Final Report 2014-2015 - Crestview EL

Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2014 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2014-2015.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2013-2014	$4,432	N/A	$7,827
Distribution for 2014-2015	$36,651	N/A	$37,982
Total Available for Expenditure in 2014-2015	$41,083	N/A	$45,809
Salaries and Employee Benefits (100 and 200)	$30,000	$26,289	$25,510
Employee Benefits (200)	$0	$0	$2,080
Professional and Technical Services (300)	$0	$0	$0
Repairs and Maintenance (400)	$0	$0	$0
Other Purchased Services (Admission and Printing) (500)	$0	$0	$835
Travel (580)	$0	$0	$0
General Supplies (610)	$6,000	$18,874	$0
Textbooks (641)	$0	$0	$0
Library Books (644)	$0	$0	$0
Periodicals, AV Materials (650-660)	$0	$0	$0
Software (670)	$2,000	$0	$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	$0	$0	$18,321
Total Expenditures	$38,000	$45,163	$46,746
Remaining Funds (Carry-Over to 2015-2016)	$3,083	N/A	-$937

Goal #1

Goal

For the 2014-15 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 85% (MOY 2014) to 86% (MOY 2015).

Academic Areas

- Technology
- Reading

Measurements

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 (BOY), in the middle of the year (MOY), and at the end of the school year (EOY). We will use the Composite MOY score which includes the following subtests: Kindergarten - First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation Fluency, and Nonsense Word Fluency. Fist 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.

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

We used the DIBELS test to assess our students. In order to get an accurate picture of our progress we compared our beginning of the year (BOY) scores to our end of year (EOY) scores. By doing this, we are able to accurately assess the same group of students with the same teacher.

Throughout the school year all students who tested Intensive and some of our Strategic students worked with para-educators under the direction of the school literacy coach to target and work on specific skills to help increase literacy with our Tier II students.

The following data shows student growth as tested on the DIBELS test. Our overall Benchmark growth was a 3.24% growth gain.

Whole School
BOY Intensive: 15.44%; 103 students
EOY Intensive: 11.24%; 66 students
BOY Strategic: 8.55%; 57 students
EOY Strategic: 9.51%; 66 students
BOY Benchmark: 76.01%; 507 students
EOY Benchmark: 79.25%; 550 students
Students on Benchmark Growth: 3.24%
Total students enrolled/tested BOY: 667
Total students enrolled/tested EOY: 694

Crestview Elementary showed growth, as a whole, by increasing student achievement by lowering the number of students in the Intensive area and increasing students at Benchmark.

The following is a breakdown of BOY and EOY scores for each grade level.

Kindergarten
BOY Intensive: 17.00%; 17 students
EOY Intensive: 11.01; 12 students
BOY Strategic: 11.00%; 11 students
EOY Strategic: 18.35%; 20 students
BOY Benchmark: 72.00%; 72 students
EOY Benchmark: 70.64%; 77 students
Total students enrolled/tested BOY: 100
Total students enrolled/tested EOY: 106

First Grade
BOY Intensive: 28.16%; 29 students
EOY Intensive: 14.85%; 15 students
BOY Strategic: 19.42%; 20 students
EOY Strategic: 15.84%; 16 students
BOY Benchmark: 52.43%; 54 students
EOY Benchmark: 69.31%; 70 students
Total students enrolled/tested BOY: 103
Total students enrolled/tested EOY: 101

Second Grade
BOY Intensive: 10.78%; 11 students
EOY Intensive: 9.82%; 11 students
BOY Strategic: 5.88%; 6 students
EOY Strategic: 7.14%; 8 students
BOY Benchmark: 83.33%; 85 students
EOY Benchmark: 83.04%; 93 students
Total students enrolled/tested BOY: 102
Total students enrolled/tested EOY: 112

Third Grade
BOY Intensive: 20.93%; 18 students
EOY Intensive: 19.77%; 17 students
BOY Strategic: 2.33%; 2 students
EOY Strategic: 4.65%; 4 students
BOY Benchmark: 76.74%; 66 students
EOY Benchmark: 75.58%; 65 students
Total students enrolled/tested BOY: 86
Total students enrolled/tested EOY: 86

Fourth Grade
BOY Intensive: 14.58%; 14 students
EOY Intensive: 13.00%; 13 students
BOY Strategic: 3.13%; 3 students
EOY Strategic: 5.00%; 5 students
BOY Benchmark: 82.29%; 79 students
EOY Benchmark: 82.00%; 80 students
Total students enrolled/tested BOY: 96
Total students enrolled/tested EOY: 100

Fifth Grade
BOY Intensive: 12.87%; 13 students
EOY Intensive: 8.49%; 9 students
BOY Strategic: 10.89%; 11 students
EOY Strategic: 10.38%; 11 students
BOY Benchmark: 76.24%; 77 students
EOY Benchmark: 81.13%; 86 students
Total students enrolled/tested BOY: 101
Total students enrolled/tested EOY: 106

Sixth Grade
BOY Intensive: 1.27%; 1 student
EOY Intensive: 1.25%; 1 student
BOY Strategic: 5.06%; 4 students
EOY Strategic: 2.50%; 2 students
BOY Benchmark: 93.67%; 74 students
EOY Benchmark: 96.25%; 77 students
Total students enrolled/tested BOY: 79
Total students enrolled/tested EOY: 80

Action Plan Steps

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

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. * Formal and informal testing (including DIBELS Progress Monitoring) will take place throughout the year to assess student progress. * We will use data to review achievement data by grade level PLC teams to identify specific areas for improvement. * Currently our teachers and students in grades K-3 use the mClass DIBELS assessment program to assess and monitor their students. In order to standardize and streamline the data obtained in all grade levels, we will purchase a license from mClass to be able to assess all of our students in grades K-3. * 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. * Paraprofessional aides will support students in the computer lab while doing research/writing/reading projects and taking academic tests. * Test taking skills and incentives will encourage students to celebrate their learning. * SAGE testing will give teachers data for future student assessment and teacher instructional analysis. * The principal will use walk-throughs and observations to support teachers. Funds may be used to send staff to professional development opportunities or to bring professional development opportunities to our school as identified needs arise during the course of the school year. Funds will be used to offer the staff data study opportunities as identified needs arise during the course of the school year. Funds will be used to pay for substitutes for the staff professional development/data study opportunities as the needs arise during the course of the school year. Funds will be used to pay paraeducators to work with small groups of students under the direction of the classroom teachers and literacy coach. Funds will be used to fund academic/attendance personnel to support student success in literacy. Technology equipment and materials will be purchased to help improve student mastery in literacy, numeracy, and technology.

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

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We tested students at the beginning of the year using the DIBELS measurement test. We used the data gathered on this test to identify our students who were not on Benchmark. Our literacy coach worked with teachers and para-educators to target student's strengths and weaknesses and create a curriculum for our students specifically targeted to their needs. Students were progress monitored to show growth and movement throughout the year. Our literacy coach as well as outside educators provided professional development to teachers to help strengthen their Tier I, II, and II level instruction. Substitute teachers were used so that teachers could attended outside professional development courses. Our para-professional aides worked with our at-risk students in small groups and one-on-one along with our classroom teachers and literacy coach. Technology was also purchased to help students improve literacy through reading and writing.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Paraprofessional Aides assisting with reading instruction, in the classroom and in the computer lab. Substitutes for teachers to attend professional development classes/trainings as well as collaboration time together. Before/After school tutoring services.	$15,000	$26,289	Paraprofessional aides were utilized within the classroom and the computer lab to assist with reading instruction. Substitute teachers were utilized so that teachers could attend professional development classes as well as collaboration time together. Funds were also utilized to purchase professional development opportunities for teachers and an internal budget transfer was completed in conjunction with communication with our Community Council.
General Supplies (610)	Manipulatives, i.e. reading rulers, spacers for lettering, grips for penmanship Supplemental Materials in Reading, i.e. reader books Teacher materials to increase fluency and comprehension in the classroom. mClass license	$2,000	$18,874	Supplemental materials to help increase fluency and comprehension to assist our literacy coach, teachers, and para-educators were purchased. We used carryover funds to purchase technology devices, ChromeBooks, for our students to help increase technology literacy, reading, and writing.
Software (670)	Purchase license for reading software/materials, i.e. Learning A-Z, apps, etc..	$1,000	$0	We transferred the funds for Software to supplies to purchase ChromeBook tablets for student use.
Total:		$18,000	$45,163	

Goal #2

Goal

Using the Acuity Benchmark assessments we will increase the percentage of students demonstrating proficiency, defined as scoring 76% - 100% on the assessment, from pre-test to post-test each quarter by an average of 25%.

Academic Areas

- Mathematics
- Technology

Measurements

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

Acuity benchmark assessments which are given three times a year in grades 3-6 and four times a year in grades 1 and 2.

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

Acuity testing is no longer used within Granite School District.

Action Plan Steps

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

The following is a list of the numerous strategies to help achieve our goal: 1. Using data: review achievement data by grade level PLC teams to identify specific areas for improvement. 2. Setting goals: maintaining focus on school wide goals for student achievement utilizing SMART goals in all grades. 3. Focusing on the Math Utah Common Core creating common formative assessments ties to these standards. 4. Using formative assessments and having content and language objectives matched with common formative assessments. 5. Interventions and additional supports for student learning. Funds may be used to send staff to professional development opportunities or to bring professional development opportunities to our school as identified needs arise during the course of the school year. Funds will be used to offer the staff data study opportunities as identified needs arise during the course of the school year. Funds will be used to pay for substitutes for the staff professional development/data study opportunities as the needs arise during the course of the school year. Funds will be used to pay paraeducators to work with small groups of students under the direction of the classroom teachers. Funds will be used to fund academic/attendance personnel to support student success in mathematics. Technology equipment and materials may be purchased to help improve student mastery in literacy, numeracy, science, social studies, and technology.

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

Even though the Acuity platform was not used to determine proficiency, teachers used other forms of assessment to show growth. Teachers reviewed data by grade level within their team PLCs to identify specific areas for improvement. Teachers also created CFAs to help show strengths and weaknesses within their classrooms and to help group students for extra support. Teachers were also provided opportunities for Professional Development to help increase math literacy.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Paraprofessional Aides assisting with reading instruction, in the classroom and in the computer lab. Substitutes for teachers to attend professional development classes/trainings as well as collaboration time together. Before/After school tutoring services.	$15,000	$0	Goal #2 increasing assessment utilizing the Acuity testing was not completed because the Acuity platform was discontinued. Therefore, funds were utilized to help reach our literacy goal.
General Supplies (610)	Manipulatives to build a math lab for teachers to use to help increase student understanding in mathematics	$4,000	$0	Goal #2 increasing assessment utilizing the Acuity testing was not completed because the Acuity platform was discontinued. Therefore, funds were utilized to help reach our literacy goal.
Software (670)	Programs to increase student achievement in mathematics. i.e. Learning A-Z, apps, etc.	$1,000	$0	Goal #2 increasing assessment utilizing the Acuity testing was not completed because the Acuity platform was discontinued. Therefore, funds were utilized to help reach our literacy goal.
		Total: $20,000	$0	

Increased Distribution
Edit

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

If additional monies become available, we will use the additional funds to continue meeting our goals by either hiring additional classroom aides to help struggling students or manage data, purchase supplies, and/or software to help meet the individual needs of our students.

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

Additional funds were received and used to hire additional classroom aides to help struggling students and purchase ChromeBooks to help increase literacy through technology.

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
- Sticker and stamps that identify purchases made with School LAND Trust funds.

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

- School newsletter
- School website

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2015-10-29**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
7	0	1	2014-03-24