


Nebo View School Final Report 2021-2022

2021 - 2022 

Final Report Approved

Final Report Approval Details

Submitted By:

Blair Albrecht

Submit Date:

2023-02-06

Admin Reviewer:

Admin Review Date:

LEA Reviewer:

Erika Johnson

LEA Approval Date:

2023-02-07

Board Approval Date:

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2021), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

| Description | Planned Expenditures (entered by the school) | Amended Expenditures (entered by the school) | Actual Expenditures (entered by the LEA) |
|--|---|---|---|
| Carry-Over from 2020-2021 | \$0.00 | \$0.00 | \$16,514.85 |
| Distribution for 2021-2022 | \$59,070.00 | \$0.00 | \$59,070.00 |
| Total Available for Expenditure in 2021-2022 | \$59,070.00 | \$0.00 | \$75,584.85 |
| Salaries and Benefits | \$39,550.00 | \$0.00 | \$30,658.67 |
| Remaining Funds (Carry-Over to 2022-2023) | -\$6,175.00 | | \$22,365.35 |

| Description | Planned Expenditures (entered by the school) | Amended Expenditures (entered by the school) | Actual Expenditures (entered by the LEA) |
|---|---|---|---|
| Contracted Services | \$0.00 | \$0.00 | \$0.00 |
| Professional Development | \$1,500.00 | \$0.00 | \$0.00 |
| Student Transportation Field Trips | \$0.00 | \$0.00 | \$0.00 |
| Books Curriculum Subscriptions | \$6,050.00 | \$0.00 | \$0.00 |
| Technology Related Supplies | \$7,000.00 | \$0.00 | \$0.00 |
| Hardware, etc. | \$0.00 | \$0.00 | \$0.00 |
| Software | \$0.00 | \$0.00 | \$0.00 |
| Technology Device Rental | \$0.00 | \$0.00 | \$0.00 |
| Video Communication Services | \$0.00 | \$0.00 | \$0.00 |
| Repair Maintenance | \$0.00 | \$0.00 | \$0.00 |
| General Supplies | \$11,145.00 | \$0.00 | \$22,560.83 |
| Services Goods Fees | \$0.00 | \$0.00 | \$0.00 |
| Other Needs Explanation | \$0.00 | \$0.00 | \$0.00 |
| Non Allowable Expenditures | \$0.00 | \$0.00 | \$0.00 |
| USBE Administrative Adjustment - Scroll to the bottom to see Comments. | | | \$0.00 |
| Total Expenditures | \$65,245.00 | \$0.00 | \$53,219.50 |
| Remaining Funds (Carry-Over to 2022-2023) | -\$6,175.00 | | \$22,365.35 |

Goal #1

close

State Goal

close

We will increase DIBELS proficiency for 1st-3rd grades by 10% on the EOY 21-22 compared to the BOY 21-22 proficiency percentages. Kindergarten will have 90% proficiency on EOY DIBELS 21-22. We will increase the 3rd-5th grade proficiency average in language arts

by 3% on the RISE assessment compared to the school average of the past 3 years of data that data was collected.

Academic Area

close

- English/Language Arts

Measurements

close

Measurements

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

We used the past 4 years of DIBELS, SAGE/RISE, and GVC assessment data to identify areas of need in language arts.

1. DIBELS proficiency for K-3rd grades will be measured using the state DIBELS assessment data.
2. Language arts proficiency will be measured using the RISE assessment data.

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

Our 21-22 BOY proficiency data for 1st-3rd grade was 58%. Our 21-22 EOY proficiency data for 1st-3rd was 59%. Usually coming back from summer break our proficiency is lower and then steadily progresses throughout the year. We only saw a 1% increase when looking at the data. Our goal was to make a 10% increase. We did not meet our goal.

Kindergarten went from BOY 60% to EOY 78% but didn't reach our goal of 90% proficient.

Our 3 year average for language arts proficiency in 3rd-5th grade on the Rise assessment is 44%. Our language arts proficiency for 3rd-5th grade on the 21-22 Rise assessment was 39%. We didn't achieve our goal of increasing our proficiency by 3%.

Action Steps

close

These are the Action Steps identified in the plan to reach the goal:

1. We will provide paraprofessionals to support instruction during intervention and tier 1 instructional time focusing on providing more time and additional instruction as needed to master the content.
2. We will provide planning days for teachers to collaborate and work on a scope and sequence of instruction, create common assessments and rubrics, and analyze data.
3. We will provide professional development through sending teachers to other schools for observations and Q/A sessions and provide substitutes for these teachers. We will also purchase professional development literature as needed or conference registrations that align with our goals.
4. We will provide instructional supplies for paraprofessionals and teachers as needed.

5. We will provide student portfolio supplies for students to track their progress on the portrait of a graduate knowledge, skills, and dispositions.

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- Yes
- No

Digital Citizenship/Safety Principles Component

close

Yes

| Category | Description |
|------------|---|
| Behavioral | We will provide a character education and student leadership program for all students. We will provide character education instruction weekly for all students. We will have a student leadership team throughout the year and will provide leadership opportunities to every student. We will implement a school wide behavior plan with consequences and rewards that will be used for all conduct of students on or off campus for school or school related activities. We will provide an assembly or assemblies for character education and school behavior plan as well as training for student leadership roles. We will provide an adult that oversees the discipline plan and leadership program in the school. Funding will be used to purchase character education curriculum materials, school behavior plan rewards, materials, and a stipend for an adult to oversee the whole character ed program. This behavioral component will directly relate to better tier 1 and tier 2 instruction which will increase student achievement in language arts. |

Please describe how the digital citizenship/safety component was implemented.

We used our PBIS system to identify positive school behavior and character education instruction. We used funding to purchase rewards for students that exhibited good behavior and were selected from a drawing. We also purchased supplies for our school counselor to support her with her lessons in each classroom.

Goal #2

close

State Goal

close

3rd-5th grade average math proficiency will increase by 3% compared to the average of the past 3 years that data was collected on the RISE assessment. 4th & 5th grade students will receive science instruction from the new SEED standards at least 3 times per week. 1st-3rd grade students will receive science instruction from the new SEED standards at least 2 times a week and will show 80% mastery on their math power standards.

Academic Area

close

- Educational Technology/Library/Media
- Mathematics
- Science

Measurements

[close](#)

Measurements

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

1. Increase of math proficiency will be measured using the RISE assessment results.
2. We will measure science instruction by how many lessons that are taught to students throughout the year. We will also use our Power Standards (GVC) grade level rubrics and portfolio evidence to identify student achievement.

Through our needs assessment data shared as an attachment we felt like continued focus on math and science was a necessary need of our students. We also felt that as we increase our focus on 21st century knowledge, that the content areas of science and math were critical to a students future success in an occupation.

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

Our 3rd-5th grade math proficiency average over the past 3 years is 51%. Our 3rd-5th grade math proficiency on the Rise assessment for 21-22 was 43%. We did not meet our goal of a 3% increase on the 3 year average.

Our students received instruction in the new SEED standards as stated in our goal. 3 times per week for 4th and 5th grade, and 2 times per week for 1st-3rd grade.

68% of our students 1st-3rd showed mastery on our power standards. We didn't achieve our goal of 80% mastery.

Action Steps

[close](#)

These are the Action Steps identified in the plan to reach the goal:

1. We will provide paraprofessionals for small group and whole group instruction to allow for more time and additional instruction to master content.
2. We will provide training for teachers and paraprofessionals on instructional strategies.
3. We will provide materials for teachers and paraprofessionals to provide tier 2/intervention instruction.
4. We will provide a science fair for all students to participate in.
5. We will purchase the software Mystery Science to support science instruction in the classroom. The quote is: \$1,249 we can lock in this price for 3 years if we want to pay for it up front.
6. We will purchase a school site license for science from Generation Genius (\$1,000)
7. We will purchase the software InfiniD that helps students apply science and math content knowledge. (\$450 per class, \$450x9=\$4050).

8. We will provide student portfolio supplies to track progress in the portrait of a graduate knowledge, skills, and dispositions.

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- Yes
- No

Digital Citizenship/Safety Principles Component

close

No

Goal #3

close

State Goal

close

We will have 40% of students in 3rd-5th grade participate in at least one of our before or after school clubs and programs. We will have 50% of all students K-5 participate in at least 1 engineering/science activity or challenge throughout the year. All students will receive at least a half hour of instruction weekly in the ARTS category of S.T.E.A.M. Students will receive an additional half hour of instruction in at least one of the S.T.E.A.M. categories weekly as well.

Academic Area

close

- College and Career Readiness
- Educational Technology/Library/Media
- Fine Arts
- Mathematics
- Science

Measurements

close

Measurements

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

Our goal of 40% of students in 3rd-5th grade participate in after school clubs and programs will be tracked by attendance. Our goal of 50% of all students K-5 participating in at least 1 engineering/science activity or challenge throughout the year will be documented by sign ups and registration forms. Our goal of all students receiving a half hour of instruction weekly in the ARTS category of S.T.E.A.M. will be measured by the count of lessons taught. Our goal of students will receive an additional half hour of instruction in at least one of the S.T.E.A.M. categories

weekly will be measured by number of lessons taught.

We know that STEAM content areas are now more than every a part of the workforce knowledge and skills that a student must have. We felt like an increase of opportunities for students to explore their interests and identify strengths within these areas would benefit them as they move into junior high and high school and start choosing classes of specific content interest. These opportunities also helped students develop the 21st century skills, knowledge and dispositions that are the main focus of our Portrait of a Graduate.

Please choose one of the following two options to complete the Measurements section:

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

We had 24 students participate in our Lego Robotics Club. We had 54 students participate in our coding club. We had 265 students participate in the cardboard carnival. We had 62 participants in the science fair. We had 68 students participate in show choir. we met our goal for students participating in after school clubs and programs. We didn't have enough kindergarten students participate in our engineering/science activity to meet that goal but we did hit that goal with students 1st-5th.

We had art, music, and STEM instruction as designated in our goal throughout the year.

Action Steps

close

These are the Action Steps identified in the plan to reach the goal:

1. We will provide instructors for music or other S.T.E.A.M. instruction weekly to each student.
2. We will provide instructors for after school programs for students to participate in S.T.E.A.M. clubs or groups.
3. We will provide a maker space with materials for innovation, exploration, and discovery in various S.T.E.A.M. content areas.
4. We will provide learning extensions: This category could include Lego Robotics, a S.T.E.A.M. night at the school, field trips, science fair, history fair, cardboard carnival, show choir, invention convention, or coding.

Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?

- Yes
- No

Digital Citizenship/Safety Principles Component

close

Yes

| Category | Description |
|------------|---|
| Behavioral | Teachers and STEAM instructors will implement 21st century skill instruction by providing tasks and projects that will allow students to create artifacts that show mastery in the skills outlined in our Portrait of a 5th Grader. These opportunities will also help students to develop social skills and the ability to work through challenges individually and as a member of a team. |

Please describe how the digital citizenship/safety component was implemented.

Students participated in team programs with Lego Robotics and Cardboard Carnival that utilized critical thinking, creativity, collaboration, and communication. We used funding to support these teams and projects.

Summary of Estimated Expenditures

| Category | Estimated Cost (entered by the school) |
|--|---|
| Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands | \$7,000.00 |
| Books, Ebooks, online curriculum/subscriptions | \$6,050.00 |
| 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) | \$11,145.00 |
| Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem) | \$1,500.00 |
| Salaries and Benefits (teachers, aides, specialists, productivity, substitutes) | \$39,550.00 |
| Total: | \$65,245.00 |

Actual Carry-over

In the Financial Proposal and Report, there is a carry - over of \$22365.35 to the 2022 - 2023 school year. This is 37 % of the distribution received in 2021 - 2022 of \$59070.00. Please describe the reason for a carry-over of more than 10 % of the distribution

We over budgeted for our instructional assistants and after school stipends. I was able to include our Lego Robotics coaches and coding instructional aides through our regular budget and keep them within their designated weekly hours. We used the after school funding from the 4-H grant through Utah State University to pay our teachers and instructional aides for show choir. Our instructional assistants for interventions worked less hours than we budgeted for. Teachers provided tutoring before and after school but we were able to use Title 1 funding to pay our teachers so we didn't use the funding designated for tutoring. We used less money on substitutes because the teachers didn't utilize those planning days throughout the year like we had budgeted for. These were the main reasons that we had such a large carryover this year.

Funding Changes

There are times when the planned expenditures in the goals of a plan are provided by the LEA, a grant, or another unanticipated funding source, leaving additional funds to implement the goals. If additional funds are available, how will the council spend the funds to implement the goals in this plan?

If excess funding is available we will purchase devices such as chromebooks, iPads, laptops, iPods, etc. for students. We will also provide teacher paid summer days for teachers to collaborate and plan lessons or receive professional development as it relates to our goals. We will also purchase supplies and equipment for our STEAM content courses as needed. We would also use this funding to provide tutoring before or after school by teachers or paraprofessionals. We would also like to use funding for SEL curriculum or other supplies and resources if extra funds are available.

If any funds were expended as identified in Funding Changes, please describe how they were spent to implement the approved goals. If you did not implement the Funding Changes plan, please put "did not implement Funding Changes."

We approved additional summer work days for teachers and we held a faculty retreat to help onboard 8 new hires for the 22-23 school year and provide professional development related to school culture, team collaboration, and creating a professional learning community.

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

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

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 |
|-----------------|---------------------|---------------|------------|
| 7 | 0 | 1 | 2021-03-26 |

Comments

| Date | Name | Comment |
|------------|------------|--|
| 2021-04-20 | Karen Rupp | Per Kristin plan released for editing. |

[BACK](#)