

Final Report 2017-2018 - Northlake 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	\$2,940	N/A	\$0
Distribution for 2017-2018	\$62,960	N/A	\$60,674
Total Available for Expenditure in 2017-2018	\$65,900	N/A	\$60,674
Salaries and Employee Benefits (100 and 200)	\$45,000	\$24,699	\$22,917
Employee Benefits (200)	\$0	\$0	\$1,753
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)	\$17,960	\$8,156	\$6,086
Textbooks (641)	\$0	\$0	\$0
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$2,303
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$0	\$0	\$6,281
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
Total Expenditures	\$62,960	\$32,855	\$39,340
Remaining Funds (Carry-Over to 2018-2019)	\$2,940	N/A	\$21,334

Goal #1 Goal

Our main goal at Northlake Elementary is to improve K-6 student reading achievement by increasing the number of students reading on grade level. With implementation of the Utah State Core we have seen an increased need to improve student reading levels and reading stamina. Our end of year literacy test results showed 78% of our students scoring at the proficient or higher level in 2014-15. In 2015-16 we had 83% of the school on reading level. Our 2015-16 end of year (spring) benchmark done shows that our kindergarten students are 93% on grade level, 1st 71%, 2nd 77%, 3rd 70%, 4th 93%, 5th 91%, 6th 94%. We have noticed some fluency and comprehension issues with some of our students that we are addressing as well. We attribute much of our success to our use of Literacy Aides in K-3 classrooms and working with bubble students who they assist in getting to benchmark. As a school in 2015-16 we started with 73 % of our school on grade level, midyear we were at 82%. We ended the school year with 83% proficient and strategic. Our 2016-17 middle of year (winter) benchmark shows K 79%, 1st 66%, 2nd 71%, 3rd 77%, 4th 78%, 5th 82%, and 6th 94% proficient or higher. We employed 4 Literacy Aides for 2016-17 to work with targeted students in all the grade levels on reading skills. Reading is the KEY to all future success for our students!

Academic Areas

- Reading

Measurements

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

Academic progress is measured throughout the school year with DIBELS, DRA, DCS, District benchmark tests and SAGE tests. DIBELS reading assessments are used for progress monitoring of students reading below grade level. DRA is used as a diagnostic tool. DCS is the composite score. End of level tests are used to check for school wide progress. SAGE scores for 2014-15 in Language Arts was 38.8% for grades 3-6, the district score was 39%. SAGE scores for 2015-16 in ELA was 40%, the district score was 38%. State average in ELA SAGE was 44%. All teacher teams create common formative assessments designed to specifically target standards and skills of the Utah State Core. By being education professionals and processing the data from the tests, teachers can quickly and accurately identify weak areas of learning and implement targeted interventions.

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

Overall DIBELS 2017-18 64 % proficient. We ended the school year with 74% proficient and strategic.
Overall SAGE 2017-18 34%.

In 2018-19, we plan to target literacy interventions and use our time more efficiently. We also have a new Literacy Coach for K-3.

Action Plan Steps

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

For students reading below grade level, the Land Trust monies will be used to pay the salaries for 4 literacy aides. The aides provide interventions and targeted instruction to students identified as reading below grade level, bubble students who can get to grade level. Literacy aides work under the direction of Northlake Elementary Literacy Coach and work closely with classroom teachers in K-3rd grades. Individual and small group instruction supports students as they learn letters, sounds, and sight words. This additional support is vital to school goals of every student reaching proficiency on state end of level assessments. Progress monitoring data will be used to monitor student growth throughout the school year as well as common formative assessments to identify areas of need. We will expand to working with identified 4th-6th grade bubble students. In 2016-17 one Literacy aides wanted fewer hours, so we hired another aide to pick up those hours.

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

In 2018-19 TCSD has re-structured K-3 Literacy Coaches and EL Coaches. There is a need to focus resources and interventions with these grade levels to meet district and state literacy goals.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	4-5 Literacy Aides	\$45,000	\$24,699	Employees worked more to meet the literacy state, district, and school goals.
	Total:	\$45,000	\$24,699	

**Goal #2
Goal**

Purchase supplies and equipment for the classroom and school level. We plan to be able to purchase resources and technology as needed in the classrooms. Having access to current technology helps teachers provide students with state of the art instruction in reading, writing, math, science, and all areas of elementary curriculum. We also participate in our districts Techtobertfest, which helps support those efforts with professional development all about technology. Tooele School District also requires an additional 6 hours of PD which we differentiated this year and some classes were technology based for classroom instruction and engagement. Having our students comfortable with finding and using resources and technology assists them in being College and Career Ready. As our end of year tests are all going digital, we want to immerse students in technology so they feel comfortable in using it. We will use this technology, throughout the year to practice for the SAGE formative tests and Datawise to practice for our year end assessments. Analyzing the data from these formative assessments will help us identify and target areas of need. Digital Citizenship is crucial to training young people to function in this world of social media and being attached to devices 24/7. Our Computer Aide will teach the State program to all of our students during our rotations called Encore that each class has weekly. We are working with Josie Angerhofer with Utah Netsmartz to follow their program and will continue to do so.

Academic Areas

- Reading
- Mathematics
- Writing
- Technology
- Science

Measurements

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

Academic progress is measured throughout the school year with DIBELS, DRA, DCS, grade level formative tests, district benchmark tests in Illuminate, and SAGE tests. SAGE scores for 2015-16 for Northlake were ELA 40% - District 38% - State 44%, Math 43% - District 44% - State 47%, Science 51% - District 47% - State 49%. DIBELS reading assessments are used for progress monitoring of students reading below grade level. DRA is used as a diagnostic tool. The end of level tests are used to check for school wide progress on a yearly summative level. Our SAGE 2014-15 results for grades 3-6 in Language Arts 39% and Math 48% and 47% 4-6 in Science. Our 4th grade had the highest Science scores out of all the elementary schools in the district. We use the program Utah Compose at least twice a week to improve our writing skills. We use both Data Gateway and the SAGE Formative assessments for our classroom formative assessments that will identify weak areas of learning to target with interventions. In addition, we are focusing on improving typing skills in all grades K-6 and having classroom computers will improve this essential skill with our Computer Aide who sees each class once a week.

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

We spent less on supplies and resources than planned.

Action Plan Steps

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

Northlake Elementary continues to purchase supplies, resources, and technology according to school need. We are wanting to increase the amount of computers in the classroom. Specifically we will purchase laptops for the Dual Language Immersion classrooms and Special Education. Now that all classes have these, we need to start back at 6th grade and replace the older machines. Also, for the next few years I will be adding another teacher in Dual Language 4th, 5th, and 6th and they will need 5 each. All classrooms will have a Promethean board, projectors, replacement bulbs, document cameras, printers and printer cartridges, headphones with microphones (for Imagine Learning and SAGE), more school-wide student response systems (clickers), testing and grading software, as well as the Professional Development to effectively implement this technology. Each year, a classroom needs to be set up for the Chinese Dual Language Immersion classroom. We will not be able to purchase all this technology in one year, but hope to continue a yearly increase in the amount of resources. Technology is not the only valuable resource to teachers, supplies are as well. Lab materials, manipulatives, books, and other resources are just as important. All of these materials provide opportunities for students to receive differentiated learning in reading, writing, math, science, and all other subject areas.

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

We have a technology and resources rotation for grade levels. We spent less than we planned.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
General Supplies (610)	Resources for instructions, supplies, replacement projector bulbs, printer cartridges, toner, paper	\$16,672	\$6,868	We spent less in supplies and resources and more on employees/help for students.
	Total:	\$16,672	\$6,868	

**Goal #3
Goal**

Character building/behavior incentive program at Northlake. School Land trust made this opportunity possible starting in 2015-16 within the budget. We currently use Positive Behavior Interventions and Supports (PBIS) where schools are expected to: Increase consistent use of positive teaching and reinforcement strategies for behavior among teachers and other school staff.

Academic Areas

- Health

Measurements

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

Educators Handbook reports, Attendance reports, Counselor reports

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

We were able to track where we were having repeated issues with behaviors and focused our efforts there with AmeriCorps Attendance trackers, our Refocus Specialist and Counselor.

Action Plan Steps

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

We currently use Positive Behavior Interventions and Supports (PBIS) where schools are expected to: Increase consistent use of positive teaching and reinforcement strategies for behavior among teachers and other school staff. Reduce discipline referrals, suspensions and expulsions while increasing positive student and staff interactions and academic performance (behavioral excesses and deficits) which will be tracked by Educators Handbook data. Increase data based decision-making about behaviors and academic skills to be consistently taught and reinforced across all settings and with all individuals. We would use this money to provide more incentives to students, which could allow for more Spin Days, ticket system, or an increase in the quality of incentive (small tokens, monthly assemblies, and age-level appropriate items) they are striving for. \$2 per student x 644 students = \$1,288.00

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

We will continue our school-wide PBIS and have supported students and teachers in the classrooms to keep students there for instruction.

Behavioral Component

Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	#3 Take advantage of the opportunity to spend less than 20% on a character building/behavior incentive program at Northlake. School Land trust made this opportunity possible starting in 2015-16 within the budget. We currently use Positive Behavior Interventions and Supports (PBIS) where schools are expected to: Increase consistent use of positive teaching and reinforcement strategies for behavior among teachers and other school staff. Reduce discipline referrals, suspensions and expulsions while increasing positive student and staff interactions and academic performance (behavioral excesses and deficits) which will be tracked by Educators Handbook data. Increase data based decision-making about behaviors and academic skills to be consistently taught and reinforced across all settings and with all individuals. We would use this money to provide more incentives to students, which could allow for more Spin Days, ticket system, or an increase in the quality of incentive (small tokens, Assemblies, and age-level appropriate items) they are striving for. We want to focus on the older students are not always too excited about the incentives because what we could afford in the past were not appropriate for them. \$2 per student = \$1,100	

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
General Supplies (610)	tokens, stickers, assemblies earned	\$1,288	\$1,288	tokens, stickers, assembly
	Total:	\$1,288	\$1,288	

Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of \$21,334 to the 2018-2019 school year. This is 35% of the distribution received in 2017-2018 of \$60,674. Please describe the reason for a carry-over of more than 10% of the distribution.

The Literacy Aides usually cost us more than what was paid for this year. We should have had them work more hours to work with the students.

Increased Distribution (and Unplanned Expenditures)

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

If there is an increase, we will use the increased funds in Goal #2 to purchase more resources and technology.

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

We will use this carry-over in 2018-19 for more Literacy Aide hours and to purchase more supplies and resources.

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
- Other: Please explain.
 - Facebook will also be used to publicize this to the community.

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

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

State Attorney General: Sean Reyes
Trust Lands Administration

U.S. Representatives:

Chris Stewart

State Senators:

Dist. 12 Daniel Thatcher

State School Board:

Linda Hansen

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2018-10-17**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
7	0	1	2017-03-02

No Comments at this time

[BACK](#)