

Final Report 2018-2019 - McMillan 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 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	\$3,020	N/A	\$6,069
Distribution for 2018-2019	\$59,561	N/A	\$62,956
Total Available for Expenditure in 2018-2019	\$62,581	N/A	\$69,025
Salaries and Employee Benefits (100 and 200)	\$32,500	\$35,921	\$36,197
Employee Benefits (200)	\$0	\$0	\$4,283
Professional and Technical Services (300)	\$9,000	\$10,055	\$6,346
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)	\$300	\$280	\$0
General Supplies (610)	\$300	\$238	\$15,797
Textbooks (641)	\$0	\$0	\$0
Textbooks (Online Curriculum or Subscriptions) (642)	\$6,100	\$5,419	\$0
Library Books (644)	\$0	\$0	\$0
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$13,000	\$16,174	\$5,464
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
Total Expenditures	\$61,200	\$68,087	\$68,087
Remaining Funds (Carry-Over to 2019-2020)	\$1,381	N/A	\$938

Goal #1 Goal

Math computation skills and understanding of math concepts will show 80-85% of students being proficient on Common Formative Assessments, iReady diagnostics, and/or a district required assessment (if established). Classes of students will increase in SAGE Math scores by an average of 2% in each grade.

Academic Areas

- Mathematics

Measurements

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

Classes of students will increase in SAGE Math scores by 2%. For example, the following shows growth depicted for current year, to be updated each year:

3rd grade will achieve 70% proficiency in the 2017-18 school year.

4th grade will move from 69% proficient (3rd gr SAGE) to 71% proficient (4th gr SAGE) for the 2017-18 school year.

5th grade will move from 61% proficient (4th gr SAGE) to 63% proficient (5th gr SAGE) for the 2017-18 school year.

6th grade will move from 63% proficient (5th gr SAGE) to 65% proficient (6th gr SAGE) for the 2017-18 school year.

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

Grade	%Proficient SAGE 16-17	%Proficient SAGE 17-18
3rd	69%	72%
4th	61%	72%
5th	63%	56%
6th	52%	60%
School Avg.	61%	66%

As shown, grade levels have grown from year to year, however, as we look at the data in a 'diagonal' way to compare the same student groups, some groups declined in proficiency levels. There may be various reasons for this; we believe student growth will improve by continuing to adjust our instruction as indicated below.

Action Plan Steps

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

Teachers will provide effective Tier 1 instruction in order for 80-90% of students to show proficiency on CFAs. Teachers will continue working together to use and compare CFAs and other assessments to know what skills and concepts to focus instruction on with all students in order to best meet Utah Core requirements and district essentials.

Teachers will practice the 10 Instructional Shifts in math practice standards.

PLCs will focus on adjusting team curriculum maps and reviewing ways to use the data for best instruction and interventions. J. Hattie instructional priorities will be applied to ensure best practices are being followed.

Teachers will continue the use of instructional priorities practices, i.e. engagement, feedback, opportunities to respond, cognitive rigor strategies/questions, etc. Coach and peer observations will be used to support and encourage the use of these strategies.

Teacher learning opportunities will be provided as needed to increase the effectiveness of PLCs to give teachers additional strategies and intervention ideas to assist and improve current instructional practices for both Tier 1 and Tier 2.

Teachers will support specific math skills in class, while progress monitoring students below benchmark. Teachers will identify student needs and progress, providing Tier 2 instruction as needed. PLCs will be used to share data; including progress monitoring, intervention data, iReady, CFAs, and benchmark data, etc.

School Land Trust funds will be used to purchase a BrainPop subscription. Other resources such as Reflex Math and iReady will be used for additional practice of math facts and skills. Reflex Math and iReady will be provided through a free trial and a STEM grant respectively.

In addition to Tier 1 instruction, a specific time (30 min.), as laid out in the Master Schedule, will be used to differentiate instruction in order to provide for the needs of all students. School Land Trust funds will be used to support two instructional aides for the 4-6 grade classrooms during this time.

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

The action plan was implemented as indicated above. As shown in our expenditures, we also purchased an online subscription, Reflex Math, to give our students additional practice in math fluency.

However, as indicated in the measurements section, there are areas that we can continue to improve in. We believe student growth will improve by placing more focus on the '10 Instructional Shifts' in math practices, math pacing and mapping of standards, use of opportunities to respond during instruction, and having PLCs focus on CFAs and data. We will also adjust our use of class aides and instructional coaching in math. Continuing to grow in our instructional practices will allow students to grow in their learning in order to show increased levels of growth as they progress each year. Also, having a math curriculum that is consistent with State/National Standards is sure to allow for greater growth and improvement in math instructional practices which in turn will show increased levels of math proficiency and growth for our students.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
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Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Trained para-professionals to assist in student interventions.	\$7,000	\$7,575	As Described
Textbooks (Online Curriculum or Subscriptions) (642)	Brain Pop subscription	\$2,300	\$4,619	Brain Pop and Reflex math subscriptions. Reflex math was ordered in place of the STEM program that was ordered by the district account. Also, please note this amount was recorded by our district financial officer in the supplies column.
	Total:	\$9,300	\$12,194	

Goal #2 Goal

Student comprehensive English Language Arts skills will improve as shown through DIBELS assessments, iReady Diagnostic scores, CFAs and SAGE. In order to do this the following skills will be a focus according to need: phonemic awareness, phonics, fluency, vocabulary, and comprehension and writing. Classes (grade levels 3-6) of students will increase their prior SAGE Language Arts scores by an average of 2%. K-3 students will make typical growth or better in their Composite score from BOY to EOY on DIBELS.

Academic Areas

- Reading
- Writing

Measurements

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

DIBELS fluency and comprehension measures will be used in addition to iReady diagnostic (or other required district assessment). Progress monitoring will also be utilized throughout the year to assess ongoing improvement. SAGE ELA results will increase by an average of 2% per grade.

For example, SAGE scores would improve as follows with updated information at the end of the current year:

3rd grade will achieve 65% proficiency for the 2017-18 school year.

4th grade will move from 63% proficient (3rd gr SAGE) to 65% proficient (4th gr SAGE) for the 2017-18 school year.

5th grade will move from 55% proficient (4th gr SAGE) to 57% proficient (5th gr SAGE) for the 2017-18 school year.

6th grade will move from 63% proficient (5th gr SAGE) to 65% proficient (6th gr SAGE) for the 2017-18 school year

In grades K-3, students will make typical growth or better in their DIBELS composite score according to BOY and EOY scores. For example: The following shows percentages of BOY meeting benchmark based on composite scores, and MOY typical growth or better percentages. The goal is for 90% to show typical or better growth by EOY.

Kindergarten BOY 2017-18 composite score is 65%, MOY 2017-18 meeting typical growth or better is 62%. End of year 2017-18 meeting typical growth or better ____.

1st grade BOY 2017-18 composite score is 63%. MOY 2017-18 meeting typical growth or better is 74%. End of year 2017-18 meeting typical growth or better ____.

2nd grade BOY 2017-18 composite score is 70%. MOY 2017-18 meeting typical growth or better is 69%. End of year 2017-18 meeting typical growth or better ____.

3rd grade BOY 2017-18 composite score is 78%. MOY 2017-18 meeting typical growth or better is 63%. End of year 2017-18 meeting typical growth or better ____.

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

Grade	%Proficient 16-17 SAGE	%Proficient 17-18 SAGE
3rd	63%	70%

4th	55%	69%
5th	63%	62%
6th	56%	72%
School Avg	59%	68%

In order to meet future state goals, our goal was to improve each student group by 2%. As we look at this data 'diagonally' we see that our student groups not only met a 2% improvement but exceeded our goals by improving 6%, 7%, and 9% respectively.

Due to unforeseen circumstances in obtaining data, the following depicts DIBELS growth in proficiency rather than 'typical growth' data as indicated in the original goal. With either indicator, the goal would be to show growth in students proficient from BOY to EOY.

Grade	%Proficient BOY 17-18	%Proficient (based on composite scores) EOY 17-18
K	65%	71%
1st	63%	72%
2nd	70%	74%
3rd	78%	83%

Action Plan Steps

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

Teachers will use Utah Core Standards and essentials to enhance instruction. Common Formative Assessments will be utilized to key in on specific skills needing additional support.

Teachers will continue and increase use of instructional priorities practices, i.e. engagement, feedback, opportunities to respond, cognitive rigor strategies/questions, will be utilized. Coach and peer observations will be used to support and encourage the use of these strategies.

Targeted reading intervention will be provided for struggling readers in grades K-3. Intervention Programs such as Early Steps and Next Steps tutoring. District funds will be utilized for this purpose.

A specific time (30-45 min.) in addition to Tier 1 instruction, will be used to differentiate instruction, focusing on specific skills students need. Time laid out in the Master Schedule will be followed. Trained paras will assist classroom teachers in grades (K-3) with interventions and differentiation. Land Trust funds will be used to provide the funding needed to support these paras.

iReady, Imagine Learning, and Waterford Technology programs will be utilized for additional practice and assist in interventions and differentiation in K-6.

Progress monitoring will be provided to assess growth.

Continued training and coaching will be provided for teachers and reading aides in Phonemic Awareness and Phonics Instruction (95% group).

A vocabulary / spelling program will be purchased and implemented in order to create a continuous and consistent course of instruction throughout K-6.

Reading Counts, a web-based program that assesses reading comprehension and incentivizes independent student reading will be used. School Land Trust funds will be used to purchase 1/2 of the subscription while PTA funds will be used to support the other 1/2. Teachers will maintain records of students points to be used for recognition of students at monthly assemblies.

Typing Agent and resources such as Scholastic News will be purchased and utilized to enhance all writing and informational reading and writing. Typing Agent will be funding through our School Land Trust funds. Scholastic News is being funded through our PTA.

School Land Trust funds will be used to purchase additional classroom technology such as a mic/sound system for each room as well as to replace used Chromebooks, iPads, etc..

The mic system will assist with increased engagement, and support for all learners. This will be especially valuable for our ELLs and those with learning disabilities. Our PTA is also planning to contribute to the funding of classroom mic systems.

Training on writing, writing resources, and standards will continue.

Building Leadership Team will be trained and used to provide feedback and reflection of school data, communication, and team building. They will also be used to provide extra supports to achieve school goals. School Land Trust funds will be used for the PLC Conference registration of seven teachers.

District PD will follow-up with necessary supports in reading, such as phonics and phonemic awareness, and vocabulary instruction. This training is based on the needs following implementation of the newly adopted reading program.

School Land Trust funds will be used to help support identified at-risk Kindergarten students who will participate in an additional 40-50 minutes of reading instruction four days a week before or after their scheduled 1/2-day Kindergarten time. Online intervention programs such as Waterford as

well as instruction with the Early Reading Intervention program will occur.

DYAD reading will be used to support reading proficiency through collaborative partner reading. This strategy will have a positive influence on student fluency and comprehension by allowing students to receive more time with text and reading and discussing books with peers. This is an effective strategy with all children and will be influential in showing progress for our ELLs.

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

Our action plan was implemented as indicated. Through additional funds we were able to add to the number of paras we originally planned in order to assist where needed. We hope to continue to show student growth by continuing these practices and continually grow in instructional practices and interventions.

Behavioral Component

Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	Positive student behaviors and self efficacy are proven to be effective strategies to improve student success. Student attendance will also be effected when school is a positive and enjoyable place to be. A student leadership team will be trained to help lead and support other students in positive ways. A Jr. coaches component at recess will help keep recess problems at a minimum. The goal is to improve behaviors and overall self esteem of students, so they feel well emotionally and mentally in order to perform their best in all academic areas and have at least 95% school attendance. \$300 will be use for Transportation and Admission for School Student Council members to attend a Student conference and support student council expenses. This conference teaches students to be leaders and shows them how to lead others in order to create friendships throughout the school. \$300 will be used for Student Council supplies and student attendance incentives in order to encourage students to improve behaviors and attendance.	This behavior component was followed as described. Both Jr. Coaches and the School Student Council members served to make our students feel good about themselves, working to ensure students felt they were included in various activities and had positive school experiences. These students also received some great leadership training, growing as individuals in various roles of leadership. We also believe this behavior component was an important factor in our academic growth.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Trained para-professionals to assist with classroom interventions/differentiation, including extended Kindergarten tutoring.	\$22,500	\$25,856	As described
Professional and Technical Services (300)	PLC Conference for 7 teachers	\$5,000	\$5,266	As Described
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	Student conference and student council expenses	\$300	\$280	Used as described, however, this amount was recorded by our district financial officer in the 'professional and technical services' column.
General Supplies (610)	Student Council supplies and attendance incentives.	\$300	\$238	As Described
Technology Related Hardware/Software (< \$5,000 per item) (650)	Classroom mic systems, replacements for Chromebooks and iPads as needed.	\$13,000	\$16,174	Used as described, however, \$10,710 was recorded by our district financial officer in the supplies column.
Textbooks (Online Curriculum or Subscriptions) (642)	Reading Counts subscription	\$800	\$800	As described, however, this cost was recorded by our district financial officer in the 'professional and technical services' column.
	Total:	\$41,900	\$48,614	

Goal #3 Goal

STEM will be a focus for improved performance in science. SAGE scores in science will increase by an average of 3% per grade. Student growth scores will average MPG 60 or better.

Academic Areas

- Technology
- Science

Measurements

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

Classes of students will increase in SAGE Science scores by an average of 3%. This example indicates current scores which will be updated once 2017-18 scores are received:

4th grade will achieve 65% proficiency in the 2017-18 school year.

5th grade will move from 60% proficient (4th gr SAGE) to 63% proficient (5th gr SAGE) for the 2017-18 school year.

6th grade will move from 59% proficient (5th gr SAGE) to 62% proficient (6th gr SAGE) for the 2017-18 school year. (This may vary as the 6th grade science score has changed.)

MPG will be 60 or above.

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

Grade	%Proficient 16-17 SAGE	%Proficient 17-18 SAGE
4th	60%	69%
5th	59%	61%
6th	53%	83%
School Avg	57%	70%

This data varies a bit from math and reading as the curriculum and standards vary by grade. However, regardless of whether we look at these by grade or by student groups, a great amount of growth was achieved. We would give additional credit to our 6th grade science teacher who worked diligently on changes in the 6th grade core and attended, with our coach, the state's STEM endorsement classes during the summer.

Action Plan Steps

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

Teachers will define and create a pacing guide and common formative assessments, with an expectation that 80-90% of their students will reach proficiency.

Training on new online STEM resources (Defined STEM) will be provided. Teachers will use a variety of instructional methods, including hands on and STEM activities. Time will be provided to allow teachers a chance to learn and familiarize themselves with the new program. School Land Trust funds will be used to both purchase the STEM program as well as fund teacher time to receive training and plan instruction with this program.

Continue use of research based instructional strategies, i.e. engagement, feedback, opportunities to respond, etc. John Hattie effect sizes will also be taken into consideration throughout the instructional process.

Teacher learning opportunities will be provided in various ways to increase the effectiveness of science and technology instruction and give teachers additional strategies and supports to assist and improve current instructional practices and meet individual student needs in science and technology. School Land Trust Funds will be used to support a Technology/STEM coach to provide additional training in the use of various technology and STEM programs.

Additional resources, such as USOE science materials and the above- mentioned STEM program will be provided in order to support teacher instruction.

Coach and peer educator observations, feedback, and modeling will be used to enhance instruction.

Classroom team building skills will be supported in order to achieve improvement and enhance knowledge in content areas.

An annual Family Stem Night will be held in coordination with the school STEM Fair.

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

These action plans were followed as indicated. A small change was made in resources purchased as the district office purchased the 'Defined STEM' program, which we did work toward implementing. We used these funds to go toward math, being that math practices are a vital part of STEM implementation.

We should give additional credit to our 6th grade teachers, who, as shown through their scores, worked diligently on changes in the 6th grade science core and attended, with our instructional coach, the state's STEM endorsement classes during the summer. The cost and travel for these classes were paid by the teachers who attended.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Additional computer aide to provide science and technology training and support	\$3,000	\$2,490	As Described
Professional and Technical Services (300)	Stipends and/or subs for Teacher Training	\$4,000	\$4,789	As described, however, this amount was recorded by our district financial officer in the 'salaries and employee benefits' column.
Textbooks (Online Curriculum or Subscriptions) (642)	STEM program on-line subscription	\$3,000	\$0	Program purchased by MCSD.
	Total:	\$10,000	\$7,279	

Funding Changes (and Unplanned Expenditures)

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

We would use funds for additional technology such as chrome books and mic/sound systems for classrooms.

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

We were able to provide additional supports in the classroom for behavioral intervention support to assist in improving student growth. We were also able to purchase mic balls with the help of the PTA to add to our mic systems.

Publicity

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

- 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 Representative:

Dist. 4 Dan Johnson

Summary Posting Date

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
7	0	2	2018-03-13

Please Note

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

Comments

Date	Name	Comment
2018-04-30	Paula Plant	Goal #4 - Behavioral Interventions may be included in an academic goal. The goal must be academic and the measurement must be academic. The behavioral portion could be included in both but the behavior must support an academic goal. Please rewrite the goal so that it is academic in nature or you may include the behavioral items as part of another academic goal. This doesn't need to go back for approval by the council and Murray Board but the changes do need to be completed to be consistent with the law. Thank you. Please let me know if you have questions.
2018-04-30	Jennifer Covington	Goal #4 - Behavioral Interventions may be included in an academic goal. The goal must be academic and the measurement must be academic. The behavioral portion could be included in both but the behavior must support an academic goal. Please rewrite the goal so that it is academic in nature or you may include the behavioral items as part of another academic goal. This doesn't need to go back for approval by the council and Murray Board but the changes do need to be completed to be consistent with the law.

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