

Final Report 2019-2020 - Castle Dale School

Final Report Approved

Final Report Approval Details

Submitted By:

Melinda Durrant

Submit Date:

2021-04-16

Admin Reviewer:

Admin Review Date:

LEA Reviewer:

Jared Black

LEA Approval Date:

2021-04-16

Board Approval Date:

Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2019 and from the LEA's data entry of the School LAND Trust expenditures in 2019-2020.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Carry-Over from 2018-2019	\$0	\$229	
Distribution for 2019-2020	\$34,181	\$34,181	
Remaining Funds (Carry-Over to 2020-2021)		\$2,742	

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)
Total Available for Expenditure in 2019-2020	\$34,181	\$34,410
Salaries and Benefits	\$22,152	\$21,131
Contracted Services	\$0	\$1,829
Professional Development	\$2,500	\$0
Software	\$9,000	\$8,708
General Supplies	\$250	\$0
USBE Administrative Adjustment - Scroll to the bottom to see Comments.		\$0
Total Expenditures	\$33,902	\$31,668
Remaining Funds (Carry-Over to 2020-2021)		\$2,742

Goal #1

close

State Goal

close

Castle Dale Elementary has as its goal a focus on using student data to both inform and drive instruction especially in regard to the Utah State Core Standards. Using information and data gathered from both formative and summative assessments including, but not limited to DIBELS, school, district, and state assessments, Castle Dale Elementary teachers will be better able to make instructional decisions and changes within their classrooms on an ongoing basis. By having this as our focus, our goal is to increase the number of students who perform at a proficient level and to maintain a high level of performance where a high level of performance has been established. Where a high level of performance does not exist we want to see an increase in the number of students scoring at a proficient level in Mathematics and English Language Arts as compared to student performance the previous year. As part of verification that we are meeting our goal we will use the state test results along with other district and school diagnostic, formative, and summative assessments. Benchmark test results may also be used to show growth and progress.

Academic Area

close

- English/Language Arts
- Mathematics

Measurements

close

Measurements

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

Progress will be measured using formative and diagnostic assessments including, but not limited to DIBELS, classroom/grade level/district assessments, etc. as well as summative assessments such as the end-of-level tests in grades 3-5 where such assessments are given.

Baseline data will be gathered from the previous year's state, DIBELS, and other appropriate testing measures. A final measurement for this goal, will include the state tests for grades 3-5, and may include other teacher/school/district level assessments for grades K-5.



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

Due to the school shutdown caused by the Global Covid-19 Pandemic we were unable to administer end of level testing for grades 3-5 or the end of year Acadience Reading Benchmark so our data is limited to share for the 2019-20 year. On the whole, according to teacher information, most students had been making academic growth prior to the shutdown.

We do have results for the Acadience Beginning of Year and Middle of Year Benchmarks which are shared below. As can be seen most grade levels remained steady or made gains by the middle of the year. Students were on track to make more gains by the end of the year.

K-5 Acadience Reading Results 2019-20

Kindergarten Proficiency - BOY - 50%, MOY - 75%

1st Grade Proficiency - BOY - 51%, MOY - 57%

2nd Grade Proficiency - BOY - 60%, MOY - 59%

3rd Grade Proficiency - BOY - 50%, MOY - 81%

4th Grade Proficiency - BOY - 55%, MOY - 55%

5th Grade Proficiency - BOY - 58%, MOY - 70%

Action Steps

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

Teachers will meet with the administrator and other teachers throughout the year to discuss students' progress and proficiency levels in the classroom.

Teachers will administer class/district/state assessments both formative and summative throughout the school year.

We would like to fund 3 part-time educational assistants to aid in giving intensive and/or remedial instruction for students in language arts, mathematics, and other subjects as needed and identified.

We will purchase instructional and other supplemental materials for both teachers and students to aid in the teaching of language arts and mathematics at all grade levels in both hard (physical/consumable) and digital copies. (For example - these may include but are not limited to e-books, iPad apps, workbooks, leveled reading books, etc.) These purchases may also include other materials and manipulatives needed to support our school's language arts and mathematics programs.

We will be using several software programs to aid in the instruction of students as well as for data collection by teachers. Subscriptions we may renew or purchase to help students gain knowledge of the Utah Core Standards may include, but are not limited to: School City, IXL, Learning A-Z, Accelerated Reader or Reading Counts, Reading Eggs/Reading Eggspress, MathSeeds, Spelling City, and Reflex Math.

Teachers will use purchased materials to guide the teaching of language arts, mathematics, and other

subjects, including science.

If other support materials are found during the year, those will also be purchased. As we are continually finding and evaluating new and worthwhile resources they cannot all be listed within this part of the plan.

Additionally, we would like to budget some funds for Professional Development purposes which may include attendance at educational conferences and workshops. Other Professional Development materials such as books, online resources, etc. may also be purchased with this portion of the budget.

We would like to use a portion of our funds to help provide incentives to support student academic goals, including reading incentive celebrations when such goals are met.

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

Teachers met with the administrator and each other in cross grade level and same grade level meetings at both the school and district level throughout the school year to discuss student data and ways to improve proficiency.
As was mentioned in the goal, three part time teaching assistants were funded at approximately \$23,500.
We also renewed several educational software licenses at \$8,708. These licenses included IXL, Renaissance Learning, Learning A-Z sites, Reflex Math, Spelling City, and Starfall.
We celebrated academic achievement through quarterly reading incentive celebrations.

Digital Citizenship/Safety Principles Component

close

No

Expenditures

Category	Estimated Cost
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	\$250
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	\$2,500
	Total: \$33,902

Category	Estimated Cost
Software < \$5,000	\$9,000
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$22,152
Total:	\$33,902

Funding Changes

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

In accordance with Goal 1 of our plan, if there are additional funds to be spent we may use them to purchase materials for mathematics, language arts (including reading, writing, and vocabulary), and science. This could include professional development resources, site licenses/purchases of language arts, math, or science related software, guided reading and other literacy support materials as well as math and science manipulatives and other math and science support materials. Increased funds could also be used to purchase computer and/or other electronic devices to aid in fulfilling the technology requirements in our plan.

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

Additional funds were used as described above.

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):

- Letters to policy makers and/or administrators of trust lands and trust funds.
- Other: Please explain.
- School assembly

School marquee

School newsletter

School website

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

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	0	2019-04-04

Comments

Date	Name	Comment
2019-06-12	Larry Davis	This plan has been reviewed and approved by the LEA.
2021-04-16	Jared Black	Final plan reviewed & approved.

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