

# Final Report 2018-2019 - Draper Park MD

**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 2018 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2018-2019.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2017-2018	\$15,000	N/A	\$10,269
Distribution for 2018-2019	\$151,992	N/A	\$165,614
Total Available for Expenditure in 2018-2019	\$166,992	N/A	\$175,883
Salaries and Employee Benefits (100 and 200)	\$76,200	\$50,957	\$45,922
Employee Benefits (200)	\$0	\$0	\$5,035
Professional and Technical Services (300)	\$2,500	\$0	\$0
Repairs and Maintenance (400)	\$0	\$0	\$0
RETIRED. DO NOT USE (500)	\$0	\$690	\$690
Printing (550)	\$0	\$0	\$0
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	\$3,200	\$0	\$0
General Supplies (610)	\$0	\$1,217	\$1,217
Textbooks (641)	\$15,675	\$14,115	\$14,115
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$0	\$0	\$0
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$63,720	\$105,432	\$105,432
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
<b>Total Expenditures</b>	<b>\$161,295</b>	<b>\$172,411</b>	<b>\$172,411</b>
Remaining Funds (Carry-Over to 2019-2020)	\$5,697	N/A	\$3,472

## Goal #1 Goal

Currently, 61% of all students were scoring proficient on the 2016-2017 SAGE math. Our goal is that by the end of the 2018-2019 year, 65% of students will be proficient on the SAGE assessment. Progress toward this goal will be measured through formative assessments, Scholastic Math Inventory (SMI) 3 times throughout the year. Math lab for Tier 2 intervention will be continued at the 7th & 8th grade levels and students will be selected by using the following criteria; SAGE proficiency, SMI, and teacher recommendation.

## Academic Areas

- Mathematics

## Measurements

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

Progress toward this goal will be measured through formative assessments (SMI) 3 times throughout the year and by 65% of students proficient on the end of year SAGE assessment.

All three grade levels met the goal of at least 65% of students proficient on the end of year RISE assessment.

- At the 6th grade level, there was a 65% proficiency.
- At the 7th grade level, there was a 78% proficiency.
- At the 8th grade level, there was a 80% proficiency.
- Overall, the proficiency for the school was 74% in math.

## Action Plan Steps

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

1. Summer and ongoing professional development on engagement strategies. (\$1100)
2. Summer professional development for 6th grade math teachers on the new Illustrative Math (\$3200)
3. Two informal iPOP's prior to February 2019.
4. Three data analysis days throughout the school year. (\$3500)
5. Peer observations during quarter 2.
6. Evaluate SMI data for below basic and basic students during quarter 1.
7. Develop an action plan to move below basic and basic students 60 growth points.
8. Evaluate SMI data for below basic and basic students during quarter 2.
9. Prior to the beginning of the 2018-19 school year, place appropriate students into math labs.
10. Math conference (\$2500)
11. Purchase of Illustrative Math books (\$14675)
12. Use technology to enhance learning - calculators (\$1000)

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

1. Summer professional development took place in August of 2018 allowing teachers and aides to plan engagement strategies for use during the school year.
2. Sixth grade math teachers spent five day working with their new curriculum maps and planning for the year.
3. The internal coach conducted two informal iPOP's prior to February 2019 and provided feedback to each teacher.
4. Math teachers at all grade levels used three data analysis days throughout the school year.
5. Math teachers conducted two peer observations during quarter 2.
6. Math teachers evaluated the SMI data for their below basic and basic students. Data was recorded on google docs.
- 7/8. The SMI test was re-calibrated last year making it difficult to compare scores. However, in quarter 1 48% of the students were below basic or basic and at the end of quarter 4 only 19% of the students were below basic and basic.
9. Teachers and counselors worked careful to place 80 students into the math lab class.
10. Only one teacher attended a conference. All math teachers are looking forward to attending the National Council of Teachers of Math (NCTM) during the 2019-20 school year.
11. Illustrative math books were purchased for 6th grade.
12. Calculators were purchased to enhance learning.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Summer and ongoing professional development - engagement strategies (\$2100) Provide additional time for new curriculum at the 6th grade level (\$3200) Substitute for Data Analysis (\$3500)	\$8,800	\$6,115	1. Summer and ongoing professional development was provided for engagement strategies (\$1100) 2. Additional time was provided for the new curriculum at the 6th grade level (\$3715) 3. Substitutes were provided for Data Analysis (\$1300)
Professional and Technical Services (300)	Math Conferences	\$2,500	\$0	No expenses
Textbooks (641)	Professional development books Illustrative Math books	\$14,675	\$14,115	Illustrative Math books
	Total:	\$26,975	\$26,556	

Category	Description	Estimated Cost	Actual Cost	Actual Use
Equipment (Computer Hardware, Instruments, Furniture) (730)	Calculators Ipad Covers	\$1,000	\$6,326	Calculators Ipad Covers (\$1500) Replacement Ipads (\$4826)
	Total:	\$26,975	\$26,556	

## Goal #2 Goal

Currently 88% of DPMS students are proficient on end-of-unit science assessments. However, only 64% of our special education students are proficient on end-of-unit science assessments. Our goal is that 90% of our overall student body achieve proficiency on end-of-unit science tests while increasing proficiency of our special education students to 70%. This will reduce our achievement gap from 24% to 20%.

## Academic Areas

- Science

## Measurements

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

In addition to small group reteaching, explicit vocabulary instruction and spiraling of content, Structured Classroom Discussion (with an effect size of .82) will be implemented in our science classrooms across all grade levels. Progress will be measured using end-of-unit science assessments.

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

Science teachers implemented small group reteaching, explicit vocabulary instruction, spiraling of content, and Structured Classroom Discussion. The end-of-unit assessments showed the overall average was 87%. Special education students in co-taught achieved 66% on the same assessments.

The end-of-year RISE testing showed the overall average was 81% of our students achieved at or above proficiency. Special education students in co-taught and resource achieved 25% at or above proficiency.

## Action Plan Steps

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

1. Three 17-hour aides to assist in classrooms with special education students (\$21000)
2. Teachers will provide initial training for 17 hour classroom assistants (\$1000)
3. Substitute teachers for Data Analysis days (4 days per teacher) (\$3600)
4. Substitute teachers for Vertical Peer observations (2 class periods per teacher = 3 subs) (\$300)
5. Science equipment to support instruction of new curriculum including EV3 Robotic Kits. (\$38000)

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

The following action steps were followed:

1. Three 17-hour aides to assist in classrooms with special education students were hired.
2. Teachers provided training for the 17 hour classroom assistants during the summer.
3. Substitute teachers were hired for Data Analysis days.
4. Substitute teachers were hired for Vertical Peer observations

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	1. Three 17-hour aides to assist in classrooms with special education students (\$21000) 2. Teachers will provide initial training for 17 hour classroom assistants (Aides \$10.25 per hour x 3 aides x 8 hours) (Teachers \$22.83 per hour x 4 teachers x 8 hours) (\$1000) 3. Substitute teachers for Data Analysis days (4 days per teacher) \$100 per day X 9 teachers X 4 days = \$3600 4. Substitute teachers for vertical alignment (\$300)	\$25,900	\$17,325	1. Three 17-hour aides to assist in classrooms with special education students (\$15000) 2. Teachers will provide initial training for 17 hour classroom assistants (\$1000) 3. Substitute teachers for Data Analysis days (\$1100) 4. Substitute teachers for vertical alignment (\$225)
Equipment (Computer Hardware, Instruments, Furniture) (730)	1. Science equipment to support instruction of new curriculum (\$20000) 2. EV3 Robotic Kits - Classroom set of 45 (\$18000)	\$38,000	\$28,466	1. Science equipment to support instruction of new curriculum (\$9466) 2. EV3 Robotic Kits - 2 Classroom set of 45 (\$19000)
Total:		\$63,900	\$45,791	

## Goal #3 Goal

After focusing for two years on thesis development, use of evidence, and elaboration on evidence, DPMS saw 40 points of growth on the SAGE Writing test. Teachers are seeing a need for increased alignment and continued student improvement on writing. Each team will administer a common pre-assessment at the beginning of the school year. By the end of the year, 80% or more of our students will be Proficient or Highly Proficient in thesis, evidence, and elaboration based on curriculum-based common formative assessments.

## Academic Areas

- Writing

## Measurements

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

Each team will administer a common pre-assessment at the beginning of the school year. By the end of the year, 80% or more of our students will be Proficient or Highly Proficient in thesis, evidence, and elaboration based on curriculum-based common formative assessments.

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

Each grade level Language Arts and Social Studies team administered a pre-assessment and an end of year assessment.

In 6th grade Language Arts:

- In Thesis development 75% of the students were proficient on the pre-assessment and 75% were proficient on the final assessment.
- In Evidence 74% of the students were proficient on the pre-assessment and 92% were proficient on the final assessment.
- In Elaboration 61% were proficient on the pre-assessment and 40% were proficient on the final assessment.
- On RISE, the end of year State assessment, 75% of our 6th graders were proficient or highly proficient in Language Arts. Last year 67% of our 6th graders were proficient or highly proficient on SAGE.

In 6th grade Social Studies:

- In Thesis development 26% of the students were proficient on the pre-assessment and 75% were proficient on the final assessment.
- In Evidence 44% of the students were proficient on the pre-assessment and 75% were proficient on the final assessment.
- In Elaboration 7% were proficient on the pre-assessment and 74% were proficient on the final assessment.

In 7th grade Language Arts:

- In Thesis development 77% of the students were proficient on the pre-assessment and 84% were proficient on the final assessment.
- In Evidence 69% of the students were proficient on the pre-assessment and 79% were proficient on the final assessment.
- In Elaboration 78% were proficient on the pre-assessment and 86% were proficient on the final assessment.
- On RISE, the end of year State assessment, 68% of our 7th graders were proficient or highly proficient in Language Arts. Last year 68% of our 7th graders were proficient or highly proficient on SAGE.

In 7th grade Social Studies:

- In Thesis development 22% of the students were proficient on the pre-assessment and 76% were proficient on the final assessment.
- In Evidence 29% of the students were proficient on the pre-assessment and 83% were proficient on the final assessment.
- In Elaboration 19% were proficient on the pre-assessment and 72% were proficient on the final assessment.

In 8th grade Language Arts:

- In Thesis development 75% of the students were proficient on the pre-assessment and 87% were proficient on the final assessment.
- In Evidence 64% of the students were proficient on the pre-assessment and 76% were proficient on the final assessment.
- In Elaboration 66% were proficient on the pre-assessment and 98% were proficient on the final assessment.
- On RISE, the end of year State assessment, 66% of our 8th graders were proficient or highly proficient in Language Arts. Last year 73% of our 8th graders were proficient or highly proficient on SAGE.

In 8th grade Social Studies:

- In Thesis development 41% of the students were proficient on the pre-assessment and 77% were proficient on the final assessment.
- In Evidence 35% of the students were proficient on the pre-assessment and 77% were proficient on the final assessment.
- In Elaboration 32% were proficient on the pre-assessment and 81% were proficient on the final assessment.

## Action Plan Steps

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

1. Three 17-hour aides for Social Studies classes (\$21000)
2. Two days for Grade Level Range Finding and Anchor Papers on separate days (English & Social Studies) (\$16000)
3. ELA Vertical Team Meeting (Writing, Reading Intervention Protocol, Language)
4. Two peer observations per year for each teacher (\$500)
5. Substitutes for conferences (\$4000)
6. Social Studies conferences fees (\$1000)
7. English conferences fees (\$2200)
8. Textbooks for professional development (\$1000)
9. Replace iPads for writing (80 iPads) (\$24720)

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

The following steps were implemented to achieve our goals.

1. Three 17-hour aides assisted special education and English language learners in Social Studies classes.
2. English and Social Studies teachers took two days for Grade Level Range Finding and Anchor Papers.
3. The nine ELA teachers met as a vertical team to coordinate writing, reading Intervention Protocol, and Language expectations.
4. The instructional coach completed classroom observations and provided feedback to all ELA and Social Studies teachers.
5. Substitutes were paid for Social Studies teachers to attend a conference.
6. Social Studies conferences fees were paid.
7. 8th grade English teachers attended a conference. Fees were paid by Landtrust.
8. No professional development books were purchased.
9. Ipads and Macbooks were purchased for English and Social Studies.

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	1. Three 17-hour aides for SS classes (\$21000) 2. Two days/quarter for range finding and common grading. (9 ELA, 9SS, 2 SPED) (\$100 x 20 teachers x 8 days). (\$16000) 3. Two peer observations per year for each teacher. (\$500) 4. Substitutes for Social Studies & English conferences (4,000)	\$41,500	\$27,517	1. Three 17-hour aides for SS classes (\$18000) 2. Two days/quarter for range finding and common grading. (\$5000) 3. Two peer observations per year for each teacher. (\$2517) 4. Substitutes for Social Studies & English conferences (\$2000)
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	1. Social Studies PD Conferences (\$1000) 2. English PD Conferences (\$2,200)	\$3,200	\$0	No expenses
Textbooks (641)	Textbooks for Professional Development	\$1,000	\$0	No textbooks for Professional Development were purchased
Equipment (Computer Hardware, Instruments, Furniture) (730)	1. Replace iPads for writing - (80 iPads) (\$24720)	\$24,720	\$70,640	Replace iPads for writing (\$20000) Purchase MacBook Airs (\$25640) PC Towers (\$25000)
	Total:	\$70,420	\$98,157	

## Funding Changes (and Unplanned Expenditures)

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

Goal #2: If the actual distribution is more than the estimated amount we will spend the additional funds on EV3 Robotic Kits. Each classroom set cost \$18000. We need three classroom sets. Any additional money will be spent to support technology for Goal 1 (math) and Goal 3 (writing).

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

We were able to purchase a second set of EV3 Robotic Kits for 6th grade science.

## Unplanned Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
RETIRED. DO NOT USE (500)		\$0	\$690	Conference fees were paid to the Utah Counsel of Teachers of Mathematics.
General Supplies (610)		\$0	\$1,217	Goal 2: Supplies for the new science curriculum
	Total:	\$0	\$1,907	

## 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
- School marquee

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

- School newsletter
- School website
- School marquee

## Policy Makers

The school community council has communicated with the following policy makers about the School L&D Trust Program. <https://secure.utah.gov/slt-admin/school/finalReport.html>  
Communication with Policy makers is encouraged and recommended. It is not required.

**State Representative:** Dist. 32 Suzanne Harrison

## Summary Posting Date

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A summary of this Final Report was provided to parents and posted on the school website on **2019-10-09**

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
15	0	0	2018-03-15

**No Comments at this time**

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