

# Final Report 2017-2018 - East Sandy EL

## 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	\$1,108	N/A	\$459
Distribution for 2017-2018	\$38,903	N/A	\$39,785
<b>Total Available for Expenditure in 2017-2018</b>	<b>\$40,011</b>	<b>N/A</b>	<b>\$40,244</b>
Salaries and Employee Benefits (100 and 200)	\$28,000	\$28,000	\$28,451
Employee Benefits (200)	\$0	\$0	\$2,404
Professional and Technical Services (300)	\$0	\$0	\$0
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)	\$2,500	\$2,500	\$801
Textbooks (641)	\$0	\$0	\$0
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$0	\$0	\$0
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$9,000	\$9,000	\$8,400
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
<b>Total Expenditures</b>	<b>\$39,500</b>	<b>\$39,500</b>	<b>\$40,056</b>
Remaining Funds (Carry-Over to 2018-2019)	\$511	N/A	\$188

# Goal #1

## Goal

To help address the needs of differentiation, East Sandy has identified literacy goals based on grade-level needs. Kindergarten: By May of 2018, East Sandy's Kindergartners will increase the numbers of students at benchmark on the DIBLES Next Nonsense Word Fluency (NWF) benchmark assessment to 90% and the DIBLES Next Phoneme Segmentation Fluency (PSF) benchmark assessment to 90%. First Grade: By May of 2018, East Sandy's First graders will increase the number of students at benchmark on the DIBLES Next Nonsense Word Fluency (NWF) benchmark assessment to 87%. Second Grade: By May of 2018, East Sandy's Second graders will increase the number of students meeting end of year benchmark on the DIBELS DORF based on our differentiated growth expectations outlined below: Of those students who meet the end of year benchmark in the fall, we will monitor and assess in the DORF-A and Retell assessments for deeper literacy growth. Of those students who meet the fall benchmark, 85% of those students will meet the expected 25-word increase for the end of the year. Of those students who test Well Below Benchmark in the fall, 25% of those will progress into the below benchmark or benchmark end of year levels. Third Grade: By May of 2018, East Sandy's Third graders will increase the number of students reaching benchmark by 5% as measured by the DIBELS DORF assessment and by 3% as measured by the DIBELS DORF-A using our fall benchmark as the beginning point and the spring benchmark as the end point. Fourth Grade: By May of 2018, East Sandy's Fourth graders will increase the percentage of students making benchmark on the Scholastic Reading Inventory (SRI) from fall to spring by 15%. Fifth Grade: By May of 2018, East Sandy's Fifth graders will show a 150-point growth by students well below benchmark on the Scholastic Reading Inventory (SRI). Students below benchmark will show a 110-point growth on the SRI using our fall benchmark as the beginning point and the spring benchmark as the end point. Students that are at or above the benchmark on the fall SRI will increase 2 points overall on their district writing score using the SAGE rubric between the fall benchmark as the beginning point and the spring benchmark as the end point.

## Academic Areas

- Reading

## Measurements

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

DIBELS DORF - Oral Reading Fluency  
DIBELS DORF-A Oral Reading Fluency Accuracy  
DIBELS NWF - Nonsense Word Fluency  
DIBELS PSF - Phoneme Segmentation Fluency  
DIBELS Retell  
SRI - Scholastic Reading Inventory  
SAGE Writing Rubric

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

For the 2017-2018 school year East Sandy Kindergarten students were at 78% in DIBELS Next Nonsense Word Fluency. We missed our goal by 12%

For the 2017-2018 school year East Sandy Kindergarten students were at 89% in DIBELS Phoneme Segmentation Fluency. We missed our goal by 1%

For the 2017-2018 school year East Sandy First Grade students were at 87% in DIBELS Next Nonsense Word Fluency. We met our goal.

For the 2017-2018 school year 64% of East Sandy Second grade students were at benchmark as measured by the DIBELS-DORF. This increased to 67% of students in the spring. We missed our goal by 22%.

For the 2017-2018 school year fifteen of East Sandy Second grade students were well below benchmark as measured by the DIBELS-DORF. In the spring 11 students were well below benchmark. We met this goal.

For the 2017-2018 school year 62% of East Sandy third grade students were at benchmark as measured by the DIBELS-DORF. This increased to 68% of students in the spring. We met our goal.

For the 2017-2018 school year 67% of East Sandy third grade students were at benchmark as measured by the DIBELS-DORF A. This increased to 70% of students in the spring. We met our goal.

For the 2017-2018 school year East Sandy fourth grade students grew 17% as measured by the RI from fall to spring.

For the 2017-2018 school year 67% of East Sandy fifth grade students who were well below benchmark made the goal of 150 point growth as measured by the Reading Inventory (RI). 50% of East Sandy fifth grade students who were below benchmark made the goal of 110 point growth as measured by the Reading Inventory (RI).

During the 2017-2018 school year 98% of students who were at or above benchmark increased 2 points overall on their district writing exam.

## Action Plan Steps

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

1. Maintain our two curriculum aides to provide Tier II interventions (estimated cost is \$26,000).
2. Curriculum aides will be supervised and trained by the Achievement Coach on strategies and techniques for successful implementation of district approved Rtl curriculum and other supplemental programs.
3. Teachers will use collaboration time to review student data, identify student needs and plan appropriate Rtl instruction. Teacher professional development may also be provided during collaboration time if needed. Substitute teachers will be provided to allow teachers this time (estimated cost - \$2,000.)
4. Curriculum aides will work in collaboration with classroom teachers on identified Tier II students based on needs and achievement levels.
5. Technology devices will be used in both the classroom and the Tier II skill-based instruction groups to teach and reinforce literacy skills. (estimated cost is \$9,000)
6. Students will be instructed on skills needed for achieving grade level scores within general classroom skill-based groups and Tier II curriculum aide groups.
7. Student results will be assessed and progress monitored to assure success and achievement.
8. Purchase general materials and supplies to support instruction related to school literacy goal. Estimated cost - \$2,500.

Through the use of the Trust land monies, we hope to see our teachers addressing the needs of all of our students more effectively. We anticipate our general core instruction will continue to improve as teachers, coach and administrator spend time reviewing and discussing our academic goals on a regular basis. We also anticipate that our curriculum aides will be able to continue their effective intervention supports that have consistently shown growth with our Tier II students.

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

1. Our two curriculum aids provided tier II interventions. They worked with groups of 6-8 students at a time within each of the grade levels. During this time they front loaded students with curriculum they would be seeing in their classroom as well as provided instruction from the district approved RtI curriculum.
2. Our Achievement Coach met with our curriculum aids weekly to go over strategies and techniques.
3. Teachers met on a weekly basis, during their IPLC's, to discuss student data, identify various needs of students, and to plan appropriate RtI instruction. Teachers were provided with professional development throughout the year and given an opportunity to do a lesson study in which they were able to observe and coach their peers.
4. Classroom teachers and curriculum aids collaborated to front load students for future lessons. They also worked together to track data in relation to students both in the general education classroom as well as for those who were receiving tier II interventions.
5. Technology devices such as iPads/Chromebooks were purchased to support literacy acquisition in Tier II skill-based group and classroom skill-based groups. Teachers used technology devices during small group instruction to target particular skills. Technology was used for things such as Reading Plus, writing pre and post assessments and CBM testing.
6. Students in tier II instruction were front loaded on curriculum they would see in their general education classroom. This helped to build background knowledge, understanding and engagement.
7. Students were progress monitored throughout the year. This data was used to consistently assess the needs of the students and change instruction. Students who were in tier II instruction were also progress monitored and placed back in the general education classroom during skills-based instruction once they were able to demonstrate proficiency three times.
8. As a school we purchased materials to encourage students in targeted areas of reading. We provided each teacher with a Morning Meeting book which helped them in bringing background knowledge into their lessons on a daily basis. We provided additional technology devices such as iPads/Chromebooks to support literacy acquisition in Tier II skill-based groups and classroom skill-based groups.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Two Tier II Curriculum Aides (\$26,000) Substitutes for Master Teacher Observations, collaboration and data review (\$2,000)	\$28,000	\$28,000	Used for Tier II Curriculum Aides (\$26,000) substitutes for Master Teacher Observations, collaboration and data review (\$2,000)
General Supplies (610)	General supplies and materials to support school literacy goal (\$2500)	\$2,500	\$2,500	Supplies such as books for professional development. Technology devices to support skill-based instruction during Tier II instruction as well as classroom skill-based groups.
Equipment (Computer Hardware, Instruments, Furniture) (730)	Technology devices such as iPads/Chromebooks to support literacy acquisition in Tier II skill-based groups and classroom skill-based groups. (\$9,000)	\$9,000	\$9,000	Chromebooks were purchased to support literacy acquisition in Tier II skill-based groups and classroom skill-based groups.
Total:		\$39,500	\$39,500	

### Increased Distribution (and Unplanned Expenditures)

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

If additional funds become available we will purchase additional supplies, materials, technology devices and/or interventionist hours to support literacy. (Goal #1)

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

Additional interventionist hours were given to support literacy.

## Publicity

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

- Letters to policy makers and/or administrators of trust lands and trust funds.
- School newsletter
- School website

**The school plan was actually publicized to the community in the following way(s):**

- School newsletter
- School website
- Other: Please explain.
  - Monthly SCC & PTA meetings Our plan was also displayed in the front of our school right when parents walked into the building.

## Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2018-10-20**

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	2	2017-03-21

## Plan Attachments

Upload Date	Title	Description
2017-03-31	<a href="#">SCC Signature Form</a>	Signature Form