

Longview: FINAL REPORT TEMPLATE

This template can be used as a tool to fill out a final report at the end of the implementation year so that the information is ready for “copy & paste” into the Final Report form that is formally submitted on the SLT Website in the Spring of the following year.

Throughout this template are explanations and tips, which are in italic writing. Mandatory Questions on the Final Report are highlighted in purple.

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FINANCIAL SUMMARY

An electronic copy of the [financial proposal & report](#) section is also available.

Financial Proposal and Report

The Financial Proposal and Report section of the Final Report on the [School LAND Trust website](#) will autofill.

- The Planned Expenditures column autofill from the estimates in your original plan*
- The Amended Expenditures column will autofill from any Amendments submitted*
- The Actual Expenditures will autofill from the finalized UPEFs data on how you actually spent the funds.*

You can leave this portion of the template blank if you want to wait for the auto filled form on the SLT website, or you can use it as a tool for answering the other questions in the Final Report.

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)
Carry-over from DATE-DATE	6200		-406
Distribution for DATE	62247		62247
Total Available for Expenditure in DATE-DATE	\$ -	\$ -	\$ -
Salaries and Benefits	-55033		-51082.72
Contracted Services			
Professional Development			
Student Transportation Field Trips			
Books Curriculum Subscriptions			
Technology Related Supplies			
Hardware, etc.			
Software	-2000		-3090
Technology Device Rental			
Video Communication Services			
Repair Maintenance			
General Supplies	-4800		-953.11
Services Goods Fees			
Other Needs Explanation			
Non Allowable Expenditure			
USBE Administrative Adjustment -			

Scroll to the bottom to see Comments			
Total Expenditures	\$ -	\$ -	\$ -
Remaining Funds (Carry-Over)	6200\$-	\$ -	6715.17\$ -

GOALS

This template provides a place to fill in answers for 3 goals. If you have additional goals, you can add them by copying and pasting the sections and questions for as many goals as you need.

GOAL #1

- **Grades K-6.** 60% of students or more making typical or better growth as measure by Acadience Reading Pathways of Progress.
- **Grades 1-6.** 75% of students or more achieving proficient or better on Quarterly Benchmark Assessments that measure RI (Reading Information) and RL (Reading Literature) Standards in grade level essentials.

Academic Area: ELA (English Language Arts)

Measurements

As we continue to hone in on individual students and place more emphasis on growth per student, Longview’s goal is to have at least 60% of students making typical or better growth as measured by Acadience Reading Pathways of Progress, we want to continue to close that gap and increase the percentage of students (in ALL demographics) making typical or better growth on their Pathway of Progress goals:

- *Kindergartners will at least maintain their 2021-2022 61% MOY (Middle of Year) growth level and reach 61% typical or better growth by MOY of 1st grade during 2022-2023 school year. (There are many differences in the weighting of assessments from kindergarten to 1st grade, so maintaining the growth levels is attainable.) MOY 58.54% EOY 77.50%*

- 1st Graders will increase from the 2021-2022 50% MOY (Middle of Year) growth levels to 60% at typical or better growth by MOY of 2nd grade during 2022-2023 school year. MOY 40.43% EOY 69.05%
- 2nd Graders will increase from the 2021-2022 51.2% MOY (Middle of Year) growth levels to 60% at typical or better growth by MOY of 3rd grade during 2022-2023 school year. MOY 54.06% EOY 66.67%
- 3rd Graders will increase from the 2021-2022 52% MOY (Middle of Year) growth levels to 60% at typical or better growth by MOY of 4th grade during 2022-2023 school year. MOY 52.83% EOY 64.71%
- 4th Graders will increase from the 2021-2022 50% MOY (Middle of Year) growth levels to 60% at typical or better growth by MOY of 5th grade during 2022-2023 school year. MOY 46.43% EOY 54.55%
- 5th Graders will increase from the 2021-2022 55% MOY (Middle of Year) growth levels to 60% at typical or better growth by MOY of 6th grade during 2022-2023 school year. MOY 52% EOY 52.08%

In order to meet the above student proficiency levels (average of Term 1-3) on Murray City School District quarterly benchmark assessments that measure the RI and RL essential standards, grade levels will increase their current proficiency levels:

- 1st Graders will increase from the 2021-2022 51% proficiency to 61% proficiency as 2nd graders during the 2022-2023 school year. 69.8%
- 2nd Graders will increase from the 2021-2022 67.5% proficiency to 72% proficiency as 3rd graders during the 2022-2023 school year. 59.77%
- 3rd Graders will increase from the 2021-2022 65% proficiency to 70% proficiency as 4th graders during the 2022-2023 school year. 50.8%
- 4th Graders will increase from the 2021-2022 63.8% proficiency to 69% proficiency as 5th graders during the 2022-2023 school year. 54%
- 5th Grade will increase from the 2021-2022 64% proficiency to 69% proficiency as 6th graders during the 2022-2023 school year. 51.7%

Although we did not meet our Pathways of Progress goals by MOY in almost every grade level, we did reach or exceed them by EOY for all grade levels except 5th & 6th grade. Not reaching the goal by MOY is an error in the way in which the goal

was written as 60% proficiency is a state goal for all grade levels by EOY (NOT MOY as the goal was written). It is believed that we did not meet the goal in grades 5 and 6 by EOY due to a new textbook adoption which took a lot of teachers' time and focus to figure out how the curriculum was meeting standards and how best to support students in that learning and growth. The focus on that took away from the focus on some of the basic speed and comprehension practice that had been done in those grade levels previously.

As for performance on district written benchmarks, we believe the reason that this goal was not met on all levels (with the exception of the 2nd grade group) is due to a few factors. First, a new textbook adoption and the standards being assessed each term not being aligned with the new textbook pacing. Second, fact that our district benchmarks continue to change from year to year so it always feels like a moving target for teachers. Although they are trying to make sure they have taught the standard they are unable to ensure they have necessary taught how a standard may be assessed, because the benchmarks to remain the same from year to year, nor do teachers have them in advance to process through their own teaching and make sure they have taught to the DOK of the standard. AND, many of our benchmark questions have several choices to be selected and students either get them all correct, OR they get no points or partial credit. For example if the correct choices were A&B and students gets A correct, but selects a different answer for the second part they get 0% correct rather than 50%. This is drastically different from how all other standardized assessments grade or award points, and this also gives teachers incorrect data when looking at the scores and so they tend to hone in on questions/standards that look like a HUGE problem where there are actually other standards that students are misunderstanding at a more significant level. Which means that interventions are not always targeted on the right things.

That all said, in January we realized that many of our systems in place were not properly supporting and providing the right time and supports for students. So while the scores above and connected to the data do not show the growth we had hoped for, once we recognized the need for systems changes and we make those corrections, student data for the second half of the year increased as a higher rater than during the first half of the year.

Action Steps

Your action steps will automatically transfer in the electronic version of the Final Report on the SLT website. Reference your plan for what the action steps were when filling out this paper template. Answer the following question:

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

YES

NO, PLEASE EXPLAIN:

HELPFUL HINT: If you had only slight changes in estimated amounts and actual expenditures, it's ok to select "yes." Selecting "yes" assumes you followed the action steps exactly as written with some leeway for estimates vs actual expenditures. On the other hand, if you had any changes in action steps, what categories you spent funds on, what items you spent funds on, or you have something that needs further explanation, select "no," and provide more information. When in doubt, select "no" and include an explanation or additional information.

Digital Citizenship/Safety Principles Component

Your digital citizenship/safety principles component answer will automatically transfer in the electronic version of the Final Report on the SLT website. Reference your plan for what the digital citizenship/safety principles component answer were when filling out this paper template. Answer the following question:

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

The 2022-2023 school LAND Trust plan for Longview elementary does not include expenditures for goal related items with a component to implement digital citizenship or safety principles.

HELPFUL HINT: This question is intended to gauge how funding is spent on a digital citizenship/safety principles component of a goal. There is a limit to how much LAND Trust funding can go to this type of component, as outlined in R277-477-4 (5) (a)-(b). If you did not spend funds on these components, your answer in the Upcoming Plan should have been "no." Do not select "yes" if including a digital citizenship/safety

component” is not associated with spending LAND Trust funds. If you had selected yes, but did not spend LAND Trust funds to implement either of those components, explain that no LAND Trust funding was used on a digital citizenship/safety principles component in your explanation.

GOAL #2

- **Grades 1-6:** 75% of students or more in each grade level achieving proficient or better on Quarterly Benchmark Assessments that measure grade level essentials.

Academic Area: Mathematics

Measurements

In order to meet the above student proficiency levels (average of Term 1-3) on Murray City School District quarterly benchmark assessments that measure the mathematics essential standards, grade levels will increase their current proficiency levels:

- 1st Graders will maintain from the 2021-2022 75% proficiency to 75% proficiency or higher as 2nd graders during the 2022-2023 school year. (The ability to maintain this level of proficiency with the increase in rigor from 1st to 2nd grade is a lofty goal.) 72.05%
- 2nd Graders will increase from the 2021-2022 74% proficiency to 75% or higher proficiency as 3rd graders during the 2022-2023 school year. 68.23%
- 3rd Graders will increase from the 2021-2022 71% proficiency to 75% or higher proficiency as 4th graders during the 2022-2023 school year. 62.9%
- 4th Graders will increase from the 2021-2022 70% proficiency to 75% or higher proficiency as 5th graders during the 2022-2023 school year. 67.53%
- 5th Graders will increase from the 2021-2022 59% proficiency to 65% or higher proficiency as 6th graders during the 2022-2023 school year. 57.07%

We did not reach our goal on district benchmarks for ANY grade level. We believe this is due to a few key factors. One, an ELA adoption so teachers were more focused on that and math instruction may have suffered a bit, but also the way in which our district benchmarks are scored, are not truly representative of what students know and can do. Many of our benchmark questions have several choices to be selected and students either get them all correct, OR they get no points or partial credit. For example if the correct choices were A&B and students gets A correct, but selects a different answer for the second part they get 0% correct rather than 50%. This is drastically different from how all other standardized assessments grade or award points, and this also gives teachers incorrect data when looking at the scores and so they tend to hone in on questions/standards that look like a HUGE problem where there are actually other standards that students are misunderstanding at a more significant level. Which means that interventions are not always targeted on the right things.

Additionally, this was the first year that our teachers were utilizing the progress monitoring of Acadience Math in grades K-6. This data proved more beneficial for students and teachers and gave very actionable and timely feedback to both students and teachers. The growth we saw both in student proficiency and their progress toward their pathway of progress goals:

EOY							Change since BOY
Grade Level	Well Below Benchmark	Below Benchmark	Benchmark	Above Benchmark	Total Students	% At or Above Benchmark	
K	2	2	6	28	38	89.47%	34.21%
1	8	7	5	20	40	62.50%	6.69%
2	5	3	9	25	42	80.95%	20.95%
3	12	8	6	25	51	60.78%	22.78%
4	10	6	6	30	52	69.23%	40.38%
5	12	7	14	23	56	66.07%	9.93%
6	14	8	5	20	47	53.19%	20.54%
K-6	63	41	51	171	326	68.10%	21.99%
Grades 1-3	25	18	20	70	133	67.67%	16.94%

Grade Level	Students Making Typical on Pathways	Students Making Above on Pathways	Students Making Well Above on Pathways	Total Students with a Pathway	% of Students Achieving Typical or better on Pathways at EOY
K	7	8	19	37	91.89%
1	5	3	20	39	71.79%
2	5	15	17	42	88.10%
3	12	10	19	50	82.00%
4	12	11	26	51	96.08%
5	16	10	12	56	67.86%
6	8	6	18	46	69.57%
K-6	65	63	131	321	80.69%
Grades 1-3	22	28	56	131	80.92%

Action Steps

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

YES

NO, PLEASE EXPLAIN:

Digital Citizenship/Safety Principles Component

The 2022-2023 school LAND Trust plan for Longview elementary does not include expenditures for goal related items with a component to implement digital citizenship or safety principles.

OTHER QUESTIONS

Actual Carryover

*This question will automatically populate if you had a greater than 10% carry-over. You can calculate your carry-over for the year by: Remaining Funds ÷ Distribution * 100*

It is the intention of the Program to use School LAND Trust funding on the student beneficiaries in the year a distribution is made, and having multiple years of greater than 10% carry-over can result in corrective action. Responses to the reasoning for the carry-over are taken into consideration when corrective action is being implemented. Please be specific in the reason for a greater than 10% carry-over and use it to inform how you mitigate carry-over moving forward. If you don't have a greater than 10% carry-over, skip this question in this template.

In the Financial Proposal and Report, there is a carry - over of \$ 6715.17 to the 2023 - 2024 school year. This is 10.78 % of the distribution received in 2022-2023 of \$62,247. Please describe the reason for a carry-over of more than 10 % of the distribution. We had slightly higher than the 10% projected carryover due to not needing to spend as much on supplies as originally anticipated due to more materials being provided from a district level to support our intervention times, rather than needing to purchase them with LandTrust funds.

Funding Changes

Your funding changes will automatically transfer in the electronic version of the Final Report on the SLT website. Reference your plan for what the funding changes were when filling out this paper template. Answer the following question:

"did not implement Funding Changes"

Helpful Hint: The Funding Changes section can serve as a back-up plan if a planned action step falls through (e.g. can't hire planned staff or a supply order is back-ordered) or you end up with more funding than you thought. It is intended to be a back-up that connects to an existing goal, or has a new goal, measurement, action steps, etc. Specificity is key here. If you implemented Funding Changes and did not have that specificity in your original plan, please use this section to specify what the money was spent on, what goal and action steps it connected to, and what it took place of.

Publicity

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

- Other: Please explain.
- 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: Back-to-school information sent home along with parent information "pamphlet" available at back-to-school night.
- School assembly
- School marquee
- School newsletter
- School website
- Sticker and stamps that identify purchases made with School LAND Trust funds.

Plan Amendments

Your amendments will automatically transfer in the electronic version of the Final Report on the SLT website. Reference your plan or your amendment for what the amendments were when filling out this paper template. Answer the following question for each amendment.

HELPFUL HINT: If you had only slight changes in estimated amounts and actual expenditures, it's ok to select "yes." Selecting "yes" assumes you followed the amendment exactly as written. If you had any changes in action steps, what you spent money on, or you have something that needs further explanation, select "no," and provide more information. When in doubt, select "no" and include more information.

Amendment #1

Was the Amendment implemented and associated expenditures spent as described?

- YES
- NO, PLEASE EXPLAIN:

Amendment #2

Was the Amendment implemented and associated expenditures spent as described?

YES

NO, PLEASE EXPLAIN:

Attachments

Use this optional section to attach important documents. Common documents that can be attached are: graphs for measurements, council signature form, detailed expenditures for the program. For template purposes, you can make a list of documents you'd like to attach here, and then save a copy of them in the same folder as this template.

Helpful Hint: Is the SLT website rejecting your attachment? The system does not accept long file names. Make your file name short (e.g. "Graphs" or "Goal 1 Measurement" and try resubmitting.

Comments

Use this section to send a comment to your LEA Reviewer or the State Reviewer. This does not display on the Public version of your plan, so do not include information that needs to be available to the public.

NEXT STEPS

Now that you have a completed template, save it until it's time to enter your Final Report in the Spring so you can copy & paste the sections into the SLT Final Report form at <https://schoollandtrust.schools.utah.gov/home> . If you'll be moving schools or another Principal will be taking over, make sure you share it with them.

Please reach out to your LEA with any questions. You may also contact the School Children's Trust (SCT) section of the Utah State Board of Education (USBE):
schoollandtrust@schools.utah.gov