

Final Report 2017-2018 - Bastian 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	\$0
Distribution for 2017-2018	\$49,374	N/A	\$51,051
Total Available for Expenditure in 2017-2018	\$49,374	N/A	\$51,051
Salaries and Employee Benefits (100 and 200)	\$49,000	\$26,368	\$26,369
Employee Benefits (200)	\$0	\$0	\$2,228
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	\$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	\$49,000	\$26,368	\$28,597
Remaining Funds (Carry-Over to 2018-2019)	\$374	N/A	\$22,454

Goal #1 Goal

To increase the number of students proficient on their reading and math levels through working through the Professional Learning Community. Our teachers will be expected to work and collaborate with their Professional Learning Communities process to review data and individual student progress weekly. Teachers will be able to work on their curriculum maps in reading and language arts as well as develop common assessments to drive their instruction. Teachers will be asked to always keep in mind the essential questions that will drive an effective Professional Learning Community: 1-What is it that we expect students to learn? 2-How will we know when students have learned it? 3-How will we respond when students have not learned it? 4-How will we respond when students already know it?

Academic Areas

- Reading
- Mathematics
- Science

Measurements

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

Teachers will develop together common formative assessments for reading as well as using JSD Language Arts Benchmark testing. The measurements will include individual data gathered during intervention times, Fountas & Pinnell, SAGE testing, running records, and dibels progress monitoring. Our literacy team is lead by a certified teacher who will also work very closely with the classroom teacher to make sure the teaching is being completed, recorded and used in PLC discussions to provide the best interventions for each student in math, reading and science . A working data room will be put in place with information on every student in our school so that we can visually monitor their reading proficiency growth.

The math measurement will be the JSD Math Benchmark Assessments and the math common formative teacher assessments.

With the science piece the students will take a pre and post science test created by the teachers in their PLC's.

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

Math: In math the JSD pre/post test was used to measure proficiency.

At the beginning of the year 0% of our students were proficient. At the end of the year 45% were proficient.

Language Arts: In ELA DIBELS was used to measure growth and proficiency.

K went from 54% to 55% on or above benchmark and had 36% with typical or better growth. 1st grade went from 60% to 58% on or above benchmark and 57% with typical or better growth. 2nd grade went from 69% to 68% on or above benchmark and had 63% of students with typical or better growth. 3rd grade went from 64% to 73% on or above benchmark and had 87% of students with typical or better growth.

Action Plan Steps

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

LITERACY

1-Provide assistants who will organize intervention needs, data gathering and Professional Learning Community time to refine instructional practices.

2-Train and support teachers with district literacy coaches, district inservice training, modeling and observing other classrooms using best practices.

3-Intervention goals for reading will be run by assistants during our Power Hour Blocks.

4-Teachers will have a block of time daily to work on enrichment and targeted interventions with individual students.

MATH

1-Groups in math will be identified through the math benchmarks and teacher observations. Then the teacher and the math aides will provide the interventions

2-Enrichment groups will be run by assistants using World Book and iPad applications and STEM programs.

3-During the Professional Learning Community time, teachers will plan and monitor student growth.

4-The development of a book club utilizing the 'Learning by Doing' book to strengthen the PLC's throughout the school.

SCIENCE

1-Aides will conduct daily STEM classes to incorporate activities that will build student knowledge in the areas of science, engineering and math.

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

The following steps were implemented to help reach our goals: LITERACY 1-Provide assistants who will organize intervention needs, data gathering and Professional Learning Community time to refine instructional practices. 2-Train and support teachers with district literacy coaches, district inservice training, modeling and observing other classrooms using best practices. 3-Intervention goals for reading will be run by assistants during our Power Hour Blocks. 4-Teachers will have a block of time daily to work on enrichment and targeted interventions with individual students. MATH 1-Groups in math will be identified through the math benchmarks and teacher observations. Then the teacher and the math aides will provide the interventions 2-Enrichment groups will be run by assistants using World Book and iPad applications and STEM programs. 3-During the Professional Learning Community time, teachers will plan and monitor student growth. 4-The development of a book club utilizing the 'Learning by Doing' book to strengthen the PLC's throughout the school. SCIENCE 1-Aides will conduct daily STEM classes to incorporate activities that will build student knowledge in the areas of science, engineering and math.

Behavioral Component

Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	Community of Caring Developing Leadership	Students were taught character ed and anti-bully lessons and Bastian Bucks were used to support positive behavior. Student Council was developed to increase leadership among students.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	These funds will hire assistants to work with intervention, reading, science and math.	\$49,000	\$26,368	As described
	Total:	\$49,000	\$26,368	

Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of \$22,454 to the 2018-2019 school year. This is 44% of the distribution received in 2017-2018 of \$51,051. Please describe the reason for a carry-over of more than 10% of the distribution.

Bastian Elementary opened the fall of 2017 and was adjusting to numbers and being open. Funding from other areas was abundant and therefore Land Trust money wasn't used to fulfill all budgetary need. The carryover will be used in the 18-19 school year to hire more assistants to support growth, purchase technology to ensure student access and provide professional development to teachers increase working knowledge of PLC and using student data to prepare instruction and interventions.

Increased Distribution (and Unplanned Expenditures)

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

The additional funds would go toward grade level chromebook labs to provide additional technology for our students.

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

As described

Publicity

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

- School newsletter
- School website
- School marquee
- Other: Please explain.
 - School bulletin board

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

- School newsletter
- School website

Policy Makers

The school community council has communicated with the following policy makers about the School LAND Trust Program.

State Leaders: Governor: Gary R. Herbert.

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2018-10-20**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
8	0	2	2017-03-21
7	0	2	2017-03-21

No Comments at this time

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