

Hawthorne School Final Report 2020-2021

2020 - 2021



Final Report Approved

Final Report Approval Details

Submitted By:

Kody Colvin

Submit Date:

2022-02-24

Admin Reviewer:

Admin Review Date:

LEA Reviewer:

Rebecca Pittam

LEA Approval Date:

2022-04-06

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	\$5,544.66	
Distribution for 2020-2021	\$53,046.00	\$0.00	\$53,046.00	
Total Available for Expenditure in 2020-2021	\$53,046.00	\$0.00	\$58,590.66	
Salaries and Benefits	\$24,624.00	\$0.00	\$31,593.44	
Contracted Services	\$0.00	\$0.00	\$1,000.00	
Professional Development	\$2,000.00	\$0.00	\$0.00	
General Supplies	\$26,422.00	\$0.00	\$10,732.08	
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			\$0.00	
Total Expenditures	\$53,046.00	\$0.00	\$43,325.52	
Remaining Funds (Carry-Over to 2021-2022)			\$15,265.14	

Goal #1

close

State Goal

close

Hawthorne students grades K-6th will achieve academic growth in math based on KEEP, end-of-level and RISE test data for 2020-2021. Students will receive Tier I and Tier II instruction during a daily math block from their teachers using core specific math consumables, online student visual math learning programs, and para-professionals to support instruction.

Academic Area

[close](#)

- Mathematics

Measurements

[close](#)

Measurements

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

Student growth in math during the year will be determined by formative measurements such as exit tickets, pre-tests, post-tests, and school district interims. Teachers will use this data to inform instruction and guide how para-professionals will be used during the math block to support student learning. This data will serve as a baseline and will be compared to KEEP, end-of-level and RISE test data for 2021 to measure academic growth.

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

During the 2020-2021 academic year, classroom teachers used Eureka math and the corresponding exit tickets to determine student understanding of core content. Based on the data from the Fall KEEP and district interims, Eureka assessments (summative and formative), teachers utilized paraprofessionals to support students who were struggling to master the core content and to provide the necessary targeted interventions. Additionally, at the end of the 2020-2021 academic year, 97% of Hawthorne's kindergarten scholars scored "proficient" on

Action Steps

close

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

To meet this goal of math achievement, Hawthorne will hire highly qualified paraprofessionals to provide interventions and academic support for teacher identified students at risk with learning gaps. A volunteer coordinator will also be hired to find and train college education majors to support student learning in math. In addition, math consumables and student licenses for a visual math program will be purchased for all grade-levels.

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

As I stated above, we utilized our Land Trust funds in the 2020-2021 academic year to provide paraprofessional in our classrooms to support struggling students. The Land Trust funds helped ensure we could have two paraprofessionals in kindergarten at 29.5 hours/weekly.

Digital Citizenship/Safety Principles Component

close

No

Goal #2

[close](#)

State Goal

[close](#)

Hawthorne students grades 4-6th will achieve academic growth in science based on end-of-level and RISE test data for 2020-2021.

Academic Area

[close](#)

-
- Science
-

Measurements

[close](#)

Measurements

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

Student growth in science during the year will be determined by formative measurements such as exit tickets, pre-tests, post-tests, and RISE benchmark tests. Teachers will use this data to inform instruction that support student learning. This data will serve as a baseline and will be compared to end-of-level and RISE test data for 2021 to measure academic growth.

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

The 4th grade students were able to score above the 2019 proficiency data (before pandemic). The 5th and 6th grade classes were able to reach 64 and 65% proficiency on their Science EOY RISE assessment. Although this was not above the pre-pandemic, they still exceeded state-level averages. This will continue to be an opportunity and focus at Hawthorne.

Action Steps

close

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

Hawthorne will purchase grade-level science consumable texts, science materials to support the new Utah SEEd standards and pay for science trainings attended by staff.

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

Each classroom teacher received science consumable texts that were used to provide high-quality, rigorous learning experiences for all students via science instructions.

Digital Citizenship/Safety Principles Component

close

No

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
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)	\$26,422.00
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	\$2,000.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$24,624.00
Total:	\$53,046.00

Actual Carry-over

In the Financial Proposal and Report, there is a carry - over of \$15265.14 to the 2021 - 2022 school year. This is 28 % of the distribution received in 2020 - 2021 of \$53046.00. Please describe the reason for a carry-over of more than 10 % of the distribution

Based on the school closure due to the pandemic, Hawthorne did not use all their Land Trust funds. In an effort to use funds responsibly, the carry-over was better spend for instructional paraprofessionals once we returned to in person instruction. We are able to benefit from this once we returned to help ensure students had enough support during the 2021-2022 AY.

Funding Changes

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

If the actual distribution is more than the estimate, the monies will be spent on para-professionals and math and science consumables.

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

There was no additional funds used above and beyond the stated allocations.

Publicity

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

- School newsletter
- School website
- Other: Please explain.

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
11	0	4	2020-03-02
11	0	5	2020-03-06
12	0	3	2020-08-24

Comments

Date	Name	Comment
2020-10-08	Karen Rupp	No concerns.
2022-02-24	Rebecca Pittam	Please complete the information in each box.

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