

# Southland EL Final Report 2012-2013

**Financial Proposal and Report** - This report is automatically generated from the School Plan entered in the spring of 2012 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2012-2013.

<b>Available Funds</b>	<b>Planned Expenditures (entered by the school)</b>	<b>Actual Expenditures (entered by the District Business Administrator)</b>
<b>Carry-Over from 2011 - 2012</b>	<b>\$5,118</b>	<b>\$3,508</b>
<b>Distribution for 2012 - 2013</b>	<b>\$31,554</b>	<b>\$35,784</b>
<b>Total Available for Expenditure in 2012 - 2013</b>	<b>\$36,672</b>	<b>\$39,292</b>
Salaries and Employee Benefits (100 and 200)	\$30,000	\$37,787
Professional and Technical Services (300)	\$0	\$0
Repairs and Maintenance (400)	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0
Travel (580)	\$0	\$0
General Supplies (610)	\$2,000	\$0
Textbooks (641)	\$0	\$0
Library Books (644)	\$1,000	\$0
Periodicals, AV Materials (650-660)	\$0	\$0
Software (670)	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0
<b>Total Expenditures</b>	<b>\$33,000</b>	<b>\$37,787</b>
<b>Remaining Funds (Carry-Over to 2013 - 2014)</b>	<b>\$3,672</b>	<b>\$1,505</b>

**ITEM A - Report on Goals**

## Goal #1

The reading goal at Southland Elementary is to improve K-6 reading achievement by increasing the percentage of students reading on grade level by two percent. Phonological Awareness Literacy Screening (PALS), Fountas and Pinnell benchmark assessment, Scholastic Reading Inventory (SRI), and running records will identify at-risk students. Fountas and Pinnell assessments, SRI, and guided reading levels will measure improvement. Three 17-hour reading assistants will assist teachers in grades K-6 with reading instruction. Five assistants salaries will be for collaboration assistants to cover classes in grades 1-6. Teachers were released to work in their Professional Learning Community (PLCs). During this time teachers analyzed data from common assessments, created curriculum maps, organized interventions for struggling students and planned units and lessons to meet student needs. The collaboration assistants also provide additional Tier II reading and math instruction for teachers in their classrooms.

Additional funds would be used to purchase books for the balanced literacy library. These books are used for instruction in guided reading groups.

Additional funds would be used for professional development to improve Tier I and Tier II reading instruction.

### Identified academic area(s).

Reading

### This was the action plan.

Three 17-hour reading assistants will be hired to assist teachers in grades K-6 with reading instruction. Five assistants salaries will be for collaboration assistants to cover classes in grades 1-6. The reading assistants will provide small group Tier II intervention for reading. Small group instruction is provided by reading assistants during grade level guided reading time. Students who are reading below grade level will spend thirty minutes of their sixty minutes of daily-guided reading instruction in small group intensive reading instruction with reading assistants. Each grade-level will address student improvement in reading by implementing the school goal of continuing to provide Tier I instruction in guided reading in all grade levels and providing Tier II intensive reading instruction to below reading level students. Southland will increase the number of students reading on or above grade level by 2% during the 2012-1213 school year. We also desire that all students will achieve one years growth no matter what level they begin the year. Teachers will be released to work in their Professional Learning Community (PLCs). During this time teachers analyzed data from common assessments, created curriculum maps, organized interventions for struggling students and planned units and lessons to meet student needs. The collaboration assistants also provide additional Tier II reading and math instruction for teachers in their classrooms.

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

Classroom teachers provided Tier I instruction in guided reading to all students. Reading assistants working 17 hours weekly provided Tier II Intervention to struggling students using MySidewalks, Success Maker and Read Naturally intervention programs. Teachers meet weekly for 45 minutes in PLC (Professional Learning Communities) to collaborate together to review and analyze testing data to determine which students would benefit from Tier II or Tier III interventions.

There were 172 students reading below grade level at the beginning of the school year. At the end of the year 85 students were still reading below level. This is a decrease of 11% of students reading below grade level by the end of 2012-2013 school year.

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

Beginning, Mid and End of the Year Fountas and Pinnell assessments will be used to measure the percentage of students reading on grade level.

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

Grade:	% on level beginning	% on level
	Beginning of Year	End of Year
Kindergarten	66%	72 %
1stGrade	75 %	90 %
2ndGrade	73%	84 %
3rdGrade	86 %	84 %
4thGrade	85 %	93 %
5thGrade	80 %	89 %
6thGrade	86 %	89 %
Total	79 %	89 %

**The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:**

Amount	Category	Description
22000	Salaries and Employee Benefits (100 and 200)	Three 17 hour teacher assistants to provide Tier II intensive reading instruction to below grade level readers. Five 10 hour collaboration assistants to cover classrooms for teachers to meet for Professional Development Meetings.
2000	General Supplies (610)	Teaching supplies needed for Tier II instruction and collaboration assistants classroom lessons.
1000	Library Books (644)	Leveled books for our Literacy Library.

**Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.**

All expenditures were on salaries and employee benefits. Instructional assistants provided Tier II intensive reading instruction to below grade level readers. Collaboration assistants covered classrooms for teachers to meet for PLC Meetings which allowed time for teachers to analyze data from common assessments, create curriculum maps, organize interventions for struggling students and plan units and lessons to meet student needs.

**Goal #2**

Students attending Southland Elementary will receive 30 minutes weekly of computer instruction to practice and increase keyboarding skills. Teachers and computer assistant will work together to plan content-specific projects and to find websites to support grade level core.

**Identified academic area(s).**

Technology

**This was the action plan.**

Computer Assistant and teacher will administer timed tests at the beginning of the year using the Keyboarding for Kids program.

Students will receive weekly instruction and/or practice using the Keyboarding for Kids, Mat Typing and Typing Tutorial programs.

Computer Assistant and teacher will administer timed tests beginning year, mid year and end of the year.

Teacher and computer assistant will work together to plan content-specific projects using Microsoft Word, Excel and PowerPoint as well as find websites to support grade level core.

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

One half time computer teacher and computer assistant have worked closely with teachers to provide keyboard instruction, facilitate grade-level technology projects, assist with technology support, and monitor computer-based testing. The computer assistant worked approximately 10 hours per week. Students have scheduled weekly time in the computer lab to work on keyboard skills, creating content-specific projects, and accessing websites to review grade level concepts. Students are tested quarterly using the "Keyboarding for Kids" program with the following results for this year.

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

Computer teachers and assistant will administer Keyboarding for Kids and Typing Tutorial to collect data for beginning, mid and end of the year timed tests.

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

4thGrade

Beginning of year 25% - end of year 60% of our fourth grade students are typing at an A level. (25 + words per minute)

5thGrade

Beginning of the year 40%- end of year 70% of 5thgrade students can type 27 words a minute or better.

6thGrade

Beginning of the year 60% - end of the year 80% 6th grade students typing 30 words per minute or better.

**The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:**

Amount	Category	Description
8000	Salaries and Employee Benefits (100 and 200)	Up to two computer assistants to work with students in the computer lab

**Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.**

All expenditures were on salary and employee benefits for one computer assistant who worked closely with teachers to provide keyboard instruction, facilitate grade-level technology projects, assist with technology support, and monitor computer-based testing.

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

Additional funds would be used for professional development to improve language arts and math student development.

**The distribution was about 14% more that the estimate in the school plan. Please explain how the additional money was spent, if it was spent for items other than expenditures described in the approved goals above. If all expenditures were spent for items in the goals, please enter "Not applicable."**

Additional funds were spent on salary and employee benefits for assistants to cover classrooms for teachers to attend professional development to improve language arts and math student performance. Two half -day professional development meetings were offered to PLC (Professional Learning Communities) Leaders to provide PLC Leaders the skills and tools to effectively lead PLC meetings and improve student learning. PLC leaders were provided rationale for common assessments, skills in the development of common assessments and data analysis with an eye toward RTI (response to intervention). One half-day professional development was provided for 29 teachers to collaborate as grade level teams to review and analyze data, identify areas of strengths and improvement regarding classroom instruction and design language arts and math curriculum.

**ITEM D - The school plan was advertised to the community in the following way(s):**

**Please select from the pull down menus the names of policymakers the council has communicated with about the School LAND Trust Program. To choose more than one name on a list, use CTRL while selecting. To unhighlight a selected name, choose another name or use CTRL and select it.**

**State Leaders**

Governor: Gary R. Herbert.

**U.S. Senators**

**U.S. Representatives**

Jim Matheson

**State Senators**

Dist. 4 Pat Jones

**District School Board**

Corbin White

**State Representatives**

**State School Board**

**ITEM E - The State Board Rule requires reporting of the dates when local boards approved the other plans school community councils are responsible for. Please enter the most recent approval date for each plan listed. These approval dates are for plans being implemented in the 2013-2014 school year and require a 2013 approval date.**

2013 - 2014 School Plans

School Improvement Plan  
(required for all schools) 06/18/2013

Professional Development Plan  
(required for all schools) 06/18/2013

Reading Achievement Plan  
(required for all schools with K-3 grades) 06/18/2013

Note for Charter Schools: Charter Schools are only required to have a Reading Achievement Plan, if they receive funding for the program. The other plans are not required.

**ITEM F - A summary of this Final Report must be provided to parents and posted on the school website by November 15th of the 2013. When was this task completed?**

**Not required for Charter Schools.**

11/11/2013