**Final Report 2018-2019 - Eastlake EL**

## **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) |
| --- | --- | --- | --- |
| **Remaining Funds (Carry-Over to 2019-2020)** | **$7,766** | N/A | **$4,755** |
| Carry-Over from 2017-2018 | $5,108 | N/A | $10,331 |
| Distribution for 2018-2019 | $102,658 | N/A | $108,510 |
| Total Available for Expenditure in 2018-2019 | $107,766 | N/A | $118,841 |
| Salaries and Employee Benefits (100 and 200) | $90,000 | $90,450 | $79,241 |
| Employee Benefits (200) | $0 | $0 | $11,209 |
| Professional and Technical Services (300) | $0 | $0 | $21,590 |
| 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) | $10,000 | $2,046 | $2,046 |
| 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** | **$100,000** | $92,496 | **$114,086** |

## **Goal #1**

### **Goal**

The mathematics goal at Eastlake Elementary is to implement effective research-based intervention strategies to decrease non-proficient students by 10% in mathematics by the end of the year.

### **Academic Areas**

* Mathematics

### **Measurements**

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

Math benchmark assessments, unit tests, common formative assessments, and SAGE will be used to measure student progress. MasteryConnect and Skyward will be the primary data trackers for recording progress.

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

RISE data for 2019:

3rd grade percent proficient 55.5% - down 1.4% from 2018 SAGE

4th grade percent proficient 66.2% - up 6.6% from 2018 SAGE

5th grade percent proficient 64.0% - up 11.2% from 2018 SAGE

6th grade percent proficient 46.8% - up 0.5% from 2018 SAGE

Eastlake Elementary percent proficient 58.3% - up 4% from 2018 SAGE

Jordan District percent proficient 47.9%

The beginning-of-the-year Math Benchmark assessment showed 893 students below proficiency (80%). The end-of-the-year Math Benchmark showed 421 students below proficiency (80%).

Unit tests and common formative assessments were used in teacher collaboration meetings to measure student progress, identify at-risk students, and plan interventions and enrichment activities.

### **Action Plan Steps**

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

The land trust funding will be used to hire 17-hour assistants who will assist teachers in the classroom. The assistants will help during intervention time (tier II). At risk, on grade level, and advanced students will have access to the classroom teacher. Scientifically based research indicates this is the best strategy to assist learners. Students will participate in one-on-one or small group instruction from the classroom teacher. The teachers will work closely with assistants to coordinate instruction based on the state core curriculum standards for students in PE, computers, library, and other areas that can be supported by an assistant while the teacher provides direct interventions. Individual and small group instruction provides support for students to make progress in math skills. The assistants will supervise student work while teachers meet in PLCs once each week.

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

Aides were hired to assist classroom teachers and to teach our rotation classes while teachers pulled students for one-on-one- interventions and enrichment. This also allowed for teachers to collaborate once-a-week during rotation time as well.

### **Behavioral Component**

| Category | Description | Final Explanation |
| --- | --- | --- |
| Behavioral/Character Education/Leadership Component | The radKIDS program will be implemented for character education. When students feel safe, engaged, and respected, they can focus on their academic goals. Effective character educators ensure that these needs are met. Character education is the foundation upon which students can reach academic achievement. The 17-hour aides will also teach radKIDS as one of the daily rotations. | Land Trust funding was used to purchase supplies and equipment for our radKIDS character education program. |

### **Expenditures**

| Category | Description | Estimated Cost | Actual Cost | Actual Use |
| --- | --- | --- | --- | --- |
|  | Total: | $47,500 | $46,125 |  |
| Salaries and Employee Benefits (100 and 200) | Funding will be used to pay the salaries/benefits for the 17-hour aides who will teach the daily rotations while teachers work one-on-one with students doing interventions. | $45,000 | $45,225 | As Described |
| General Supplies (610) | radKIDS supplies, training, and equipment | $2,500 | $900 | As Described |

## **Goal #2**

### **Goal**

The reading goal at Eastlake Elementary is to implement effective research-based intervention strategies to decrease non-proficient students by 10% in English Language Arts.

### **Academic Areas**

* Reading

### **Measurements**

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

The Fountas and Pinnell benchmark assessment, Scholastic Reading Inventory (SRI), DIBELS, and running records are assessments used to measure reading proficiency and identify at-risk students.

Data from previous assessments will be the baseline and will be used to identify specific students who are nonproficient. The number of identified nonproficient students will be reduced by the end of the school year. Masteryconnect and i-Ready will be the primary data trackers for this goal.

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

Number of Beginning-of-Year students below and well below benchmark on Acadience (DIBELS):

K = 42

1st = 40

2nd = 28

3rd = 30

Whole school: 140

Number of End-of-Year students below and well below benchmark on Acadience (DIBELS):

K = 45

1st = 30

2nd = 29

3rd = 28

Whole School: 132

SRI for upper grades:

At the beginning of the year, 28 students performed below grade level and 15 students performed below grade level at the end of the year.

Fountas and Pinnell Benchmark Assessment showed school-wide 359 students were below grade level at the beginning of the year and 180 students were below grade level at the end of the year.

Monthly running records were used to assess students and identify at-risk students. Academic performance was improved by teacher directed interventions on a daily basis.

### **Action Plan Steps**

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

The land trust funding will be used to hire 17-hour assistants who will assist teachers in the classroom. The assistants will help during intervention time (tier II). At risk, on grade level, and advanced students will have access to the classroom teacher at this time. Scientifically based research indicates this is the best strategy to assist learners. Students will participate in one-on-one or small group instruction from the classroom teacher. The teachers will work closely with assistants to coordinate instruction based on the state core curriculum standards for students in PE, computers, library, and other areas that can be supported by an assistant while the teacher provides direct interventions. The assistants will supervise student work while teachers meet in PLCs once each week.

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

Land Trust funding was used to hire 17-hour assistants to teach our rotation classes while teachers pulled students for one-on-one or small group interventions and enrichment. This allowed teachers to give targeted instruction to students individually. This practice led to significant student growth.

### **Expenditures**

| Category | Description | Estimated Cost | Actual Cost | Actual Use |
| --- | --- | --- | --- | --- |
|  | Total: | $45,000 | $45,225 |  |
| Salaries and Employee Benefits (100 and 200) | Funding will be used to pay the salaries/benefits of the 17-hour aides who will teach the daily rotations while teachers are working one-on-one with students doing interventions. Additional classroom aides will be utilized to provide reading support, DIBELS Progress Monitoring and reading interventions. | $45,000 | $45,225 | As Described |

## **Goal #3**

### **Goal**

Provide students with opportunities to participate, learn, and grow in STEAM education (science, technology, engineering, art, and math experiences.)

### **Academic Areas**

* Mathematics
* Technology
* Science
* Fine Arts

### **Measurements**

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

Teacher and student surveys will be used to measure this goal. Students will have an opportunity to express how the activities have benefited them in their academic studies as well as their motivation to attend school. Teachers will respond to how activities have benefited students by increasing art awareness, integrating the arts into the curriculum, participating in science and engineering experiments, and providing support to academics.

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

Student and Teacher surveys were created and administered to measure this goal.

Student survey responses:

How has your participation in the arts programs (Ms. Webster & STEM) helped you with your learning this year?

-In art she taught me how to do cool art and in stem I learned a lot of science and we did projects with it.

- I've learned a lot of art techniques and skills in with Ms. Webster and how to do certain things that make the art look realistic.

- It is fun and gives me time to rest my brain and use me inner creativity. It also teaches my art things and I like to draw at home and this helps me improve the ways I draw, paint, and color. I would like to have this program next year very much.=)

- My participation in the arts program has helped me with my learning this year by giving me a bigger imagination.

- It made my handwriting better.

- It help me draw betor pitchors

- Art helps me to be creative. And stem helps me to learn about science in a funner way.

Has your participation in the arts influenced your desire to come to school this year?

74.4% of students responded 'yes.'

Teacher responses:

How has STEAM (Jackie & STEM) benefited students?

- The students have enjoyed having a time and place they can show their creative sides. It's also a nice break from classroom learning and they get a chance to experience hands-on things.

- Art is a great release of student creativity and Jackie does it very well. She also does a good job of tying in the topic with curriculum.

My students are so excited to do anything art or science related!

- Having hands on projects gives students a way to express themselves, learn in a fun way and be creative!

- It has helped create an excitement for learning.

- Students are happy and want to learn and create.

- Both programs have benefited students by giving them experiences in art and science that they may not otherwise have.

- I can see that Jackie integrates science and social studies curriculum. The students enjoyed making projects and learning science skills through STEM.

- The students are provided with additional time for art and STEAM. The things learned can also be applied back into our classroom.

- Yes, I think it really helps.

How have students benefited from integration of the arts into the curriculum?

- In class they talk about how what we are learning connected to their Art or STEM lesson, or vice versa.

- Every rep counts.

- Art integration really helps the students to get excited about what they are learning. It also provides a variety of ways to learn basic skills they need while meeting different learning styles.

- Content knowledge increases for the students because they are able to create visually. This helps for their brain to have a better concrete memory of the curriculum.

- It has helped our students learn curriculum we don't have time to teach.

- By creating a 3D model, for science and social studies, my curriculum is completely reinforced.

- Having students connect art with their day to day curriculum allows for more connections that benefit the students learning.

- My students learned about Native American cultures and habitats in art. It was great to connect what they learned there with the science and social studies lessons that I taught.

- Art is a wonderful opportunity to have students express creative imaginations. They are able to create art and no matter what they present, with the good training by our art specialist, it is always something wonderful and they feel capable. It is also a good program for training in the arts and how art uses color and tones to create masterpieces.

- They have learned new skills in art and it has been related back the the second grade content .

- They create some new things and handcrafts.

They see the ARTS as an integral connection to the world around them (social studies, science, etc.).

- They have been able to be more creative and learn about new types of art. They have been able to completed fun art projects that relate to our 4th grade curriculum.

- The art seems to be age appropriate and challenging which students enjoy.

### **Action Plan Steps**

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

All students will participate in ongoing STEAM instruction as one of our daily rotations. Funding will be used to purchase curriculum, supplies, and equipment for instruction and hands on experiments.

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

All students in grades K through 6 attended the Art rotation and the STEM rotation every sixth school day. Funding was used go purchase curriculum, supplies, and equipment for instruction and hands-on experiments.

### **Expenditures**

| Category | Description | Estimated Cost | Actual Cost | Actual Use |
| --- | --- | --- | --- | --- |
|  | Total: | $7,500 | $1,146 |  |
| General Supplies (610) | Funding will be used to purchase curriculum, supplies, and equipment for instruction and hands-on experiments. | $7,500 | $1,146 | As Described |

### **Funding Changes (and Unplanned Expenditures)**

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

Professional and technical services will be used to provide professional development for teachers in best practices. Teachers will continue to focus on best strategies for tier 1 instruction. Computer equipment and software will be purchased and used to provide student access to on-line resources. We will continue to work to provide access to technology for all students.

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

Land trust money was used to pay for professional development for teachers. We hired a coach from Solution Tree to spend a half-day with each of our teams. She taught teams how to identify power standards, unpack them, plan units together including common formative assessments, and use data from those assessments to plan enrichment and reteaching activities for students. This training has made our collaboration meetings more meaningful. Teachers now know what our action plan is and what is expected of them. We have increased our collaboration time each week to accommodate this great work.

### **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.
* Sticker and stamps that identify purchases made with School LAND Trust funds.
* School website

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

* School website

### **Summary Posting Date**

A summary of this Final Report was provided to parents and posted on the school website on **2019-10-15**

## **Council Plan Approvals**

| Number Approved | Number Not Approved | Number Absent | Vote Date |
| --- | --- | --- | --- |
| 14 | 0 | 3 | 2018-03-08 |

### **No Comments at this time**

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