

Final Report 2019-2020 - Southland School

Final Report is submitted at this time!
 This Final Report is in LEA or Charter Authorizer review.

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	\$7,030
Distribution for 2019-2020	\$95,971	\$95,971
Total Available for Expenditure in 2019-2020	\$95,971	\$103,001
Salaries and Benefits	\$70,400	\$60,223.44
Technology Related Supplies	\$22,844	\$29,265.97
Software	\$7,000	\$5,369.92
General Supplies	\$0	\$1,497.7
USBE Administrative Adjustment - Scroll to the bottom to see Comments.		\$0

Remaining Funds (Carry-Over to 2020-2021)		\$6,643.97
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Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)
Total Expenditures	\$100,244	\$96,357.03
Remaining Funds (Carry-Over to 2020-2021)		\$6,643.97

Goal #1

close

State Goal

close

Students will demonstrate one year of growth in reading as measured by comparing beginning and end of year reading levels.

Academic Area

close

- English/Language Arts

Measurements

close

Measurements

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

1. Teachers will administer the Fountas and Pinnell assessment to obtain accurate reading levels and obtain baseline data.

2. Teachers will assess and report students monthly reading levels using Fountas & Pinnell or Running Records.

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

End of year data was unavailable due to school closure. Teachers used running records monthly. From August 2019 to March 2020 we saw an average of 2 percent growth in monthly reading levels schoolwide.

Action Steps

close

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

Southland Elementary will use School Land Trust money to hire Literacy Assistants to provide small group reading intervention for students reading above and below grade level and one certified Music Specialist to provide whole-class instruction integrating music with the language arts curriculum. Students in grades K-3 will receive one 30-minute instruction period of music per week, and students in grades 4-6 will receive one 45-minute instruction period of music per week. Lessons during music class will integrate language arts core curriculum from each grade level.

Music Teacher:

1. Music teacher will attend PLCs regularly to identify unique needs for integration in each grade level.
2. Music teacher will work closely with each classroom teacher in reporting observations and assessments from music class.

Classroom Teachers:

1. Teacher will administer the Fountas and Pinnell assessment to obtain accurate reading levels at the beginning and end of year.
2. Teachers will administer running records monthly in order to monitor students reading levels.
3. Teachers will group students according to level for small group instruction and monitor

these groups on a regular basis for growth.

4. Teachers will identify students reading above and below grade level and support needs for either intervention/enrichment based on those data.

5. Teachers will report and discuss students reading levels monthly in PLCs.

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

1. Provided assistants who worked with teachers to help with language arts intervention needs and small group instruction.
2. Music teacher provided instruction that integrated language arts curriculum. Music teacher attended PLCs and worked closely with classroom teachers.
3. Classroom teachers administered beginning of year Fountas and Pinnell and running records through February. School closure occurred in March. Students were grouped by ability level regularly. Teachers discussed student needs during

Digital Citizenship/Safety Principles Component

close

No

Goal #2

close

State Goal

close

Southland will hire one half-time computer assistant to work with students in grades 4-6. Students will be given instruction on technology skills including keyboarding, basic knowledge of use, and an understanding of word/data processing programs. Enrichment will be offered in basic coding and programming methods.

- Educational Technology/Library/Media

Measurements

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

1. Students will be able to correctly type a document in the given time for their grade level, with 80% accuracy.
 4th Grade- 20 words per minute
 5th Grade- 25 words per minute
 6th Grade- 30 words per minute
2. Students will be able to create a graph and chart of a given set of data with 80% accuracy in Excel or Google Sheets.
3. Students who meet the grade level measurements listed above will be able to create/write working code in the given program.

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

From August 2019 to March 2020 the following growth was achieved:

	Beginning of Year	Middle of Year	
4th Grade	92% typing 20 words per minute		95%
	97% graphing in Word or Excel	99%	
5th Grade	93% typing 25 words per minute		99%
	94% graphing in Word or Excel	100%	

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

1. The computer assistant will give students a written document, and students will be required to type the document correctly in the above stated time for the grade level with 80% accuracy. Students will use Google Docs or Microsoft Word for this assessment.
2. Students will be given a set of data and be able to independently create a graph or chart of given data in Google Sheets or Excel. Students will be able to achieve this with a score of 80% or better.
3. Students who meet the typing and graphing requirements will use the coding program, Code.org, Code Combat, or a similar program, to understand the basics of computer programming. Students will be able to independently write working code in a coding program after the completion of a tutorial.

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

The computer assistant taught students weekly focusing on typing skills, working with Excel and Google Docs, and providing coding instruction for those students who met their goals in computer literacy.

No

Expenditures

Category	Estimated Cost
Software < \$5,000	\$7,000
Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	\$22,844
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$70,400
Total:	\$100,244

Funding Changes

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

1. Additional funds will be used to hire additional language arts assistants. 2. Additional funds will be used for additional computers or technology needs in the computer lab or grade level classrooms. 3. Additional funds will be used to pay for teacher professional development and substitutes to cover classrooms while teachers engage in professional development or Professional Learning Communities.

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

As described.

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.

- School newsletter
- 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.

Policy Makers

- State Leaders
 - Governor: Gary R. Herbert.
- U.S. Senators
 - Mike Lee
 - Mitt Romney

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
8	0	1	2019-03-21

BACK

