

Final Report 2018-2019 - Bloomington Hills EL

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	\$0	N/A	\$6
Distribution for 2018-2019	\$56,476	N/A	\$60,158
Total Available for Expenditure in 2018-2019	\$56,476	N/A	\$60,164
Salaries and Employee Benefits (100 and 200)	\$56,429	\$52,507	\$43,576
Employee Benefits (200)	\$0	\$0	\$8,931
Professional and Technical Services (300)	\$0	\$0	\$0
Repairs and Maintenance (400)	\$0	\$0	\$0
RETIRED. DO NOT USE (500)	\$0	\$0	\$0
Printing (550)	\$0	\$0	\$0
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	\$0	\$0	\$0
General Supplies (610)	\$0	\$0	\$0
Textbooks (641)	\$0	\$0	\$0
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)	\$0	\$0	\$0
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
Total Expenditures	\$56,429	\$52,507	\$52,507
Remaining Funds (Carry-Over to 2019-2020)	\$47	N/A	\$7,657

Goal #1 Goal

Our goal is to improve reading scores for students in grades K-3 by 10% by the end of the 2018-19 school year.

Academic Areas

- Reading

Measurements

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

K-3 students will be given the Dibels reading assessment 3 times during the year. Student scores will be compared from the beginning of the year to the end to determine growth.

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

DIBELS Grade Level Growth Comparison from BOY to EOY 2018-19

DIBELS	BOY	EOY	% Student Growth
Kindergarten	78%	80%	60%
First Grade	63%	65%	70%
Second Grade	67%	65%	61%
Third Grade	74%	78%	75%
School	70%	72%	67%

Action Plan Steps

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

Hire a Take-Home librarian to prepare books to be sent home to K-3 students 4 days a week.

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

We hired a Take-Home Librarian to prepare and send books home 4 days a week to all K-3 students.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	One Take-Home Librarian to prepare books for K-3 students.	\$5,342	\$4,922	As Described
	Total:	\$5,342	\$4,922	

Goal #2 Goal

Our goal is to increase the reading scores for students in 1st-3rd grade by 10% as measured by the Dibels reading assessment. We will reach this goal by the end of the 2018-19 school year.

Academic Areas

- Reading

Measurements

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

Students in 1st-3rd grade will be given the Dibels assessment 3 times during the year to measure progress toward meeting our reading goal. We will compare scores from the beginning of the year to scores at the end of the year.

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

DIBELS Grade Level Growth Comparison from BOY to EOY 2018-19

DIBELS	BOY	EOY	% Student Growth
Kindergarten	78%	80%	60%
First Grade	63%	65%	70%
Second Grade	67%	65%	61%
Third Grade	74%	78%	75%
School	70%	72%	67%

Action Plan Steps

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

Teachers will identify at-risk students using the Dibels and other reading assessments. The school will hire two part-time reading paraprofessionals to work with at-risk readers in 1st-3rd grades. At-risk students will receive instruction four times a week for 30 minutes using Fountas and Pinnell's Leveled Literacy Intervention program, as well as small group classroom instruction. Students will be progress monitored monthly using the Amplify program to identify progress and determine areas of weakness to modify instruction. Teachers will work with students during small group instruction on needed skills. Teachers will collaborate with paraprofessionals to monitor student growth and concerns.

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

In an effort to improve the reading skills of at-risk students, we hired two Reading para-professionals who provided instruction 4 days a week.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Two para professionals to provide LLI reading instruction.	\$13,977	\$13,977	As Described
	Total:	\$13,977	\$13,977	

Goal #3 Goal

Students in 1st-5th grade will be taught the Fine Arts core by participating in weekly art and music lessons. Kindergarten students will have bi-weekly music lessons. These classes will provide students with a greater appreciation for the arts and increase their musical and artistic skills. This goal will be completed at the end of the 2018-19 school year.

Academic Areas

- Fine Arts

Measurements

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

Student growth will be measured by participation in weekly rotations, musical performance, grade level programs, and art projects created by individual students as well as the whole class.

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

Students in grades 1-5 attended Art and Music weekly. Kindergarten students attended music lessons every other week. Each grade level performed a program for their parents spotlighting the things they had learned during music. Their art projects were hung in the hall for parents to view.

Action Plan Steps

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

In order to meet this goal, we will hire an Art and a Music Specialist. Each 1st-5th grade student will participate in Art and Music classes 30 minutes weekly. Kindergarten students will attend every other week. Students will learn basic art elements and create projects using a variety of mediums. Students will also learn to play a variety of instruments, receive vocal training, and perform programs for the school and parents. The culminating activity will be a school-wide fine arts night featuring student artwork and live performances by each grade-level and individual students by invitation.

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

The school hired both an Art and Music specialist to teach weekly lessons to all students. Students had experiences exploring and learning about a variety of mediums and instruments. In the Spring, we held grade level performances where students showcased for the parents what they had learned during the year.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	One Music Specialist and One Art Specialist to teach rotations.	\$24,904	\$24,418	As Described
	Total:	\$24,904	\$24,418	

Goal #4 Goal

Kindergarten students will make 10% gain in their reading scores based on Dibels and the Kindergarten assessment given during the 2018-19 school year.

Academic Areas

- Reading

Measurements

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

Students will be given the Kindergarten Assessment at the beginning and the end of the year. They will also be given the DIBELS assessment 3 times during the year. Student growth will be measured by comparing beginning and ending scores.

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

DIBELS Grade Level Growth Comparison from BOY to EOY 2018-19

DIBELS	BOY	EOY	% Student Growth
Kindergarten	78%	80%	60%
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School	70%	72%	67%

Action Plan Steps

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

The school will hire 2 para-professionals to help support teachers during small group instruction and Lexia (computer time) for kindergarten students.

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

The school hired two kindergarten para-professionals to help support students and classroom teachers during small groups.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use

Salaries and Employee Benefits (100 and 200)	Two kindergarten paras to support classroom teacher during reading centers.	\$12,206	\$9,190	As Described
	Total:	\$12,206	\$9,190	

Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of \$7,657 to the 2019-2020 school year. This is 13% of the distribution received in 2018-2019 of \$60,158. Please describe the reason for a carry-over of more than 10% of the distribution.

Our estimated expenditures for salaries came in approximately \$4000 lower than anticipated. This was partly due to one of our paras in kindergarten deciding to go back to school and not working as many hours as expected. Additionally, it took a while to hire a new para to replace her.

Funding Changes (and Unplanned Expenditures)

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

In connection with goal #3 of providing opportunities for our students to learn about and participate in the Fine Arts, we would like to provide our students with more hands-on experiences with science, technology, engineering, and math. To help us meet that goal, any additional funds will be used to provide students with STEM activities and to purchase more technology to support STEM in classrooms. We are interested in purchasing the Infini-D Lab which provides students with simulations to reinforce the science and math being taught in their classrooms and the science core.

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

Due to our low carry-over from the previous year, we were very cautious. We did not spend any additional funds as we didn't anticipate having extra.

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.
- 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.
- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School assembly
- School newsletter
- School website

Policy Makers

The school community council has communicated with the following policy makers about the School LAND Trust Program. Communication with Policy makers is encouraged and recommended. It is not required.

State Leaders: Governor: Gary R. Herbert.

U.S. Senators: Mitt Romney

U.S. Representatives: Chris Stewart

State Senators: Dist. 29 Don Ipson

State Representative: Dist. 74 V. Lowry Snow

State School Board: Michelle Boulter

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2019-10-15**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
8	0	4	2018-03-06

No Comments at this time

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