

# Final Report 2017-2018 - Edith Bowen Lab (Logan)

**Final Report Approved**

## Final Report Approval Details

**Submitted By:** Eric Gierloff

**Submit Date:** 2018-11-07

**Admin Reviewer:** Karen Rupp

**Admin Review Date:** Unknown

**District Reviewer:** Karen Rupp

**District Approval Date:** 2018-11-07

**Board Approval Date:** 2018-11-07

## Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2017 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2017-2018.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2016-2017	\$3,641	N/A	\$14,255
Distribution for 2017-2018	\$28,834	N/A	\$28,457
<b>Total Available for Expenditure in 2017-2018</b>	<b>\$32,475</b>	<b>N/A</b>	<b>\$42,712</b>
Salaries and Employee Benefits (100 and 200)	\$0	\$0	\$0
Employee Benefits (200)	\$0	\$0	\$0
Professional and Technical Services (300)	\$17,000	\$9,274	\$9,274
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)	\$8,000	\$3,272	\$3,272
Textbooks (641)	\$3,200	\$6,505	\$6,505
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	\$0	\$0
Library Books (644)	\$4,000	\$8,813	\$8,813
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
<b>Total Expenditures</b>	<b>\$32,200</b>	<b>\$27,864</b>	<b>\$27,864</b>
Remaining Funds (Carry-Over to 2018-2019)	\$275	N/A	\$14,848

## Goal #1 Goal

85% of students will meet growth goals for DIBELS assessments; 85% of students will be proficient on SAGE ELA

- Reading

## Measurements

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

DIBELS administered and reported 3x/year  
SAGE administered 1-2x/year  
Teacher-Developed Common Formative Assessments

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

At BOY testing our grade levels scored at the proficiencies listed below:

Kindergarten: 80% proficient  
1st Grade: 49% proficient  
2nd Grade: 68% proficient  
3rd Grade: 83% proficient  
4th Grade: 72% proficient  
5th Grade: 74% proficient  
6th Grade: 88% proficient

By end of year our proficiencies were:

Kindergarten: 44% proficient  
1st Grade: 71% proficient  
2nd Grade: 66% proficient  
3rd Grade: 77% proficient  
4th Grade: 78% proficient  
5th Grade: 81% proficient  
6th Grade: 92% proficient

However, our goal focuses on growth goals in addition to proficiency levels. Growth can only be determined from MOY to EOY. Our growth levels at EOY were:

Kindergarten: 24% typical or better growth  
1st Grade: 89% typical or better growth  
2nd Grade: 62% typical or better growth  
3rd Grade: 76% typical or better growth  
4th Grade: 76% typical or better growth  
5th Grade: 80% typical or better growth  
6th Grade: 81% typical or better growth

According to state reports 81% of students made typical or better growth.

SAGE Proficiencies at EOY:

3rd Grade: 58% proficient  
4th Grade: 47% proficient  
5th Grade: 78% proficient  
6th Grade: 60% proficient

We showed acceptable growth in most grade levels; however, we have also identified many areas of need. These areas have been addressed in our Literacy Plan for the 2018-19 school year. Our literacy plan includes goals for each grade level with specific strategies for improving student achievement. Additionally, we will be implementing an intensive professional development plan which includes coaching, assessment training, book study, and monthly professional development.

## Action Plan Steps

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Each of the steps listed below will be implemented and followed by all classroom teachers. Through time allocated for curriculum development teachers are working on the activity plan. In addition, specific professional development opportunities are being planned to help in the accomplishment of this goal.

1. Follow a guaranteed and viable scope & sequence map aligned with Utah Core Standards
2. Emphasis on unpacking and sequencing reading standards.
3. Develop and teach standards-based units and assessments.
4. Teach Common Core vocabulary.
5. Pursue innovative opportunities to integrate curriculum.
6. Grade level and vertical collaboration through PLC's.
7. Professional Development that is scaffolded, relevant, and researched-based.
8. Differentiation and intervention through a comprehensive RtI program. Specific books are purchased for the use in RtI to provide appropriately leveled materials for students.

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

Teachers worked on implementing their scope and sequence maps which outline their curriculum for the year. Some time was spent refining and adjusting these maps; however, teachers requested additional time and focus on adding detail to their maps and unpacking the standards. We began to provide more support toward the end of the year which helped us to understand the need and outline a plan for the 2018-19 year which would provide teachers more time and support. In addition to increased time in curriculum mapping and development, teachers are participating in a more intentional professional development program with goals to strengthen teachers' content knowledge and instructional practices. Each of the steps listed above was followed, but not to the level or quality we feel is necessary to demonstrate success. Funds were used for professional development so faculty and staff could attend conferences, as well as tuition assistance for advanced degrees. Also, funds were utilized to purchase books to further enhance the leveled library.

**Expenditures**

Category	Description	Estimated Cost	Actual Cost	Actual Use
Professional and Technical Services (300)	Professional Development will be provided for teachers to support the most effective practices in literacy within their classrooms. Teachers will be working with experts at Utah State University and throughout the field to receive specific training meeting their needs in literacy.	\$3,400	\$3,710	As Described
Library Books (644)	Books will be purchased for our Leveled Library to support areas of need for students. These books are used for Tier 1 & 2 instruction and are available for all aides and teachers to check out.	\$4,000	\$8,813	As Described
	Total:	\$7,400	\$12,523	

**Goal #2  
Goal**

85% of students will be proficient on end-of-year math SAGE assessments; 85% of students will be proficient on K-2 grade level math skills assessments

**Academic Areas**

- Mathematics

**Measurements**

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

Grade level skills assessment

Teacher-developed common formative assessments.

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

At BOY testing our grade levels scored at the SAGE proficiencies listed below for Math:

3rd Grade: 15% proficient  
4th Grade: 22% proficient  
5th Grade: 18% proficient  
6th Grade: 13% proficient

1st Grade Skills Assessment: 11% Proficient BOY  
KEEP Numeracy Assessment: 8% Proficient BOY

Our EOY proficiencies on SAGE Math were:

3rd Grade: 58% proficient  
4th Grade: 63% proficient  
5th Grade: 82% proficient  
6th Grade: 48% proficient

1st Grade Skills Assessment: 69% Proficient  
KEEP Numeracy Assessment: 98% Proficient

Students showed acceptable growth in some grade levels; however, we have identified some areas that need additional focus and support. Most significantly we determined that teachers who were teaching a grade level for the time were not as familiar with the core as necessary. Time must be spent to more intentionally map and unpack math standards, as well as discuss instructional practices. Funds were used for professional development for faculty and staff could attend conferences, as well as tuition assistance for advanced degrees.

**Action Plan Steps**

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

Each of the steps listed below will be implemented and followed by all classroom teachers. Through time allocated for curriculum development teachers are working on the activity plan. In addition, specific professional development opportunities are being planned to help in the accomplishment of this goal.

1. Follow a guaranteed and viable scope & sequence map aligned with Utah Core Standards
2. Review unpacked standards for math
3. Develop and teach standards-based units and assessments.
4. Teach Utah Core vocabulary.
5. Pursue innovative opportunities to integrate curriculum.
6. Grade level and vertical collaboration through PLC's.
7. Professional Development that is scaffolded, relevant, and researched-based.
8. Materials will be purchased to support all learners needs at their instructional level. These materials will be used in both classroom instruction and during Rtl.

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

Teachers worked on implementing their scope and sequence maps which outline the curriculum for the year. Some time was spent refining and adjusting these maps; however, teachers requested additional time and focus on adding detail to their maps and unpacking the standards. Through the use of benchmark assessments, we will be able to better track students progress and measure the effectiveness of instruction. Additionally, more time will be spent on understanding the expectations of each standard and aligning that with most-effective research-based practices. Each of the steps listed above was followed, but not to the level or quality we feel is necessary to demonstrate success. Funds were used for professional

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Professional and Technical Services (300)	Professional Development will be provided for teachers to support the most-effective practices in mathematics within their classrooms. Teachers will be working with experts at Utah State University and throughout the field to receive specific training meeting their needs in numeracy.	\$3,400	\$1,854	As Described
Total:		\$3,400	\$1,854	

## Goal #3 Goal

85% of students are proficient in writing using grade level rubrics based on SAGE writing rubrics; 85% of students will be proficient on end-of-year SAGE assessments

## Academic Areas

- Writing

## Measurements

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

SAGE Writing Assessment 1-2x/year  
Grade level rubrics

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

At BOY testing our grade levels scored at the SAGE proficiencies listed below for Writing:

3rd Grade: 0% proficient  
4th Grade: 0% proficient  
5th Grade: 4% proficient  
6th Grade: 10% proficient

Our EOY proficiencies on SAGE Writing were:

3rd Grade: 63% proficient  
4th Grade: 66% proficient  
5th Grade: 59% proficient  
6th Grade: 63% proficient

Students showed good growth in all grade levels; however, we have identified some areas that need additional focus and support. Furthermore, we are concerned about students beginning with such low proficiency and hope to increase the retention of writing skills. Time must be spent to more intentionally map and unpack math standards, as well as discuss instructional practices across grade levels. We are implementing more consistent expectations and methods for planning and organizing writing in hopes of transferring and retaining knowledge.

## Action Plan Steps

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

Teachers will continue work on unpacking writing standards and developing the most effective strategies for improving

strategies will be put into place, and used as a topic of collaboration and vertical articulation. The steps outlined below will be followed to complete our goals for writing.

1. Follow a guaranteed and viable scope & sequence map aligned with Utah Core Standards
2. Finish unpacking standards for writing
3. Creation of grade level goals, and school-wide scope and sequence for writing
4. Development of grade-level rubrics, and strategies for implementation.
5. Professional development for effective writing strategies.
6. Differentiation and intervention; methods for supporting student success.
7. Handwriting without Tears program will be purchased for students in grades 1-3 to prepare them for success in writing. Students will learn proper technique in writing as they are taught other foundational writing skills.
8. Keyboarding without Tears, a subset of Handwriting without Tears, will be utilized to build the keyboard skills of students beginning in grade 2. This software allows students to practice and improve which will be a benefit for SAGE assessments which include typing.

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

Teachers worked on implementing their scope and sequence maps which outline the curriculum for the year. Some time was spent refining and adjusting these maps; however, teachers requested additional time and focus on adding detail to their maps and unpacking the standards. Furthermore, we realized the need for vertical teaming in writing so we could more thoroughly understand students progression from kindergarten through 6th grade. This was accomplished through several vertical team meetings with a writing focus, we hope to increase the number of these meetings in the future. Although only 5th graders will be required to take RISE writing assessments in the future we feel it is important to focus on writing progress at each level. Each of the steps listed above was followed, but we need more time and support to ensure each area gets the proper attention. Funds were used for professional development so faculty and staff could attend conferences, as well as tuition assistance for advanced degrees. Also, funds were utilized to purchase textbooks w/software to aid in teaching handwriting.

**Expenditures**

Category	Description	Estimated Cost	Actual Cost	Actual Use
Professional and Technical Services (300)	Professional Development will be provided for teachers to improve their student's success in writing. Teachers will receive training in writing, rubric development, and continued work on curriculum development and vertical articulation across the grade levels.	\$3,400	\$1,855	As Described
Textbooks (641)	The Handwriting Without Tears program is used in grades K-3 to develop the transcriptional fluency necessary for writing development. Teachers use the program to teach both manual and cursive handwriting at a developmentally appropriate level while supporting students fine motor skills.	\$3,200	\$6,505	As Described
	Total:	\$6,600	\$8,360	

**Goal #4  
Goal**

85% of students will be proficient on SAGE science assessments; 85% of students will be proficient on science common formative assessments

**Academic Areas**

- Technology
- Science

**Measurements**

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

SAGE Assessment

Teacher developed common formative assessments

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

SAGE Science assessments were not administered at the beginning of the school year.

Our EOY proficiencies on SAGE Science were:

4th Grade: 67% proficient

5th Grade: 88% proficient

6th Grade: (Not yet released due to the pilot administration of the assessment)

Students in 4th grade showed a low of proficiency; however, they did exceed state averages. The teachers at this grade level were teaching this curriculum for the first time and didn't have a firm grasp on the standards.

Teachers in 5th grade demonstrated the power of effective instruction by producing high results on the SAGE Science assessment.

This was the first administration of the 6th grade SAGE assessment with new SeED standards. The data from testing will be released mid-October, it can then be used to inform instruction.

**Action Plan Steps**

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

The steps of the activity plan are outlined below and will be followed to assure students make adequate progress and achievement in science.

1. Follow a guaranteed and viable scope & sequence map aligned with Utah Core Standards
2. Unpack standards for science
3. Include community experts with class instruction and utilize USU resources
4. Provide authentic science practice. Supplies will be purchased for STEM initiatives and classroom maker-spaces to support inquiry-based science instruction.
5. Professional Development on inquiry-based science instruction
6. Differentiation and intervention, particularly on science vocabulary

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

Teachers worked to implement a guaranteed and viable science curriculum. Four of the six teachers who administered the SAGE science exam were teaching new curriculum and did not feel they had enough time to unpack their curriculum. They have since invested time and feel more confident about their understanding of the standards. Their approaches included many authentic learning opportunities but we have found ways to refine those experiences and make the curriculum ties more strategic. Teachers received professional development in place-based learning which often supports the science curriculum. This training greatly improved the effectiveness of field experiences. Each of the steps listed above was followed, but need to be revisited with consistent time and support. Funds were utilized to purchase materials to further enhance the leveled library.

**Expenditures**

Category	Description	Estimated Cost	Actual Cost	Actual Use
Professional and Technical Services (300)	Professional Development will be provided to teachers to support the continued development of science curriculum and implementation of most-effective practices.	\$3,400	\$0	As Described
General Supplies (610)	Supplies will be purchased to support advanced learners particularly in the area of science. The materials will be cataloged in the leveled library and available for teachers to check out when doing enrichment projects.	\$8,000	\$3,272	As Described
	Total:	\$11,400	\$3,272	

## Goal

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Emphasize and improve upon the practices as stated in the EBL Mission Statement.

## Academic Areas

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- Reading
- Mathematics
- Writing
- Technology
- Science
- Fine Arts
- Social Studies
- Health
- Foreign Language

## Measurements

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

Teacher, parent, and student surveys and feedback

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

Each spring teachers, students, and parents are given the opportunity to share their thoughts regarding our goal of aligning with our EBL Mission Statement. Data is collected through interviews, surveys, and focus groups. According to the results each of these stakeholder groups feels as though we are effectively aligning with our mission. Parents recognized the high quality of instruction and focus on the most effective practices in teaching their students. They also valued the emphasis placed on the curriculum and implementing it through authentic learning experiences. Teachers also appreciated the opportunity and support in taking students in the field for curriculum aligned learning. They appreciated opportunities to use data to inform instruction and make changes according to the needs of their students. Lastly, students reported high levels of love and safety in our school. they felt valued in coming to school each day and believe that they are learning a great deal.

## Action Plan Steps

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

Edith Bowen has been working through a process of evaluation and improvement over the last several years. This process, the Journey Plan, has helped to focus on our mission as a laboratory school and the steps towards success. Throughout this process we have identified specific steps to be completed which will help us in making progress, these are outlined in our activity plan below.

1. Continue the use of the Individual Development Plan, with observations and coaching to support growth
2. Implement and complete the Improving Instruction process
3. Utilizing most-effective evidence-based practices within the classroom.
4. Improve our role as mentor teachers through training and support from TEAL
5. In order to support the initiatives in of our mission and vision we are implementing a school-wide STEM curriculum. This curriculum creates vertical maps of skills and knowledge that support STEM initiatives to prepare for college and career readiness. Tools, materials, and training will be provided to teachers and students in the implementation of this curriculum.

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

Teachers utilized the Individual Development Plan to improve their instruction by focusing on areas of need and writing

ensure they were teaching effectively. They used many evidence-based strategies to instruct students across the content areas and allowed data to determine if their instruction was effective. Teachers worked side-by-side with professors from the College of Education to implement and participate in research. This partnership continues to grow each year as we make new connections and embed more experts in our classrooms. The delivery of a guaranteed and viable curriculum has been essential to each element of this process. Teachers who have owned the curriculum have been able to demonstrate effective instruction and show progress in their students. Our mission of being a highly effective elementary school was achieved through an intentional delivery of the curriculum. We have demonstrated our ability to mentor preservice teachers and disseminate research through our relationship with the College of Education. We have been able to implement steps to achieve this goal, but will continue to strive to improve. Funds were used towards supplies and teacher support related to being a Leader in Me school.

### Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Professional and Technical Services (300)	Part of implementation of our mission statement is to use most-effective practices. It is our belief that through developing the leadership abilities of students we are strengthening their capabilities within the classroom. We will continue our work as a Leader In Me school as it lends support to the other goals of our School Improvement Plan.	\$3,400	\$1,855	As Described
Total:		\$3,400	\$1,855	

### Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of \$14,848 to the 2018-2019 school year. This is 52% of the distribution received in 2017-2018 of \$28,457. Please describe the reason for a carry-over of more than 10% of the distribution.

As part of the expectations outlined in our charter for teachers to continue towards advanced degrees, 6 EBLs employees registered for advanced education courses to obtain Masters or Doctorate degrees, which was known before June 30th. Approximately \$9,000 of carryover funds were designated for college tuition. A number of additional employees were registered for various conferences and other training courses that did not occur until after June 30th. These related expenses totaled approximately \$3,500 and took place July 1st-September 30th. Due to timing, the expenses did not occur until the next fiscal year.

### Increased Distribution (and Unplanned Expenditures)

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

EBLS will be adding 6th grade beginning in the 2017-2018 school year. Two new teachers will be added to the staff, plus three replacement teachers will be hired prior to the next school year. The increased distribution will be utilized for professional development of these five new staff members during the school year.

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

Any additional funding will be used to support goal #1. Specifically the Professional Development expenditure.

### 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

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- School newsletter
- School website

### Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date	Board Approval Date
11	0	1	2017-04-10	2017-04-10

### Plan Attachments

Upload Date	Title	Description
2017-04-14	<a href="#">School Improvement Plan</a>	Goals, strategies and action steps for the 2017-2018 School Improvement Plan for Edith Bowen Laboratory School.

**Please Note**  
 Comments will only be visible for users that have logged in.

### Comments

Date	Name	Comment
2018-10-31	Karen Rupp	Please add to the Action Plan the expenses incurred i.e., paid for professional development, purchase text books, etc. The Action Plan must match the expenditures. This is an audit requirement.
2018-10-31	Karen Rupp	Please refer to the comment above and make the appropriate corrections.
2018-11-07	Karen Rupp	Please add actual expenditures in the Action Plan. This is an audit requirement.

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