

Book Cliff School Final Report 2019-2020

2019 - 2020 ▼

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	\$0.00	\$1,850.00
Distribution for 2019-2020	\$18,644.00	\$18,644.00
Total Available for Expenditure in 2019-2020	\$18,644.00	\$20,494.00
Contracted Services	\$1,000.00	\$2,565.00
Professional Development	\$2,700.00	\$0.00
Books Curriculum Subscriptions	\$4,230.00	\$3,111.00
Technology Related Supplies	\$2,800.00	\$4,200.00
Software	\$5,447.00	\$5,286.00

Remaining Funds (Carry-Over to 2020-2021)		\$48.00
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Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)
General Supplies	\$2,350.00	\$5,284.00
USBE Administrative Adjustment - Scroll to the bottom to see Comments.		\$0.00
Total Expenditures	\$18,527.00	\$20,446.00
Remaining Funds (Carry-Over to 2020-2021)		\$48.00

Goal #1

close

State Goal

close

Book Cliff Elementary will increase student growth in LANGUAGE ARTS by 3% from the previous year's data by ensuring structured schedules that allow sufficient instructional minutes for General Education instruction, sufficient support services for Title I, ELL, and Special Education students, improved instructional strategies, and provide time for both formative and summative assessments frequently throughout the 2019/2020 school year.

Academic Area

close

- English/Language Arts
- English/Language Arts
- Educational Technology/Library/Media

Measurements

close

Measurements

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

Along with teacher assessments, observations, and report cards, we will also use other forms of formative and summative assessments to gather data and monitor growth and proficiency. Among the assessments we will use are DIBELS Dynamic Indicators of Basic Early Literacy Skills, (SRI CC) Scholastic Reading Inventory College & Career, (RC) Reading Counts Reading Assessments, and (RISE) Readiness, Improvement, Success, Empowerment assessments to help identify standards or areas that are in need of focus. Book Cliff will also use Quarterly benchmarks through School City within grade-specific accountability and assessment.

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

K-6 Dibels/Acadeiance Reading -

Note: End of year testing was not administered due to Soft Closure. Data is beginning and middle of the year.

Beginning of Year

44% of Book Cliff Students tested below or well below grade-level.

56% of Book Cliff Students tested at or above grade level.

Middle of Year

35% of Book Cliff Students tested below or well below grade-level.

65% of Book Cliff students tested at or above grade level.

Dibels data identifies 9% of students were no longer below or well-below the grade level and had reached grade level proficiency by the middle of the year. We believe this number would have increased had students been in school and been administered the end-of-year assessment.

Lexia Core 5 - Is a language arts computer program used by kindergarten through 6th-grade students throughout the year. During soft closure, those students that had access to technology continued to make progress. It is important to note that approximately 40% of our students did not have the technology or access to the internet during soft closure.

56% of the students at Book Cliff made adequate yearly progress measured by the number of levels proficiently passed during one school year. We believe the percentage of students to make one year's growth would have significantly been higher had our students been in school

working with the right technology.

Action Steps

close

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

Teachers will review and evaluate scores from the Spring 2019 RISE tests to help provide information and determine the standards or content areas that may need more attention or focus. This will allow teachers to identify specific learning strategies that will drive their teaching and instruction to help improve the standards that were low. This should also provide evidence of growth within each area as well as identify the proficiency levels and where they need to improve.

Teachers will use rigorous questioning, and explicit and engaging instructional strategies based on Assessment-capable learning strategies with all students in order to improve and promote academic growth. Support services in Special Education, ELL, and Title 1 will be available to qualifying students in order to help bridge the learning gaps for those struggling students.

Teachers will continue to monitor student progress each month with the use of DIBELS and progress monitoring strategies as well as progress within the SRI and RC reading program to follow and monitor student Lexile score improvements and comprehension. Teachers will also incorporate writing within the areas as often as possible with continued use of Utah Compose.

Teachers will continue to use our Wonders Reading program and have the option of incorporating programs such as SRI and Reading Counts to promote student growth. Funds will be used to purchase Summer Packet materials for summer slide prevention. The council has decided to put some of the funding toward the purchase of Wonders Textbooks in order to facilitate each grade with enough books for the larger classes as they progress through each grade. Student Planners will also be purchased.

Book Cliff has also implemented a reading program called Reading Chains. This activity will also continue at least twice a week in order to encourage growth within reading.

The committee also agreed to reinstate Parents and Pastries school sponsored reading activity that fosters reading with parents, siblings, grandparents, or whoever would like to join the student to use a portion of the morning to spend time reading with each other. Funds will be

used to facilitate this activity.

Funds will also be used to provide professional development opportunities for teachers/staff to help improve expected performance (Grade-level PLC's, conferences, trainings, school research, book study projects, data meetings, additional collaboration or areas that will enhance teacher or staff ability).

Programs that will be funded through this goal to help promote growth in ELA are: Learning A-Z, Reading Eggs/Reading Eggspress, IXL ELA, Student Reading Inventory (SRI), Reading Counts (RC), Keyboarding for Kids (KBK) and Spelling City. School City will also be funded in order to monitor student progress and growth through quarterly benchmarks.

Book Cliff will also be funding an assembly to help promote skills within writing due to low performances within this area. We will also continue to develop character building traits throughout the year

The committee instituted a Constitution Bee and decided to continue holding this for grades 4-6. Funding will continue to be used to facilitate this program/activity and toward the purchase of constitution books to be used by the students for study/preparation.

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

Grade level PLCs were held quarterly district-wide to build capacity among teachers, strengthen instructional strategies, and data dive to identifying strengths and weaknesses and develop RTI plans.

Our school's vertical teams continued twice a month to review student progress, create reading chain ability groups, provide instructional support, and data dive.

Dibels, Lexia Core 5, IXL, and SRI were used to measure student growth on grade-level standards and ability group students for our reading chain RTI program.

Wonder's ELA curriculum was used within all classrooms to instruct students on grade-level material.

Parents and Pastries activity was a success. Students were given a book to provide reading material at home and encourage parents to read with their children.

One other educator and I attended the Solution Tree PLC conference to build capacity among PLC groups and build our vertical teams within our building.

Author Gary Hogg visited our school and presented an assembly on reading and writing,

followed by presenting a writing workshop to each class to strengthen students' writing ability.



Digital Citizenship/Safety Principles Component

close

No

Goal #2

close

State Goal

close

Book cliff Elementary will increase student growth in MATH by 3% from the previous year data by ensuring structured schedules that allow sufficient instructional minutes for General Education instruction, sufficient support services for Title I, ELL, and Special Education students, and provide time for formative and summative assessments frequently throughout the 2019/2020 school year.

Academic Area

close

- Mathematics
- Educational Technology/Library/Media

Measurements

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

Along with teacher assessments, observations, and report cards, we will also use other forms of formative and summative assessments to gather data and monitor growth and proficiency. We will use Spring 2019 RISE results to determine areas or standards in need of focused instruction as well as monitor student growth and proficiency. We will also continue to use School City within Grade-Level PLC work and collaborative work within the school.

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

Book Cliff was using Math Seeds, ST Math, and IXL for math computer programs. These programs were not suitable for all grades within our building. Mid-year, Book Cliff piloted DreamBox, a math computer program suitable for grades kindergarten through 6th-grade. We began using this program in December, and it turned out to be a success as we went into soft closure and could continue students learning because it was linked to our Go Math instructional program. Those students that continued on the program during soft-closure were able to make a full year's growth during this time. Students who did not have access to technology were given packet material, making progress difficult to measure.

According to DreamBox data, 31% of students achieved adequate yearly growth from December 2019-May 2021. This data is exciting as we see great potential in our students in the coming year.

Action Steps

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

Teachers will review and evaluate scores from the Spring 2018 SAGE tests to help provide information and determine the standards or content areas that may need more attention or focus. This will allow teachers to identify specific learning targets that will drive their teaching and instruction to help improve the standards that were low.

Teachers will use rigorous questioning and explicit and engaging instructional strategies with all students to improve academic growth. Support services in Special Education, Title 1, and ELL services will be available to qualifying students to help bridge the learning gaps for struggling students.

Teachers will continue to use the Go-Math curriculum within their daily instruction and will also use added resources as deemed necessary to provide quality instruction.

Programs such as IXL, ST Math, ALEKS Math, Math Seeds, and Prodigy will be used to supplement and provide added instruction. Funds will also be used to purchase Summer Packet materials for summer slide prevention.

Funds will also be used to provide professional development opportunities for teachers/staff to help improve expected performance (conferences, trainings, school research, book study projects, data meetings, additional collaboration, etc.)

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

District-wide grade-level PLCs and vertical teaming within our building took place to data dive, support instruction, and plan RTI.

The GO Math curriculum was utilized to instruct and engage students in grade-level material. Our 4th and 5th grades were taught by the same teacher who has shown strong math teaching abilities.

Computer programs such as IXL, ST Math, Alek, MathSeeds, Prodigy, and DreamBox were all used to provide students with leveled math and support to increase math proficiency.

Digital Citizenship/Safety Principles Component

close

No

Goal #3

close

State Goal

close

Book Cliff Elementary will increase student growth in SCIENCE by 3% based on previous year data and ART by 2% based on previous performance and project based assignments by ensuring structured schedules that allow sufficient instructional minutes for General Education instruction, sufficient support services for Title 1, ELL, and Special Education students, and provide time for formative and summative assessments frequently throughout the 2018/2019 school year.

Academic Area

close

- English/Language Arts
- Educational Technology/Library/Media
- Science
- Fine Arts

Measurements

close

Measurements

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

Along with teacher assessments, observations, and report cards, we will also use other forms of formative and summative assessments to gather data and monitor growth and proficiency. Among the assessments we will use the RISE testing results from Spring 2019 to help determine areas or standards that are in need of focused instruction. Book Cliff will use School City Suite to also identify areas of strengths and weaknesses within Science

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

Due to a lack of testing, Book Cliff does not have adequate data to measure science growth.

Action Steps

close

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

Teachers will review and evaluate scores from the Spring 2019 RISE testing to help provide information and determine the standards or areas that may need more attention or focus. This will allow teachers to identify specific learning targets that will drive their teaching and instruction to help improve the standards that were low.

Teachers will use rigorous questioning and explicit and engaging instructional strategies with all students to improve academic growth within Science. Support services in Special Education, Title 1, and ELL will be available to qualifying students to help bridge the learning gaps for struggling students.

All teachers/students in grades K-6 will be provided an opportunity to participate in a school-wide sponsored science fair.

Teachers will be provided professional Development related to science, and funds will be used to purchase supplemental supplies appropriate for science instruction and student participation in the science fair such as poster boards, project materials, or trifold display boards. Core-Specific science materials will be purchased for specific grade levels to facilitate instruction and learning within the classroom.

Programs such as IXL Science, Generation Genius, and access to sites such as UEN will be used to help supplement and provide added instruction. Funds will also be used to purchase Summer packet materials for summer slide prevention.

Writing will be implemented within science as to demonstrate ability to provide evidence, questioning, outcomes, or personal reflection from science activities.

Due to the success of our Art fair, funds will be used to organize and facilitate an art exhibit within the school or in affiliation with the local museum for parents to view. Funds will be used to purchase needed supplies to facilitate the projects/artwork

Funds will also be used to provide professional development opportunities for teachers/staff to help improve expected performance (conferences, trainings, school research, book study projects, data meetings, additional collaboration, etc.)

Funds will also be used to introduce the Science Home Connection as well as the Art Home Connection. Due to the fact this money is used to purchase items within the areas of ELA, Math, Science, and Art, the council has decided to use this allotted \$200 to go toward the Science and Art Home Connection. This will be used to purchase Math, Science, and Art kits that will supply students with materials that will enhance their experience within these specific areas of academics. Students living within this area have limited resources available to them outside of the school setting and will benefit from this type of connection between the school and home. Typical items purchased: Flash Cards (Reading and Math), Books, Science Kits, Art Kits, Stem Activities, Science and Art Supplies.

In an effort to foster the STEM activities and to continue to support our MVP activities, the council has decided to put funding toward the purchase of 6 Spheros, 6 Kindles, and 12 Ozobots to be used by students within the classroom, during activities, and within teacher-directed lessons in order to increase their ability within the STEM areas.

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

SAGE scores from 2018 were reviewed to identify strengths and weaknesses and drive science instruction.

The school science fair took place in October 2019. Book Cliff students presented projects and were given opportunities to explain their projects to visitors at the evening science fair.

Science materials were purchase for projects and to enhance instruction.

IXL science and the free version of Mystery Science were utilized to enhance instructions. Generation Genius was not purchased due to cost and effectiveness.

Students at Book CLiff Elementary created art to participate in the art fair at the John Wesley Powell Museum. The art was hung and ready for visits when COVID hit, and the museum was closed. Pictures were taken of the art show and put on our school website.

Spheros, Kindles, and Ozobots were purchased to enhance STEM learning.

Science and art kits were purchased for project-based learning in and outside of school.

Digital Citizenship/Safety Principles Component

close

No

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Software < \$5,000	\$5,447.00
Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	\$2,800.00
Books, Ebooks, online curriculum/subscriptions	\$4,230.00
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)	\$2,350.00
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	\$2,700.00
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	\$1,000.00
Total:	\$18,527.00

Funding Changes

There are times when the planned expenditures in the goals of a plan are provided by the LEA, a grant, or another unanticipated funding source leaving additional funds to implement the goals. If additional funds are available, how will the council spend the funds to implement the goals in this plan?

If there is an increase or carryover of distribution, the funds will go directly to the purchase of either books, to provide students the ability to prevent a decline during the summer months, or to the ongoing improvement of technology, programs for math, or manipulatives, whichever is determined to be the most important need at the time.

Publicity

- School website

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
5	0	1	2019-03-29

Plan Attachments

Upload Date	Title	Description
2019-06-05	Expenditure Breakdown	Breakdown of planned expenditures for 19/20 LANDS Trust allocation.