbara W. Corry

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2016-10-28**

Council Plan Approvals

Number Approved	Number Not Approved	Number All
5	0	1

Please Note

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

Comments

Date	Name	Comment
2015-06-08	Karen Peterson	In Goal #3, it appears the program Playworks is behavioral. If so, please class and specify how this program is directly tied to academics.
2016-12-01	Karen Rupp	Goal #3 should have been a behavioral goal. In the future, please make sure year.

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