

# Final Report 2017-2018 - Sandy EL

**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	\$1
Distribution for 2017-2018	\$54,749	N/A	\$55,361
Total Available for Expenditure in 2017-2018	\$54,749	N/A	\$55,362
Salaries and Employee Benefits (100 and 200)	\$54,748	\$0	\$47,420
Employee Benefits (200)	\$0	\$0	\$4,130
Professional and Technical Services (300)	\$0	\$0	\$0
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)	\$0	\$0	\$0
General Supplies (610)	\$0	\$0	\$3,441
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)	\$0	\$0	\$0
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
<b>Total Expenditures</b>	<b>\$54,748</b>	<b>\$0</b>	<b>\$54,991</b>
Remaining Funds (Carry-Over to 2018-2019)	\$1	N/A	\$371

## Goal #1 Goal

As educators at Sandy Elementary, we will ensure that by May of 2018, our Sandy Elementary students will demonstrate a 10% increase from the May 2017 scores, in writing proficiency as measured by the DWSBA writing assessment. Progress will be measured by exit tickets and interim assessments designed by grade level teams.

## Academic Areas

- Writing

## Measurements

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

Based on school-wide Winter CBM data, 44% of our students are not meeting benchmark. This pattern is present in grade levels K-5 and has an impact on all subgroups including our ELs, Low Income, and especially our Students with Special Needs. Students will demonstrate a 10% increase from the May 2017 scores, in writing proficiency as measured by the DWSBA writing assessment. Progress will be measured by exit tickets and interim assessments designed by grade level teams.

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

As was described in our goal above, we used the DWSBA writing assessment as our measurement tool to show a 10% increase in their scores. Teachers used classroom exit tickets and grade level developed assessments to monitor growth throughout the year and adjust instruction. Our students were able to make an overall growth of 21.6%. We met and exceeded our goal by 11.6%.

## Action Plan Steps

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

To provide support in reaching both Goal 1 and Goal 2, five (5) Tier II interventionists will be hired with the money provided by the Land Trust to provide additional support for those students struggling to make progress and who could benefit from additional small group and/or one on one support. Our Tier II interventionists will be supervised by our achievement coach and principal. The total cost for all five (5) Tier II interventionists supporting both Goal 1 and Goal 2 will be \$54,748.00.

Any additional funds will be used on additional interventionists or on professional development and/or Tier I materials and resources to improve Tier I Core Instruction in the classroom. By addressing our Tier I interventions this way, we are hopeful to limit the need of Tier II interventionists in reading.

Teachers will have structured IPLC time, professional development, and ongoing coaching to support them in planning lessons collaboratively using Reading Street, Language Central and the Canyons District Curriculum Map as resources to teach core standards. (including engagement and differentiation strategies for students with disabilities, English learners, advanced learners, etc.)

Teachers will learn student engagement strategies that will be incorporated into lessons plans (e.g., opportunities to respond, partnering, explicit instruction, hand signals, etc.) with the goal of getting every student to demonstrate mastery of the objectives in every lesson, every day, including English learners and students with disabilities.

Strategies for improvement include teaching core standards to mastery, focusing on writing strategies, increasing student talk, data discussions during IPLCs, using explicit instruction including instructional feedback and scaffolding with differentiation for all learners, and also providing support through ongoing coaching and administrative feedback.

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

Everything that was mentioned in our plan above was implemented. We hired interventionists to help support those students who were struggling and teachers met regularly in IPLCs to discuss their data collected through exit tickets and grade level assessments and then make adjustments to their instruction accordingly. Professional Development was provided throughout the school year and several observations were done throughout the year by administration. We focused on engagement strategies and especially on 'student talk.' We saw a tremendous increase in our students' active engagement in every classroom. Our achievement coach was also in classrooms on a regular basis providing feedback and additional training. Overall, we are very pleased with how successful we were at implementing our plan.

## Expenditures

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Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	LANDTrust funds will be used to pay for 5 interventionists to work with students during language arts. Their work could be in small groups or one-on-one. Interventionist (Tier II) support will be based on school, class, and individual student data.	\$27,374	\$0	As Described
	Total:	\$27,374	\$0	

## Goal #2 Goal

As educators at Sandy Elementary we will ensure that by May of 2018, 75% of Sandy Elementary students will achieve benchmark on DIBELS CBM math measures. Progress will be measured by monthly progress monitor probes using DIBELS.

## Academic Areas

- Mathematics

## Measurements

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

Based on school-wide Winter DIBELS CBM math data, 53% of our students are not meeting benchmark. This pattern is present in grade levels K-5 and has an impact on all subgroups including our ELs, Low Income, and especially our Students with Special Needs. Our goal is that 75% of Sandy Elementary students will achieve benchmark on DIBELS CBM math measures. Progress will be measured by monthly progress monitor probes using DIBELS.

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

As described above, our goal was to have 75% of our students would achieve benchmark on the DIBELS CBM math measures. Our teachers monitored progress monthly using DIBELS. Unfortunately, we did not meet our goal of 75%. We ended up with 62% of our students achieving benchmark which is actually a 15% increase. Although we did not meet our goal of 75%, we did make some great gains and are excited about our continued growth.

## Action Plan Steps

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

To provide support in reaching both Goal 1 and Goal 2, five (5) Tier II interventionists will be hired with the money provided by the Land Trust to provide additional support for those students struggling to make progress and who could benefit from additional small group and/or one on one support. Our Tier II interventionists will be supervised by our achievement coach and principal. The total cost for all five (5) Tier II interventionists supporting both Goal 1 and Goal 2 will be \$54,748.00.

Any additional funds will be used on additional interventionists or on professional development and/or Tier I materials and resources to improve Tier I Core Instruction in the classroom. By addressing our Tier I interventions this way, we are hopeful to limit the need of Tier II interventionists in math.

Teachers will have structured IPLC time, professional development, and ongoing coaching to support them in planning lessons collaboratively using EnVision Math and the Canyons District Curriculum Map as resources to teach core standards. (including engagement and differentiation strategies for students with disabilities, English learners, advanced learners, etc.)

Teachers will learn student engagement strategies that will be incorporated into lessons plans (e.g., opportunities to respond, partnering, explicit instruction, hand signals, etc.) with the goal of getting every student to demonstrate mastery of the objectives in every lesson, every day, including English learners and students with disabilities.

Strategies for improvement include teaching core standards to mastery, focusing on engagement strategies, increasing student talk, data discussions during IPLCs, using explicit instruction including instructional feedback and scaffolding with differentiation for all learners, and also providing support through ongoing coaching and administrative feedback.

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

Everything that was mentioned in our plan above was implemented. We hired interventionists to help support those students who were struggling and teachers met regularly in IPLCs to discuss their data collected through exit tickets and grade level assessments and then make adjustments to their instruction accordingly. Professional Development was provided throughout the school year and several observations were done throughout the year by administration. We focused on engagement strategies and especially on 'student talk.' We saw a tremendous increase in our students' active engagement in every classroom. Our achievement coach was also in classrooms on a regular basis providing feedback and additional training. Overall, we are very pleased with how successful we were at implementing our plan.

**Expenditures**

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	LANDTrust funds will be used to pay for 5 interventionists to work with students during math instruction time. Their work could be in small groups or one-on-one. Interventionist (Tier II) support will be based on school, class, and individual student data.	\$27,374	\$0	As Described
	Total:	\$27,374	\$0	

**Increased Distribution (and Unplanned Expenditures)**

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

If additional funds are received, the money will be used for additional interventionist support, professional development in needed areas, math and language art materials, professional resources, substitutes to allow our teachers to participate in data dives or other professional development opportunities and any technology that will support reaching our goals.

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

Additional funding was used for additional intervention support in both math and language arts. Also, professional development opportunities were provided for our teachers which included subs so that our teachers could observe other master teachers and receive coaching. They also were able to participate in some deep data dives and intense strategic planning. There were no unplanned expenditures.

**Publicity**

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

- School newsletter
- School website

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

- School newsletter
- School website

## Summary Posting Date

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

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
7	0	0	2017-03-06

**No Comments at this time**

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