

Final Report 2018-2019 - Oquirrh EL

May not submit the Final Report at this time!

This Final Report cannot be submitted until the 2019-2020 Principal Assurance is completed, however you may start filling out the Final Report in the meantime.

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	\$1,478	N/A	\$3,956
Distribution for 2018-2019	\$65,291	N/A	\$69,013
Total Available for Expenditure in 2018-2019	\$66,769	N/A	\$72,969
Salaries and Employee Benefits (100 and 200)	\$65,500	\$69,814	\$55,055
Employee Benefits (200)	\$0	\$0	\$14,759
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)	\$1,000	\$0	\$0
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
Total Expenditures	\$66,500	\$69,814	\$69,814
Remaining Funds (Carry-Over to 2019-2020)	\$269	N/A	\$3,155

Goal #1 Goal

[EDIT ANSWERS](#)

Oquirrh Elementary will increase the number of students reaching proficiency and/or showing growth on the end-of-year testing by: Addressing the first question of the four essential questions of Professional Learning Communities: 1. What knowledge and skills do we expect our students to learn? Teachers will thoroughly understand the grade level core curriculum that they teach and will identify the essential concepts on which they will focus their instruction. Part of this goal will be reached before school starts. The other portion will be ongoing throughout the school year.

Academic Areas

- Reading
- Mathematics

Measurements

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

Grade level teams will provide an initial common curriculum map. The curriculum map will be adjusted throughout the year to meet the needs of students.

Grade level teams will submit a list of essential concepts developed through vertical teaming with other grades.

Grade level teams will share their weekly planning notes via Google Docs.

Growth and Proficiency on Literacy and Math Beginning and End of Year Assessments, and SAGE ELA/Math.

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

Grade levels created common curriculum maps, lists of essential concepts, and weekly planning notes.

District Math Assessment - BOY Proficiency: 0% EOY Proficiency: 33%
 District Reading Assessment - BOY Proficiency: 6% EOY Proficiency: 38%
 RISE Math End of Year Proficiency: 25.5%
 RISE ELA End of Year Proficiency: 21.7%

Action Plan Steps

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

Provide grade level teams time at the beginning of the year to develop a common curriculum map for both language arts and math.

Provide grade level teams time for vertical planning with other grade level teams to develop a list of essential concepts.

Provide grade level teams time at the beginning of each quarter to review the quarterly benchmarks for both language arts and math and to use these assessments as a roadmap to guide the pacing and rigor of their instruction.

Provide grade level teams increased time each week for weekly planning through the hiring of Rotation Specialists (Computer Lab, Science, Music, PE, Art)

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

Time was provided for grade level teams at the beginning of the year to develop a common curriculum map for both language arts and math. They also completed vertical planning with other grade level teams to develop a list of essential concepts.

At the beginning of each quarter, grade level teams met and reviewed the quarterly benchmarks for both language arts and math. They used these assessments as a roadmap to guide the pacing and rigor of their instruction.

Grade level teams were provided additional time each week for planning through the hiring of Rotation Specialists (Computer Lab, Science, Music, PE, Art).

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	\$27,000 split between the 3 goals + \$2500 = \$11500 One 17 hour Science Specialist to provide integrated hands on science activities to extend student learning while teachers engage in collaborative planning. (\$9000/3=\$3000) One 17 hour Music Specialist to provide integrated music activities for students using each grade level team's weekly math and language arts planning notes while teachers engage in collaborative planning. (\$9000/3=\$3000) One 17 hour Computer Specialist to provide typing and integrated technology for students using each grade level team's weekly math and language arts planning notes while teachers engage in collaborative planning. (\$9000/3=\$3000) Other Rotation Specialists (PE and Art) will be hired with other funding sources. Inservice rate to pay teachers to complete curriculum maps for math and language arts, vertical planning with other grades and looking at benchmark assessments and data. (\$4000)	\$11,500	\$11,834	As Described in Plan Amendment #1
General Supplies (610)	\$1000 split between the 3 goals = \$334 Supplies to support the specialists with their roles.	\$334	\$0	Supplies were purchased through other funding sources
	Total:	\$11,834	\$11,834	

Oquirrh Elementary will increase the number of students reaching proficiency and/or showing growth on the end-of-year testing by: Addressing the second question of the four essential questions of Professional Learning Communities: 2. How will we know when students have learned the intended outcomes? Teachers will regularly assess students using common formative assessments (quarterly benchmarks, unit tests, and brief weekly or biweekly assessments). Teachers will analyze the results of these assessments to identify students who have or have not learned the intended outcomes.

Academic Areas

- Reading
- Mathematics

Measurements

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

Teachers will administer a pre-assessment for math and literacy for the whole year and will administer the same assessment at the end of the year to show growth.

Teachers will administer both language arts and math quarterly benchmarks and will submit their data through Mastery Connect.

Teachers will administer math unit tests and will submit their data through Mastery Connect.

Teachers will administer regular math fluency assessments and will track student data over time.

Teachers will assess students' reading ability with monthly running records and Quarterly DIBELS assessments (K-3rd).

Teachers will collaboratively create weekly or biweekly assessments for both language arts and math.

Teachers will administer the end of year SAGE assessment for language arts and math.

Growth and Proficiency on Literacy and Math Beginning and End of Year Assessments, and SAGE ELA/Math.

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

Teachers administered the following assessments:

- Language arts and math yearly pre and post assessments
- Language arts and math quarterly benchmarks
- Math unit tests
- Math fluency assessments
- Running records
- Quarterly DIBELS assessments (K-3rd)
- Formative assessments for both language arts and math
- End of year RISE assessments for language arts and math

Teachers used Mastery Connect to submit their data. Students needing additional instructional support were identified and given support.

District Math Assessment - BOY Proficiency: 0% EOY Proficiency: 33%
District Reading Assessment - BOY Proficiency: 6% EOY Proficiency: 38%
RISE Math End of Year Proficiency: 25.5%
RISE ELA End of Year Proficiency: 21.7%

Action Plan Steps

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

Provide grade level teams increased time each week to create and analyze the results of common formative assessments through the hiring of Rotation Specialists (Computer Lab, PE, Art, Science and Music)

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

Grade level teams were provided additional time each week for planning through the hiring of Rotation Specialists (Computer Lab, Science, Music, PE, Art).

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	\$27,000 split between the 3 goals = \$9000 One 17 hour Science Specialist to provide integrated hands on science activities to extend student learning while teachers engage in collaborative planning. (\$9000/3=\$3000) One 17 hour Music Specialist to provide integrated music activities for students using each grade level team's weekly math and language arts planning notes while teachers engage in collaborative planning. (\$9000/3=\$3000) One 17 hour Computer Specialists to provide typing and integrated technology for students using each grade level team's weekly math and language arts planning notes while teachers engage in collaborative planning. (\$9000/3=\$3000) Other Rotation Specialists (PE and Art) will be hired with other funding sources.	\$9,000	\$9,333	As Described in Plan Amendment #1
General Supplies (610)	\$1000 split between the 3 goals = \$333 Supplies to support the specialists with their roles.	\$333	\$0	Supplies were purchased through other funding sources
	Total:	\$9,333	\$9,333	

Goal #3 Goal

[EDIT ANSWERS](#)

Oquirrh Elementary will increase the number of students reaching proficiency and/or showing growth on the end-of-year testing by: Addressing the final two questions of the four essential questions of Professional Learning Communities: 3. How will we respond when some students do not learn? 4. How will we respond when some students have achieved the intended outcomes. Teachers will use the results of their assessment analysis to plan interventions for the students who did not learn and extended learning opportunities for the students who achieved the intended outcomes.

Academic Areas

- Reading
- Mathematics

Measurements

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

The following will be collected as evidence of this goal:

Grade level teams will use the weekly or biweekly assessment analysis results to create lists of students for math and literacy interventions and extended learning opportunities.

Grade level teams will develop a plan that identifies which teacher and additional intervention teachers/assistants will teach each group during math and literacy interventions each week.

Grade level teams will provide an outline of ideas and extended learning opportunities for the math and literacy intervention teachers/assistants to use during interventions each week.

Math and language arts benchmark data will be submitted to show the success of the interventions and extended learning opportunities.

Growth and Proficiency on Literacy and Math Beginning and End of Year Assessments, and SAGE ELA/Math.

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

Teachers used formative assessments to identify students needing math and literacy intervention or extended learning opportunities. Teachers developed plans to provide appropriate learning opportunities for these students.

District Math Assessment - BOY Proficiency: 0% EOY Proficiency: 33%
District Reading Assessment - BOY Proficiency: 6% EOY Proficiency: 38%

Action Plan Steps

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

Provide grade level teams increased time each week to determine groupings of students and develop plans for instruction during math and literacy intervention time, through the hiring of Rotation Specialists (Computer Lab, PE, Art, Science and Music)

Provide a master schedule that includes time for math and literacy interventions each day

Provide additional staff to support math and literacy intervention time.

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

Grade level teams were provided additional time to determine groupings of students and develop plans for instruction during math and literacy intervention times through the hiring of Rotation Specialists (Computer Lab, Science, Music, PE, Art).

A master schedule was provided that included time for math and literacy interventions. Additional support staff was provided for intervention times.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	\$27000 split between the 3 goals + \$36000 = \$45000 One 17 hour Science Specialist to provide integrated hands on science activities to extend student learning while teachers engage in collaborative planning. (\$9000/3=\$3000) One 17 hour Music Specialist to provide integrated music activities for students using each grade level team's weekly math and language arts planning notes while teachers engage in collaborative planning. (\$9000/3=\$3000) One 17 hour Computer Specialist to provide typing and integrated technology for students using each grade level team's weekly math and language arts planning notes while teachers engage in collaborative planning. (\$9000/3=\$3000) Other Rotation Specialists (PE and Art) will be hired with other funding sources. Two 17 hour Math Intervention Assistants and two 17 hour Literacy Intervention Assistants to work with students in each grade for two 45 minute periods each day M-Th. to support the teachers in providing more focused and targeted interventions with smaller groups of students. (\$36000) 4 additional intervention assistants will be hired with other funding sources.	\$45,000	\$48,647	As Described in Plan Amendment #1
General Supplies (610)	\$1000 split between the 3 goals=333 Supplies to support the specialists and intervention assistants in their roles.	\$333	\$0	Supplies were purchased through other funding sources
Total:		\$45,333	\$48,647	

Funding Changes (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 available, they will be used to hire additional assistants, or supplies to support the hired specialists and intervention assistants with their roles.

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

As Described in Plan Amendment #1

Publicity

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

- School website

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

- School website

Policy Makers

Edit

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 Representative:

Dist. 47 Ken Ivory

Summary Posting Date

Edit

A summary of this Final Report was provided to parents and posted on the school website on **2019-10-20**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
12	0	5	2018-03-20

Need to add an attachment?

You may add documents here that support the text description in the Measurement section of each goal.

Note About Amendments

You may add a response to an amendment's explanation as part of the Final Report, however this is not required.

Plan Amendments

Approved Amendment #1

Respond

Submitted By:

Shauna Worthington

Submit Date:

2019-01-10

Admin Reviewer:

Natalie Gordon

Admin Review Date:

2019-01-14

District Reviewer:

Nadine Page

District Approval Date:

2019-01-14

Board Approval Date:

2018-12-11

Number Approved:

10

Number Not Approved:

0

Absent:

5

Vote Date:

2018-11-14

Explanation for Amendment:

Expenditure categories will remain the same, but we need to revise the salary expenditure costs and descriptions in all three goals: GOAL #1: \$57,000 split between the 3 goals + \$5,000 = \$23,000 One 17 hour science specialist to provide integrated hands on science activities to extend student learning while teachers engage in collaborative planning. (\$9,000/3=\$3,000) One 17 hour music specialist to provide integrated music activities for students while teachers engage in collaborative planning. (\$9,000/3=\$3,000) A portion of the art teacher salary to provide integrated arts activities for students while teachers engage in collaborative planning. (\$39,000/3=\$13,000) In-service rate to pay teachers to complete curriculum maps for math and language arts, vertical planning with other grades, and evaluating benchmark assessments and data. (\$4,000) GOAL #2: \$57,000 split between the 3 goals = \$19,000 One 17 hour science specialist to provide integrated hands on science activities to extend student learning while teachers engage in collaborative planning. (\$9,000/3=\$3,000) One 17 hour music specialist to provide integrated music activities for students while teachers engage in collaborative planning. (\$9,000/3=\$3,000) A portion of the art teacher salary to provide integrated arts activities for students while teachers engage in collaborative planning. (\$39,000/3=\$13,000) GOAL #3: \$57,000 split between the 3 goals + \$9,000 = \$28,000 One 17 hour Science Specialist to provide integrated hands on science activities to extend student learning while teachers engage in collaborative planning. (\$9,000/3=\$3,000) One 17 hour Music Specialist to provide integrated music activities for students while teachers engage in collaborative planning. (\$9,000/3=\$3,000) A portion of the art teacher salary to provide integrated arts activities for students while teachers engage in collaborative planning. (\$39,000/3=\$13,000) One 17 hour intervention assistant to support teachers in providing more focused and targeted interventions with smaller groups of students for one 40 minute period each day M-Th. (\$9,000) Total Cost of Salaries: \$70,000

No Comments at this time

[BACK](#)