

Final Report 2020-2021 - West Jordan School

Final Report Approved

Final Report Approval Details

Submitted By:

Jennifer Ludlow

Submit Date:

2022-02-28

Admin Reviewer:

Admin Review Date:

LEA Reviewer:

Nadine Page

LEA Approval Date:

2022-03-01

Board Approval Date:

Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2020 and from the LEA's data entry of the School LAND Trust expenditures in 2020-2021.

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)
Carry-Over from 2019-2020	\$0.00	\$0.00	\$6,028.98

Remaining Funds (Carry-Over to 2021-2022)			\$4,438.23
---	--	--	------------

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)
Distribution for 2020-2021	\$47,592.00	\$0.00	\$47,592.00
Total Available for Expenditure in 2020-2021	\$47,592.00	\$0.00	\$53,620.98
Salaries and Benefits	\$52,000.00	\$0.00	\$35,547.92
Technology Related Supplies	\$0.00	\$0.00	\$12,313.48
Software	\$0.00	\$0.00	\$1,321.35
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			\$0.00
Total Expenditures	\$52,000.00	\$0.00	\$49,182.75
Remaining Funds (Carry-Over to 2021-2022)			\$4,438.23

Goal #1

[close](#)

State Goal

[close](#)

Meet or exceed Jordan School District and Utah State goals on the Acadience Reading Test.

Academic Area

[close](#)

- English/Language Arts

Measurements

[close](#)

Measurements

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

Compare the beginning of the year (BOY) Acadience Reading results to the End of the year (EOY) Acadience Reading results for the SY 2020-21.

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

The state goal was that 60% of students in grades 1-3 will make typical or better progress as measured by the Acadience Reading Benchmark. We reached 51 % of students meeting that goal.

For Jordan District, goal 1 was that we would maintain the percentage of Kindergarteners reading at or above benchmark as measured by Acadience reading from the beginning of the year to the end of the year, and we actually increased 4%, going from 42% to 46%.

Goal 2 was to move 40% of first grade students who score well below benchmark at BOY as measured by Acadience, and we moved 28%.

Action Steps

close

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

Hire 7 part-time assistants for K-3 grades to provide support with reading assessments, instructions, and interventions under the direction of certified teachers and instructional coaches.

Assess student reading proficiency by administering the Acadience reading test at the Beginning of the year (BOY) and the End of the year (EOY).

Continue implementation of Heggerty Phonemic Awareness Curriculum (Tier 1) reading program.

Continue implementation of 95% Group (Tier 2 and 3) reading program for students who are identified to be not proficient in the area of reading as measured by Acadience testing. Use assistants to help reduce the size of groups to better meet student needs.

Provide professional development to teachers and assistants as needed to continue the implementation of district identified reading curriculum and intervention programs.

Collaborate with grade-level teachers, instructional coaches, and administrators in the Professional Learning Community meetings to discuss student growth and possible response to intervention strategies.

Review Acadience Reading Beginning of the year (BOY) and Middle of the year (MOY) data to identify students who are not making typical or better progress on the Acadience reading test.

Use other supplemental curriculum resources like Lexia, IXL, etc. to assist students to improve reading skills.

Use other formative and curriculum based assessments to identify at-risk students if required.

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

We followed the action steps as outlined above. In grades K-3, we used the PASI and PSI to assess students between Acadience testing sessions so we knew where students needed the most support. Assistants worked with students in small groups, as did teachers, and worked on identified skill deficits.

Digital Citizenship/Safety Principles Component

close

No

Goal #2

close

State Goal

close

Meet or exceed Jordan School District and Utah State goals on the Acadience Reading Test.

Academic Area

close

- English/Language Arts

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

Compare the beginning of the year (BOY) Acadience Reading results to the End of the year (EOY) Acadience Reading results for the SY 2020-21.

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

The state goal was that 60% of students in grades 1-3 will make typical or better progress as measured by the Acadience Reading Benchmark. We reached 51 % of students meeting that goal.

For Jordan District, goal 1 was that we would maintain the percentage of Kindergarteners reading at or above benchmark as measured by Acadience reading from the beginning of the year to the end of the year, and we actually increased 4%, going from 42% to 46%.

Goal 2 was to move 40% of first grade students who score well below benchmark at BOY as measured by Acadience, and we moved 28%.

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

Hire 7 part-time assistants for K-3 grades to provide support with reading assessments, instructions, and interventions under the direction of certified teachers and instructional coaches.

Assess student reading proficiency by administering the Acadience reading test at the Beginning of the year (BOY) and the End of the year (EOY).

Continue implementation of Heggerty Phonemic Awareness Curriculum (Tier 1) reading program.

Continue implementation of 95% Group (Tier 2 and 3) reading program for students who are identified to be not proficient in the area of reading as measured by Acadience testing. Use assistants to help reduce the size of groups to better meet student needs.

Provide professional development to teachers and assistants as needed to continue the implementation of district

identified reading curriculum and intervention programs.

Collaborate with grade-level teachers, instructional coaches, and administrators in the Professional Learning Community meetings to discuss student growth and possible response to intervention strategies.

Review Acadience Reading Beginning of the year (BOY) and Middle of the year (MOY) data to identify students who are not making typical or better progress on the Acadience reading test.

Use other supplemental curriculum resources like Lexia, IXL, etc. to assist students to improve reading skills.

Use other formative and curriculum based assessments to identify at-risk students if required.

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

We followed the action steps as outlined above. In grades K-3, we used the PASI and PSI to assess students between Acadience testing sessions so we knew where students needed the most support. Assistants worked with students in small groups, as did teachers, and worked on identified skill deficits.

Digital Citizenship/Safety Principles Component

close

No

Expenditures

Category	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$52,000.00
Total:	\$52,000.00

Funding Changes

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

Hire additional assistants, pay salaries for teacher collaboration days, subs for teacher planning days and professional development, reading based assemblies, curriculum based materials, fees for conferences and professional developments, technology for reading programs including chrome books, iPads, software programs, etc.

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

We purchased some chromebooks so that students could better access Lexia and be 1:1 when digital learning days were in effect.

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

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	2020-03-26

[BACK](#)