Final Report 2018-2019 - East Sandy EL

This Final Report is currently pending initial review by a School LAND Trust Administrator.

Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2018 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2018-2019.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Remaining Funds (Carry-Over to 2019-2020)	**$1,500**	**N/A**	**$1,654**
Carry-Over from 2017-2018	$1,500	N/A	$188
Distribution for 2018-2019	$43,022	N/A	$48,265
Total Available for Expenditure in 2018-2019	**$44,522**	**N/A**	**$48,453**
Salaries and Employee Benefits (100 and 200)	$37,900	$36,246	$29,927
Employee Benefits (200)	$0	$0	$2,529
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)	$0	$0	$3,279
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

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Equipment (Computer Hardware, Instruments, Furniture) (730)	$5,122	$5,122	$11,064
Technology Equipment > $5,000 (734)	$0	$0	$0
Total Expenditures	**$43,022**	**$41,368**	**$46,799**

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 2019, East Sandy Kindergarten students will increase the number of students at benchmark on the DIBELS Nonsense Word Fluency (NWF) benchmark assessment to 100% and the DIBELS Phoneme Segmentation Fluency (PSF) benchmark assessment to 100%. First Grade: By May of 2019, East Sandy First Grade students will increase the number of students at benchmark on the DIBELS Nonsense Word Fluency (NWF) benchmark assessment to 100%. Second Grade: By Fall of 2018, East Sandy Second Grade students will maintain or grow the number of students meeting the DIBELS Nonsense Word Fluency (NWF) benchmark assessment to 100%. Those students not meeting the goal of 100% will be monitored and will meet 100% by May of 2019. By May of 2019, 80% of East Sandy Second Grade students will be proficient with a score of a three or a four, on district wide standards based assessments (DWSBA). Third Grade: By May of 2019, 80% of East Sandy Third Grade students will be proficient with a score of a three or a four on DWSBA. Fourth Grade: By May of 2019, 80% of East Sandy Fourth Grade students will be proficient with a score of a three or a four on DWSBA. Fifth Grade: By May of 2019, 80% of East Sandy Fifth Grade students will be proficient with a score of a three or a four on DWSBA.

Academic Areas

- Reading
- Writing

Measurements

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

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DIBELS PSF - Phoneme Segmentation Fluency
DIBELS NWF-CLS - Nonsense Word Fluency - Correct Letter Sound
DIBELS NWF - WWR - Nonsense Word Fluency- Whole Words Read
SAGE Writing Rubric
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District Wide Standards Based Assessment (DWSBA)

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

1. Kindergarten: By May of 2019, East Sandy Kindergarten students will increase the number of students at benchmark on the DIBELS Nonsense Word Fluency (NWF) benchmark assessment to 100% and the DIBELS Phoneme Segmentation Fluency (PSF) benchmark assessment to 100%.

Kindergarten NWF we did not meet our goal of 100% on NWF or PSF. On the spring benchmark for NWF we were at 76% and at 91% for PSF.

2. First Grade: By May of 2019, East Sandy First Grade students will increase the number of students at benchmark on the DIBELS Nonsense Word Fluency (NWF) benchmark assessment to 100%.

First Grade did not did not meet their goal of 100% on NWF. On the spring benchmark East Sandy First Grade was at 73%.

3. Second Grade: By Fall of 2018, East Sandy Second Grade students will maintain or grow the number of students meeting the DIBELS Nonsense Word Fluency (NWF) benchmark assessment to 100%. Those students not meeting the goal of 100% will be monitored and will meet 100% by May of 2019. By May of 2019, 80% of East Sandy Second Grade students will be proficient with a score of a three or a four, on district wide standards based assessments (DWSBA).

Based upon the Fall Benchmark 11 second grade students were identified and progress monitored. Of those students all 11 were at 100% NWF by the end of the school year. On the DWSBA East Sandy Second Grade students met their goal of 80%.

4. By May of 2019, 80% of East Sandy Third Grade students will be proficient with a score of a three or a four on DWSBA.

On the DWSBA East Sandy Third Grade students met their goal of 80%.

5. Fourth Grade: By May of 2019, 80% of East Sandy Fourth Grade students will be proficient with a score of a three or a four on DWSBA.

On the DWSBA East Sandy Fourth Grade students did not meet their goal of 80%. On the spring benchmark they were at 71% which was 9% away from their goal. They did show growth throughout the year of 20%.

6. Fifth Grade: By May of 2019, 80% of East Sandy Fifth Grade students will be proficient with a score of a three or a four on DWSBA.

On the DWSBA East Sandy Fifth Grade students did not meet their goal of 80%. On the spring benchmark they were at 61% which was 19% away from their goal. They did show growth throughout the year of 32%.

Action Plan Steps

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

1. Maintain our two curriculum interventionists to provide Tier II interventions (estimated cost is $30,000).
2. Curriculum interventionists will be supervised and trained by the Achievement Coach on strategies and techniques for successful implementation of district approved Response to Interventions (RtI) curriculum and other supplemental programs.
3. Teachers will use collaboration time to review student data, identify student needs and plan appropriate RtI 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 interventionists 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 $5,122).
6. Students will be instructed on identified skills through deeper diagnostic while receiving standardized and contextualized components of the curriculum for Tier I and for Tier II.
7. Student results will be assessed and progress monitored to assure success and achievement.
8. One multi-tier systems of support (MTSS) interventionist will maintain behavioral supports with students receiving tier II intervention daily. MTSS interventionist will work closely with classroom teacher to align supports as needed with academics (estimated cost is $5,900).

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 interventionists 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 each worked with groups of 6-8 students at a time within 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 provided an opportunity to do a lesson in which they did a self evaluation on.

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. A Multi-tier system of support interventionist helped to maintain behavioral supports with students throughout the school during the day. They worked closely with the classroom teachers to align student goals to academics in the classroom.

9. As a school we purchased materials to encourage students in targeted areas of reading. We provided additional technology devices such as IPads/Chromebooks to support literacy acquisition in Tier II skill-based groups and classroom skill-based groups.

Behavioral Component

Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	MTSS interventionist will maintain behavioral supports with students receiving tier II intervention daily. MTSS interventionist will work closely with classroom teacher to align supports as needed with academics (estimated cost is $5,900).	MTSS interventionist maintained behavioral supports with students receiving tier II intervention daily. MTSS interventionist worked closely with classroom teacher to align supports as needed with academics.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
		Total: $43,022	$41,368	
Salaries and Employee Benefits (100 and 200)	Tier II Curriculum Interventionists $30,000 Substitutes for Master Teacher Observations, collaboration and data review $2,000 MTSS interventionist	$37,900	$36,246	Tier II Curriculum Interventionists $28,346 Substitutes for Master Teacher Observations, collaboration and data review $2,000 MTSS interventionist

Category	Description	Estimated Cost	Actual Cost	Actual Use
	support students receiving Tier II interventions and work closely with teacher to support academics $5,900			support students receiving Tier II interventions and work closely with teacher to support academics $5,900
Equipment (Computer Hardware, Instruments, Furniture) (730)	Technology devices such as IPads/Chromebooks to support literacy acquisition in Tier II skill-based group and classroom skill-based groups	$5,122	$5,122	Technology devices such as IPads/Chromebooks to support literacy acquisition in Tier II skill-based group and classroom skill-based groups

Funding Changes (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 technology devices and/or interventionist hours to support literacy instruction (Goal #1). We would also provide professional development and/or supplies to support attainment of Land Trust goals

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

Additional technology devices were purchased 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 **2019-10-20**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
10	0	0	2018-03-27

Plan Attachments

Upload Date	Title	Description
2019-10-10	[Signature Page]()	

No Comments at this time

Welcome, *Angela Wilkinson*