

Final Report 2016-2017 - East Sandy EL

Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2016 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2016-2017.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2015-2016	\$720	N/A	\$331
Distribution for 2016-2017	\$30,500	N/A	\$29,777
Total Available for Expenditure in 2016-2017	\$31,220	N/A	\$30,108
Salaries and Employee Benefits (100 and 200)	\$28,000	\$29,649	\$27,324
Employee Benefits (200)	\$0	\$0	\$2,325
Professional and Technical Services (300)	\$0	\$0	\$0
Repairs and Maintenance (400)	\$0	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0	\$0
Travel (580)	\$0	\$0	\$0
General Supplies (610)	\$2,420	\$0	\$0
Textbooks (641)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0	\$0
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Total Expenditures	\$30,420	\$29,649	\$29,649
Remaining Funds (Carry-Over to 2017-2018)	\$800	N/A	\$459

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 2017, East Sandy's Kindergarteners will increase the numbers of students at benchmark on the DIBLES Next NWF benchmark assessment to 87%. First Grade: By May of 2017, East Sandy's First Graders will increase the number of students at benchmark on the DIBLES Next NWF benchmark assessment to 85%. We will also increase the number of students at benchmark on the DIBLES Next DORF benchmark assessment to 72%. Second Grade: East Sandy's Class of 2027, will increase the number of students reaching benchmark by 5% as measured by DIBELS DORF assessment and by 5% as measured by the DIBELS DORF-A using our fall benchmark as the beginning point and spring assessment as the end point. Students who are not making benchmark throughout the year will be progress-monitored by their teacher to evaluate students' progress in reading and make necessary adjustments to their interventions. Third Grade: East Sandy's Class of 2026, will increase the number of students reaching benchmark by 5% as measured by DIBELS DORF assessment and by 3% as measured by the DIBELS DORF-A using our fall benchmark as the beginning point and spring assessment as the end point. Students who are not making benchmark throughout the year will be progress-monitored by their teacher to evaluate students' progress in reading and make necessary adjustments to their interventions. Fourth Grade: East Sandy's Class of 2025, will increase the number of students reaching benchmark by 10% as measured by DIBELS DORF assessment and by 8% as measured by the DIBELS DORF-A using our fall benchmark as the beginning point and spring assessment as the end point. Students who are not making benchmark throughout the year will be progress-monitored by their teacher to evaluate students' progress in reading and make necessary adjustments to their interventions. Fifth Grade: East Sandy's Class of 2024, will increase the number of students reaching benchmark by 3% as measured by DIBELS DORF assessment and by 3% as measured by the DIBELS DORF-A using our fall benchmark as the beginning point and spring assessment as the end point. Students who are not making benchmark throughout the year will be progress-monitored by their teacher to evaluate students' progress in reading and make necessary adjustments to their interventions.

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

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

Kindergarten:

Increase the number of students on Dibels NEXT NWF to 87% (-2%)

Winter 93%

Spring 85%

First Grade:

Increase the number of students on NWF WWR TO 85% (-12%)

Fall 57%

Winter 76%

Spring 78%

Increase the number of students on DORF to 72% (-24%)

Winter 57%

Spring 58%

Second Grade:

Increase the number of students on DORF by 5% (-9%)

Fall 70%

Winter 63%

Spring 61%

Increase the number of students on DORF-A by 5% (-10%)

Fall 73%

Winter 71%

Spring 63%

Third Grade:

Increase the number of students on DORF by 5% (-4%)

Fall 79%

Winter 79%

Spring 75%

Increase the number of students on DORF-A by 3% (+/- 0%)

Fall 73%

Winter 76%

Spring 73%

Fourth Grade:

Increase the number of students on DORF by 10%

Fall 53%

Winter 56%

Spring 48%

Increase the number of students on DORF-A by 8%

Fall 67%

Winter 69%

Spring 74%

Fifth Grade:

Increase the number of students on DORF by 3%

Fall 64%

Winter 50%

Spring 31%

Increase the number of students on DORF-A by 3%

Fall 54%

Winter 65%

Spring 25%

In 2016-17 fourth and fifth grade students were given the Reading Inventory Assessment at the beginning of the year. This assessment measures vocabulary and comprehension skills. Students who scored proficient and advanced were not required to do DIBELS testing. Therefore, the number of students proficient in fourth and fifth grade decreased due to the decreased number of students being tested in the winter and spring, as more students scored proficient in the Reading Inventory.

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 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.
4. Curriculum aides will work in collaboration with classroom teachers on identified Tier II students based on needs and achievement levels.
5. Students will be instructed on skills needed for achieving grade level scores within general classroom skill-based groups and Tier II curriculum aide groups.
6. Student results will be assessed and progress monitored to effect and assure success and achievement.
7. Purchase incentives to promote individual growth in literacy skills through a school-wide reading program. (estimated cost is \$2,000)

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. Tier II interventions were provided by our two aides Monday-Thursday to below benchmark students in each grade for 30 minutes. As students reached the grade level benchmark three times, the student was exited from Tier II intervention with the aides. Data was reviewed and another student was identified to receive the Tier II intervention.
2. Tier II interventionists were trained and used the district approved Rti (Response to Intervention) curriculum to explicitly teach phonemic awareness and phonics and decoding. Training was also provided in using a district protocol in which students are frontloaded for their ELA core instruction provided by their homeroom teacher.
3. Teachers participated in weekly IPLCs in which data was reviewed, student needs identified, and scaffolds and interventions put into place. Achievement Coach provided professional development on the Rti kit, as well as initial professional learning regarding phonemic awareness.
4. Tier II interventionists and classroom teachers collaborated weekly to coordinate lessons in the Rti curriculum, as well as calendaring their instruction to align as outlined in the Canyons School District Scope and Sequence for the year.
5. Students who did not meet benchmark were assessed using the Core Phonics Survey to identify gaps in phonics and decoding.
6. Students who did not meet benchmark were progress monitored, data reviewed, and instruction adjusted according to students individual needs.
7. Salary costs exceeded what we had expected. Therefore, there were no Land Trust funds available for the supplies.

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	\$29,649	The cost of substitutes was \$1,151 and the cost of interventionists was \$28,498
General Supplies (610)	School-wide Reading Challenge incentives (\$2,000) General supplies to support goal (\$420)	\$2,420	\$0	Salary of substitutes and interventionists consumed all of our funds, therefore incentives were purchased with other funds.
Total:		\$30,420	\$29,649	

Increased Distribution

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 incentive for our students or technology devices to support literacy.

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

No increase in distribution