

# Book Cliff 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.

Available Funds	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2011 - 2012	\$499	\$746
Distribution for 2012 - 2013	\$8,975	\$10,204
<b>Total Available for Expenditure in 2012 - 2013</b>	<b>\$9,474</b>	<b>\$10,950</b>
Salaries and Employee Benefits (100 and 200)	\$0	\$0
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)	\$300	\$0
Textbooks (641)	\$5,000	\$6,840
Library Books (644)	\$0	\$953
Periodicals, AV Materials (650-660)	\$0	\$0
Software (670)	\$2,220	\$1,680
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0
<b>Total Expenditures</b>	<b>\$7,520</b>	<b>\$9,473</b>
<b>Remaining Funds (Carry-Over to 2013 - 2014)</b>	<b>\$1,954</b>	<b>\$1,477</b>

## ITEM A - Report on Goals

### Goal #1

The academic goal for Book Cliff Elementary is to have students score at the Sufficient - Level 3, or Substantial - Level 4, on the U-PASS core tests in Mathematics, Language Arts, and Science. While we will mainly focus on Mathematics and Language Arts - including both reading and writing - we will also be adding a focus on Science.

Specifically, our goal is to maintain a high level of performance where a high level of performance has been established. Where a high level of performance does not exist we want to see a increase in the number of students scoring at the Sufficient - Level 3, or Substantial - Level 4 marks at each grade level in Mathematics and Language Arts as compared to student performance the previous year.

Identified academic area(s).

Mathematics

Reading

Science

Writing

#### **This was the action plan.**

Step 1 -Purchase the needed workbooks and supplemental reading materials as well as math manipulatives and other supplemental math materials needed to support our school's reading and mathematics programs. Use those programs to guide the teaching of reading and mathematics. Purchase materials to aid in the teaching of writing in all grade levels, including materials on the 6 Trait model of writing. If other writing support materials are found during the year, those will also be purchased. Approximate cost - \$5000

Step 2 - Renew the computer site licenses that are used to provide remediation and practice in math, reading, science and writing. Approximate cost - \$2200

Step 3 - Plan and carry out Family Math and/or Literacy Nights to be held at the school one evening a quarter during 2012-13. Money would be used to purchase activity packs and materials for make and take math/literacy games that support the math and reading programs. Approximate cost - \$300

Step 4 - Purchase supplementary Science materials for classrooms to support increased Science knowledge.

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

As a school we purchased workbooks and supplemental reading and math materials that were distributed to each of the grades. Materials were used to support the teachers' instruction in each of the subject areas. Site licenses for computer software programs were renewed or purchased as a supplement to classroom instruction and were used by students both at school and at home for those internet based programs which were able to be accessed outside of school. (For example - IXL Math and Raz-Kids.) Family nights were provided to aid parents in gaining skills and resources to help their students in the areas of literacy and math.

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

Progress will be measured using formative and diagnostic assessments such as DIBELS, Scholastic Reading Inventory, classroom assessments, etc. as well as summative assessments such as the U-PASS end-of-level CRTs in

grades 3-6 where such assessments are given.

The beginning quantifiable measurement will be the 2012 Core Test results in Mathematics and Language Arts. The ending quantifiable measurement will be the 2013 Mathematics and Language Arts Core Test results. The percentage of student scoring at the Sufficient -Level 3, or Substantial - Level 4 marks will be compared for 2012 and 2013. Where a high level of performance does not exist, in the intermediate grades, we want to have 10% of those students scoring at a Level 1 - Minimal in 2012 score at a Level 2 Partial or higher in 2013. For students scoring at a level 2 Partial in 2012 our goal is have 10% of those students score at a Level 3 Sufficient or higher in 2013.

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

Percentage of students achieving proficiency:

2012 CRT Results - Language Arts	2013 CRT Results - Language Arts
3rd Grade - 60%	3rd Grade - 50%
4th Grade - 67%	4th Grade - 48%
5th Grade - 83%	5th Grade - 68%
6th Grade - 67%	6th Grade - 91%

2012 CRT Results - Mathematics	2013 CRT Results - Mathematics
3rd Grade - 64%	3rd Grade - 50%
4th Grade - 62%	4th Grade - 52%
5th Grade - 92%	5th Grade - 74%
6th Grade - 72%	6th Grade - 91%

We tried to focus last year on improving our students' proficiency in both Language Arts and Mathematics. Our CRT scores indicate that we will need to make sure that we increase that focus even more. We have implemented new Math and Writing programs for the 2013-2014 school year in several of our classes and hope that these steps in addition to others we take will help our students to become more proficient in the skills that are required of them. We also have the addition of a part-time ELL teacher for the 2013-2014 year and hope that the assistance and instruction she is providing to our students who are English Language Learners will help them in learning and improving their academic skills as well.

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

Amount	Category	Description
300	General Supplies (610)	General Supply money will be used to pay for materials needed for the make and take activities associated with the Family Math or Literacy Nights.
5000	Textbooks (641)	This money will be used to purchase workbooks and other supplementary materials needed to support instruction in our areas of focus. These materials may include but are not limited to: Guided Reading Books, Storyworks Magazine for upper elementary grades and 6 Traits of Writing "Trait Crates" for Kindergarten through 6th grades.
2220	Software (670)	This money will be used for site licenses and renewals for computer based remediation, review, and practice in our focus areas.

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

What did the school do and how was the money spent to improve student academic performance? (Be specific)

LAND Trust money for Book Cliff Elementary was spent in the following areas:

\$580.00 - Micrograms Educational Software - (Software (670) )

\$1279.05 - Learning A-Z program site licenses - (Software (670) )

\$850.00 - IXL Online Math - (Software (670) )

\$3652.45 - Scholastic Traits Writing - Levels K-6 - (Textbooks (641) )

\$250.00 - Timez Attack (Big Brainz) site license - (Software (670) )

\$3760.02 - Mountain State School Book Depository - Reading and Math workbooks - (Textbooks (641) )

These purchases were made to support the academic needs of our students based on our formative, on-going testing (including DIBELS, Scholastic Reading Inventory, etc.) and our end-of-level testing from the previous school year and were made in accordance to our 2012-2013 School LAND Trust plan.

**ITEM B - In the Financial Proposal and Report, there is a carry-over of \$1477 to the 2013-2014 school year. This is 14% of the distribution received in 2012-2013. Please describe the reason for a carry-over of more than 10% of the distribution.**

The cost of some of the materials we purchased ended up being less than we had anticipated and therefore our carry-over was greater. Instead of trying to hurriedly spend the money at the end of the year, it was decided that we would allow it to carry over to the current year to aid in purchasing needed resources.

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

In accordance to Goal 1 of our plan, if there are additional funds to be spent we will use them to purchase supplementary materials for mathematics, language arts, and science. This could include site licenses/purchases of language arts, math, or science related software, guided reading and other literacy support materials as well as math and science manipulatives and other math and science support materials. Additionally, we would like to use some funds for materials to help our ELL population including software, books, and other resources as necessary. (For example: A book of educational strategies to aid teachers in presenting material in a more understandable way.)

**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."**

With the additional funds we purchased instructional materials to support teaching writing, as well as mathematics resources. Additionally we purchased more educational software and site licenses for our students to use.

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

- School website

**ITEM E - 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**

**U.S. Senators**

**State Senators**

**U.S. Representatives**

**State Representatives**

**District School Board**

**State School Board**

**ITEM F - 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) 10/02/2013

Professional Development Plan  
(required for all schools) 10/02/2013

Reading Achievement Plan  
(required for all schools with K-3 grades) 10/02/2013

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 G - 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.**

11/15/2013