

Final Report 2019-2020 - Duchesne School

Final Report Approved

Final Report Approval Details

David Taylor

2021-04-05

Phillip Bertoch

2021-04-21

Submitted By

Submit Date

Admin Reviewer

Admin Review Date

LEA Reviewer

LEA Approval Date

Board Approval Date

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) |
|--|--|---|
| Remaining Funds (Carry-Over to 2020-2021) | | -\$783,000 |
| Carry-Over from 2018-2019 | \$0 | \$9,200 |
| Distribution for 2019-2020 | \$61,875 | \$61,875 |
| Total Available for Expenditure in 2019-2020 | \$61,875 | \$71,075 |
| Salaries and Benefits | \$22,200 | \$25,194 |
| Contracted Services | \$310 | |

| Description | Planned Expenditures (entered by the school) | Actual Expenditures (entered by the LEA) |
|---|---|---|
| Hardware, etc. | \$16,298 | |
| Software | \$17,710 | \$16,5 |
| General Supplies | \$5,575 | \$30,156 |
| USBE Administrative Adjustment - Scroll to the bottom to see Comments. | | |
| Total Expenditures | \$62,093 | \$71,880 |

Goal #1 close State Goal close

Students at Duchesne Elementary School (DES) will be proficient or above for the following on the Spring Summative RISE test: English language arts - 48%, Math - 43%, Science - 58%

Academic Area close

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

Measurements close

Measurements

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

The final measurement will be provided by the Spring Summative RISE assessment.

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

Action Steps close

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

1) Intervention aides will be hired to work with small groups of students needing help in the areas of language arts and math. These are students who are struggling to become proficient on their specific content standards. 2) Intervention aides will also work with students who have achieved proficiency allowing the teacher to work with students who are struggling to be proficient in language arts and math. 3) Software will be purchased that is specifically designed to help students who are struggling to be proficient in the areas of math and language arts. The same software will be used to extend those students who have mastered the content areas. The software will include, but may not be limited to, Dreambox and Reading Plus. 4) Hardware (Chromebooks) will be purchased so that students can access the software during the school day. 5) A technology specialist will be utilized to assist students in gaining access to said hardware and software. This individual will spend 75% of their time with students. 6) A science specialist will be utilized to work with students and teachers regarding all aspect of the scientific method, science experiments, and coordinate our science fair. This individual will spend the required 75% of their time with teachers and students. 7) Money will be provided to teachers in grades K - 3 to help provide materials for Tier I instruction in language arts, math, and science. The money can also be used to provide students access to standards based field trips.

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

Digital Citizenship/Safety Principles Component close

No

Expenditures

| Category | Estimated Cost |
|--|----------------|
| Total: \$6 | |
| 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) | \$ |
| Hardware > \$5,000 and furniture to house trust purchases; book cases, carts for devices | \$1 |
| Software < \$5,000 | \$1 |
| Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay) | |
| Salaries and Benefits (teachers, aides, specialists, productivity, substitutes) | \$2 |

Funding Changes

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

If the actual distribution is more than the estimate, we plan to use the extra funds in any of the following ways: Hire additional intervention aides to allow for improved students interventions and extensions, purchase additional hardware/software to assist teachers with instruction and interventions, increase the amount of money available for standards based field trips, or increase the amount of professional development provided to teachers

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

Funding was used as described.

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 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.

Council Plan Approvals

| Number Approved | Number Not Approved | Number Absent | Vote Date |
|-----------------|---------------------|---------------|------------|
| 6 | 0 | 2 | 2019-04-04 |