

# Crestview EL Final Report 2013-2014

**Financial Proposal and Report** - This report is automatically generated from the School Plan entered in the spring of 2013 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2013-2014.

<b>Available Funds</b>	<b>Planned Expenditures (entered by the school)</b>	<b>Actual Expenditures (entered by the District Business Administrator)</b>
<b>Carry-Over from 2012 - 2013</b>	<b>\$2,013</b>	<b>\$3,977</b>
<b>Distribution for 2013 - 2014</b>	<b>\$30,019</b>	<b>\$38,778</b>
<b>Total Available for Expenditure in 2013 - 2014</b>	<b>\$32,032</b>	<b>\$42,755</b>
Salaries and Employee Benefits (100 and 200)	\$25,000	\$29,478
Professional and Technical Services (300)	\$7,000	\$0
Repairs and Maintenance (400)	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$5,450
Travel (580)	\$0	\$0
General Supplies (610)	\$0	\$0
Textbooks (641)	\$0	\$0
Library Books (644)	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0
Software (670)	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0
<b>Total Expenditures</b>	<b>\$32,000</b>	<b>\$34,928</b>
<b>Remaining Funds (Carry-Over to 2014 - 2015)</b>	<b>\$32</b>	<b>\$7,827</b>

## ITEM A - Report on Goals

### Goal #1

For the 2013-14 school year, we will increase Crestview students making a year's growth in reading, as measured by Dynamic Indicators of Basic Early Literacy Skills (DIBELS-Middle of the Year testing) Composite score, from 81% to 82%.

Identified academic area(s).

Reading

**This was the action plan.**

To help all students make a year's growth in reading, we will do the following:

- We will test students using DIBELS to determine students' beginning, middle, and end of the year reading levels.
- Our reading team will meet 3 times a year to analyze data and determine student strengths and weaknesses and determine appropriate curriculum strategies, including reading interventions.
- Collaborative teams will meet regularly using data to determine ongoing literacy and numeracy needs of all students.
- Formal and informal testing (including DIBELS progress monitoring for at-risk students) will take place throughout the year to assess student progress.
- Response To Intervention (RTI) and resource teams will meet regularly using data to support students and teachers.
- Tier I, II, and III level instruction will be used to support all student academic progress.
- Staff, including paraprofessional aides will work with at-risk students, including one-on-one and small group instruction.
- Paraprofessionals will support students in the computer lab while doing research/writing projects and taking academic tests.
- Test taking skills and incentives will encourage students to celebrate their learning.
- CRT testing will give teachers data for future student assessment and teacher instructional analysis.
- The principal will use walk-throughs and observations to support teachers.

Planned Professional Learning:

- USOE Common Core Academy
- Professional Learning Communities in small groups using data analyses of formal and informal assessments
- Intervention Strategies
- Imagine It! Training in and across grade levels
- Mentoring and Coaching Strategies across grade levels
- ACUITY Data Training
- The Big 8 Management Strategies
- Gifted Conference
- REACH
- SIOP

Other professional learning opportunities will take place as needed and as opportunities arise. We will use 20% of our School LAND Trust money to pay for substitutes as teachers take district and/or state sponsored professional development related to literacy and numeracy, including classroom intervention and management training. We would like to send more teachers to a summer reading program. We will use School Land Trust money and school funds to reach our goal.

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

Crestview Elementary's School LAND Trust Plan is to help all children succeed in academic at or above grade level. We focused especially on reading. We specifically are concerned with the high student-to-teacher ration in classrooms. Therefore, we continue to spend most of our money on paraprofessional aides to support at-risk students, which reduces the student-to-teacher ration. We used about 20% of the LAND Trust money to pay for substitutes while teachers attend professional development related to literacy. Teachers attended various professional development classes to help implement literacy in the classroom in all core standards. Our final composite score for 2013-2014 in Dibels was 85.2%. This was 3.2% higher than our projected goal.

To help students make growth in reading:

- Paraprofessional aides to help at-risk students in literacy.
- Substitutes for trainings for our reading program and data collaboration among teachers.
- In the Fall of 2013, teachers identified students at-risk in literacy (kindergarten-sixth grade) using a variety of assessment tools. Teachers collaborated on academic plans for their at-risk students.
- Throughout the year, at-risk students were tracked through classroom assignments, chapter, and benchmark tests; Acuity and Dibels progress monitoring.
- Teachers used data to modify instructional strategies to support student learning in literacy.
- Collaboration took place on a bi-monthly basis to support the intense focus on reading and comprehension.
- Teachers and paraprofessionals gave one-on-one and small group instruction to students in literacy.
- Teachers and paraprofessionals used the collaboration data to differentiate curriculum for students.
- Paraprofessional aides helped children in the computer lab with tests, reading programs, and language arts research projects.
- Our reading specialist, teachers, and paraprofessional aides worked with at-risk students in lower grades.
- At-risk student achievement was discussed and intervention resources were allocated for literacy.
- Tier I, II, and III interventions were used by teachers and paraprofessional aides to support student learning, especially at-risk students.
- Substitutes filled in for teachers who attended literacy professional development throughout the year.
- Teachers and paraprofessional aides used ELL strategies to support ELL students in literacy.

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

We will use the DIBELS test. We will give the series of tests to each student at the beginning of the year, in the middle (January), and at the end of the school year. We will use the Composite middle of the year (MOY) score which includes the following subtests:

**Kindergarten** – First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation Fluency, and Nonsense Word Fluency.

**First Grade** – Letter Naming Fluency, Phoneme Segmentation Fluency, Nonsense Word Fluency, Oral Reading Fluency (DORF), DORF Accuracy, DORF Retell, and DORF Retell Quality.

**Second Grade** – Nonsense Word Fluency, Oral Reading Fluency (DORF), DORF Accuracy, DORF Retell, and DORF Retell Quality.

**Third Grade** – Oral Reading Fluency (DORF), DORF Accuracy, DORF Retell, DORF Retell Quality, and the Daze test.

**Fourth Grade** – Oral Reading Fluency (DORF), DORF Accuracy, DORF Retell, DORF Retell Quality, and the Daze test.

**Fifth Grade** – Oral Reading Fluency (DORF), DORF Accuracy, DORF Retell, DORF Retell Quality, and the Daze test.

**Sixth Grade** – Oral Reading Fluency (DORF), DORF Accuracy, DORF Retell, DORF Retell Quality, and the Daze test. Students who are not benchmark in reading struggle with math language/vocabulary/word problems. In order to help students succeed in mathematics, reading must be integrated into math.

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

The following data supports the need for our school to focus on Reading during the 2013-2014 school year. DIBELS Testing Data 2013-2014

**Kindergarten**

**Beginning of the Year:**

Intensive Students: 3.57%  
Strategic Students: 13.10%  
Benchmark Students: 83.33%

**End of the Year:**

Intensive Students: 19.05%  
Strategic Students: 19.05%  
Benchmark Students: 61.90%

**First Grade**

**Beginning of the Year:**

Intensive Students: 20.62%  
Strategic Students: 8.25%  
Benchmark Students: 71.13%

**End of the Year:**

Intensive Students: 10.31%  
Strategic Students: 11.34%  
Benchmark Students: 78.35%

**Second Grade****Beginning of the Year:**

Intensive Students: 16.47%  
 Strategic Students: 3.53%  
 Benchmark Students: 80.00%

**End of the Year:**

Intensive Students: 16.47%  
 Strategic Students: 5.88%  
 Benchmark Students: 77.65%

**Third****Beginning of the Year:**

Intensive Students: 8.16%  
 Strategic Students: 5.10%  
 Benchmark Students: 88.73%

**End of the Year:**

Intensive Students: 7.14%  
 Strategic Students: 4.08%  
 Benchmark Students: 88.78%

**Fourth****Beginning of the Year:**

Intensive Students: 9.57%  
 Strategic Students: 6.38%  
 Benchmark Students: 84.04%

**End of the Year:**

Intensive Students: 10.20%  
 Strategic Students: 6.12%  
 Benchmark Students: 83.67%

**Fifth****Beginning of the Year:**

Intensive Students: 1.14%  
 Strategic Students: 11.36%  
 Benchmark Students: 87.50%

**End of the Year:**

Intensive Students: 2.33%  
 Strategic Students: 9.30%  
 Benchmark Students: 88.37%

**Sixth****Beginning of the Year:**

Intensive Students: 1.14%  
 Strategic Students: 11.36%  
 Benchmark Students: 87.50%

**End of the Year:**

Intensive Students: 2.33%  
 Strategic Students: 9.30%  
 Benchmark Students: 88.37%

**The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:**

<b>Amount</b>	<b>Category</b>	<b>Description</b>
25000	Salaries and Employee Benefits (100 and 200)	Six aides assisting with reading and math instruction, in the classroom and the computer lab. Substitutes for teachers attending district, state, and/or national professional development.
7000	Professional and Technical Services (300)	Registration for teachers to attend professional development conferences and/or trainings.
0	Travel (580)	Air fare, hotel, and per diem for teachers to attend professional development conferences and/or trainings.

**Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.**

Amount: \$29,478

Salaries and Employee Benefits (100 and 200)

Description: Paraprofessional Aides assisting with reading instruction in the classroom and computer lab one-on-one or small group with targeted students.

Amount: \$5,450

Professional and Technical Services (300)

(Transferred fund to Other Purchased Services (Admission and Printing) (500)

Description: Registration fees for teachers to attend professional development conferences/seminars on implementing literacy into different areas of the core curriculum.

**ITEM B - In the Financial Proposal and Report, there is a carry-over of \$7827 to the 2014-2015 school year. This is 20% of the distribution received in 2013-2014. Please describe the reason for a carry-over of more than 10% of the distribution.**

In the natural going through the year we project and budget how much our aides funding will be. There was left over funding not used due to sick days, personal days, and other emergencies that left a remaining balance in the Salaries and Employee Benefits area for our paraprofessional aides.

The amount for professional development was lower than we had originally projected. Some of the trainings were less than we had planned as well as some of the teachers changed some of their professional development opportunities. Some of those opportunities cost less and a few were offered through the district at no charge.

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

We will monitor the expenditures for paraprofessionals carefully. If more School LAND Trust money becomes available, we will hire more paraprofessionals to support more students and/or allow staff members to attend more professional development relating to literacy and numeracy.

Our plan is a multi-year plan which is critical for sustained student achievement.

**The distribution was about 14% more that the estimate in the school plan. Please explain how the additional money was spent, if it was spent for items other than expenditures described in the approved goals above. If all expenditures were spent for items in the goals, please enter "Not applicable."**

We used the extra distribution to fund additional paraprofessional aides to work with our reading coach and at-risk students as well as assist with literacy in the computer labs.

**ITEM D - The school plan was advertised to the community in the following way(s):**

- School newsletter
- School website

**ITEM E - Please select from the pull down menus the names of policymakers the council has communicated with about the School LAND Trust Program. To choose more than one name on a list, use CTRL while selecting. To unhighlight a selected name, choose another name or use CTRL and select it.**

State Leaders

U.S. Senators

State Senators

U.S. Representatives

State Representatives

District School Board

State School Board

Sarah Meier  
Connie C Burgess  
Julene Jolley  
Terry Bawden  
Gayleen Gandy  
Connie Anderson  
Dan Lofgren

**ITEM G - A summary of this Final Report must be provided to parents and posted on the school website by October 20th of the 2014. When was this task completed?**

**Not required for Charter Schools.**

10/20/2014