

Final Report 2017-2018 - Pony Express EL

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	\$6,367	N/A	\$12,908
Distribution for 2017-2018	\$81,034	N/A	\$80,118
Total Available for Expenditure in 2017-2018	\$87,401	N/A	\$93,026
Salaries and Employee Benefits (100 and 200)	\$29,000	\$24,362	\$19,438
Employee Benefits (200)	\$0	\$0	\$4,925
Professional and Technical Services (300)	\$31,000	\$28,286	\$25,009
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	\$3,278
General Supplies (610)	\$500	\$499	\$500
Textbooks (641)	\$0	\$0	\$0
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	\$0	\$0
Library Books (644)	\$2,000	\$1,988	\$1,988
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$0	\$0	\$15,238
Software (670)	\$10,000	\$5,345	\$5,345
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$14,901	\$15,238	\$0
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
Total Expenditures	\$87,401	\$75,718	\$75,721
Remaining Funds (Carry-Over to 2018-2019)	\$0	N/A	\$17,305

Goal #1 Goal

Students at Pony Express Elementary will increase their scores in ELA, Mathematics and Science by increasing their SAGE proficiency level by 2% as compared to the previous year.

Academic Areas

- Reading
- Mathematics
- Writing
- Science

Measurements

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

Baseline data will be established by the 2016-2017 DIBELS, interim and final SAGE scores. Student progress will be measured by running records, common formative assessments, SLO's, and benchmarks, which will result in an increase in our SAGE midyear and final scores by 2%.

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

Pony Express Elementary is utilizing the 2016-17 and 2017-18 SAGE results as before and after measurements. The stated goal was achieved as a whole school in every tested area of the SAGE assessment by May of 2018. Every tested academic subject, in each grade level, with the exception of 4th grade math, showed improvement by at least 2%. The chart below shows the grade level, tested subject, and percent improvement.

	2016-17	2017-18	Change in %
3rd Math	31%	61%	30%+
3rd ELA	43%	58%	15%+
4th Math	29%	35%	6%+
4th ELA	32%	43%	11%+
4th Science	36%	44%	8%+
5th Math	8%	34%	-4%
5th ELA	48%	50%	2%+
5th Science	46%	47%	1%+

6th Math	26%	42%	16%+
6th ELA	34%	49%	15%+
6th Science	26%	NA	NA
School Math	31%	43%	12%+
School ELA	39%	50%	11%+
School Sci.	36%	45%	9%+

Action Plan Steps

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

1. Provide time for teachers to collaborate during the summer and in extended team meetings (with substitutes) to respond to student data and or needs.
2. Provide professional development for teachers as they attend the BYU Cites and Literacy Promise Conferences, attend all day meetings with Annette Brinkman (outside consultant and presenter) and participate in classroom observations within the school and district.
3. Provide data collection software (Mastery Connect for teachers in 1-6 grade and ESGI software for Kindergarten teachers) and time for teachers to collect, input and analyze student-learning data.
4. Provide access for Tier 1, Tier 2 and Tier 3 RTI instruction that is engaging and incorporates the research from John Hattie's work with Visible Learning through the use of instructional assistants, online resources (Raz Kids, Kahn Academy and Lexia) and study groups. In addition, we will provide accessibility to technology (2 Promethean Boards, 4 projectors, 1 document camera, tablets and computers) for teachers and students.
5. Provide support for struggling students with behavior and or attendance issues and give them access to an assistant and incentives to help them in these areas.

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

At Pony Express an assortment of action steps were utilized to reach our goal. Individually and collectively these steps provided academic support specifically targeted to areas of need. Classroom teachers were provided time during the summer and the school year to meet as a team. This time was spent targeting essential learning standards, creating common assessments that identified areas of strengths and weakness, and creating an intervention plan to address targeted areas. The work done during the summer and subsequent school year directly impacted the instruction and learning that occurred in the classroom. Teachers then collected data and analyzed the results utilizing software purchased to support teachers in this work. This information then was utilized to plan, execute, and evaluate instruction in the classroom.

A team of teachers also had the opportunity to attend a literacy conference. This team then shared their learning to their grade level teams. Teachers focused on instructional strategies that would support their students in mastering essential standards.

A tiered system of support was also implemented that focused on engaging Tier 1 instruction. Promethean Boards, document cameras, tablets, and Chrome Books were purchased to help support Tier 1 instruction and bolster Tier 2 and Tier 3 supports. An outside consultant was also hired to coach teachers in effective Tier 1 instruction. This consultant provided professional development in the areas of engagement and how to effectively engage a class in core content material. Additional funds were utilized to hire a Beverly Taylor Sorenson teacher specializing in visual arts. This teacher worked alongside the classroom teacher to effectively integrate visual arts into language arts curriculum.

Utilization of all these supports both individually and collectively brought about effective implementation in efforts to reach our goal.

Behavioral Component

Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	Provide support for struggling students with behavior and attendance issues and give them access to learn and practice leadership skills. We are striving to create an environment where student needs are met and they gain confidence and ownership for their learning, which will affect their academic achievement in all areas.	

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Action Plan Step 1, 2, 4, and 5: Time for teachers to collaborate and participate in professional development (conferences, presenters, study groups, etc.) and for instructional assistants (including \$4,000 for behavior assistant).	\$29,000	\$24,362	As Described
Professional and Technical Services (300)	Action Plan Step 1 and 2: Time (substitutes) and professional development (presenters and conferences).	\$31,000	\$28,286	As Described
General Supplies (610)	Action Plan Step 5: Behavior incentives for struggling students.	\$500	\$499	As Described
Library Books (644)	Action Plan Step 4: Online book resources for children	\$2,000	\$1,988	As Described
Software (670)	Action Plan Step 3 and 4: Software for data collection and online resources for children.	\$10,000	\$5,345	As Described
Equipment (Computer Hardware, Instruments, Furniture) (730)	Action Plan Step 4: Access to learning through technology (new and maintain equipment already in the school).	\$14,901	\$15,238	As Described
	Total:	\$87,401	\$75,718	

Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of \$17,305 to the 2018-2019 school year. This is 22% of the distribution received in 2017-2018 of \$80,118. Please describe the reason for a carry-over of more than 10% of the distribution.

The costs of professional development and contracted services were not as much as expected. Some planned technology purchases were delayed until this year until after an upgrade occurred so that the technology purchased would work with the upgraded equipment.

Increased Distribution (and Unplanned Expenditures)

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

We will continue to pursue the goals listed above and may appropriate additional funds to one or more of the priorities we've listed.

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

Additional funds were applied to the indicated categories in the school plan. Particularly in the area of salaries and benefits.

Publicity

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

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

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

- 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:

Trust Lands Administration

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
7	0	1	2017-04-14

Plan Attachments

Upload Date	Title	Description
2018-10-17	Pony Express Measurements	Percent of Increase from 2016-17 to 2017-18