Final Report 2015-2016 - Crestview EL

This Final Report is currently pending initial review by a School LAND Trust Administrator.
You may unlock the Final Report to edit/update non-substantive changes without a vote.

Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2015 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2015-2016.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2014-2015	$90	N/A	-$937
Distribution for 2015-2016	$39,029	N/A	$45,766
Total Available for Expenditure in 2015-2016	$39,119	N/A	$44,829
Salaries and Employee Benefits (100 and 200)	$29,000	$35,479	$32,801
Employee Benefits (200)	$0	$0	$2,679
Professional and Technical Services (300)	$2,000	$3,894	$0
Repairs and Maintenance (400)	$0	$0	$0
Other Purchased Services (Admission and Printing) (500)	$0	$0	$3,894
Travel (580)	$0	$0	$0
General Supplies (610)	$500	$0	$0
Textbooks (641)	$0	$0	$0
Library Books (644)	$0	$0	$0
Periodicals, AV Materials (650-660)	$0	$0	$0
Software (670)	$1,500	$0	$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	$1,119	$5,455	$5,455
Total Expenditures	**$34,119**	**$44,828**	**$44,829**
Remaining Funds (Carry-Over to 2016-2017)	**$5,000**	**N/A**	**$0**

Goal #1

Goal

For the 2015-2016 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 78% (MOY 2015) to 80% (MOY 2016). We will also decrease behavior that negatively impacts the classroom, allowing for more successful classroom reading instruction to meet DIBELS goals. We will track behavior through Educators Handbook as well as student daily contracts and increase the positive interactions that students receive through the assistance of a behavior paraprofessional. Behavior contracts and intervention data will be tracked monthly based on the number of students on contracts.

Academic Areas

- Reading
- Writing
- Technology
- Health

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. 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

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 3% growth gain.

Whole School
BOY Intensive: 14%; 95 students
EOY Intensive: 12%; 82 students
BOY Strategic: 9%; 60 students
EOY Strategic: 8%; 54 students
BOY Benchmark: 77%; 525 students
EOY Benchmark: 80%; 565 students
Students on Benchmark Growth: 3%
Total Students Enrolled/Tested BOY: 680
Total Students Enrolled/Tested EOY: 701

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: 15%; 15 students
EOY Intensive: 11%; 11 students
BOY Strategic: 16%; 16 students
EOY Strategic: 21%; 22 students
BOY Benchmark: 69%; 68 students
EOY Benchmark: 68%; 70 students
Students on Benchmark Growth: -1%
Total Students Enrolled/Tested BOY: 99
Total Students Enrolled/Tested EOY: 103

First Grade
BOY Intensive: 29%; 30 students
EOY Intensive: 24%; 25 students
BOY Strategic: 21%; 22 students
EOY Strategic: 9%; 10 students
BOY Benchmark: 50%; 52 students
EOY Benchmark: 67%; 71 students
Students on Benchmark Growth: 17%
Total Students Enrolled/Tested BOY: 104
Total Students Enrolled/Tested EOY: 106

Second Grade:
BOY Intensive: 12%; 11 students
EOY Intensive: 10%; 9 students
BOY Strategic: 5%; 5 students
EOY Strategic: 5%; 5 students
BOY Benchmark: 83%; 76 students
EOY Benchmark: 85%; 79 students
Students on Benchmark Growth: 2%
Total Students Enrolled/Tested BOY: 92
Total Students Enrolled/Tested EOY: 93

Third Grade:
BOY Intensive: 10%; 11 students
EOY Intensive: 7%; 4 students
BOY Strategic: 4%; 8 students
EOY Strategic: 4%; 4 students
BOY Benchmark: 86%; 91 students
EOY Benchmark: 89%; 99 students
Students on Benchmark Growth:3%
Total Students Enrolled/Tested BOY: 106
Total Students Enrolled/Tested EOY: 111

Fourth Grade:
BOY Intensive: 16%; 15 students
EOY Intensive: 14%; 13 students
BOY Strategic: 3%; 3 students
EOY Strategic: 6%; 6 students
BOY Benchmark: 81%; 74 students
EOY Benchmark: 80%; 75 students
Students on Benchmark Growth: -1%
Total Students Enrolled/Tested BOY: 92
Total Students Enrolled/Tested EOY: 94

Fifth Grade:
BOY Intensive: 9%; 8 students
EOY Intensive: 10%; 10 students
BOY Strategic: 3%; 3 students
EOY Strategic: 6%; 6 students
BOY Benchmark: 81%; 74 students
EOY Benchmark: 80%; 75 students
Students on Benchmark Growth: 4%
Total Students Enrolled/Tested BOY: 91
Total Students Enrolled/Tested EOY: 96

Sixth Grade:
BOY Intensive: 5%; 5 students
EOY Intensive: 6%; 6 students
BOY Strategic: 3%; 3 students
EOY Strategic: 4%; 4 students
BOY Benchmark: 92%; 88 students
EOY Benchmark: 90%; 88 students
Students on Benchmark Growth: -2%
Total Students Enrolled/Tested BOY: 96
Total Students Enrolled/Tested EOY: 98

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/literacy, we will do the following: (1) We will test students using DIBELS to determine students' beginning, middle, and end of the year reading levels. (2) Formal and informal testing (including monthly DIBELS Progress Monitoring of all students) will take place throughout the year to assess student progress. (3) We will use data to review achievement data by grade level PLC teams to identify specific areas for improvement. (4) 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 all grade levels (K-6). (5) Tier I, II, and III Level instruction will be used to support all student academic progress. (6) Staff, including paraprofessional aides will work with at-risk students, including one-on-one and small group instruction on targeted reading interventions. (7) Staff, including paraprofessional aides will work with students with behavioral concerns through daily tracking contracts. (8) Paraprofessional aides will support students in the computer lab while doing research/writing/reading projects and taking academic tests. (9) Test taking skills and incentives will encourage students to celebrate their learning. SAGE and GQB testing will give teachers data for future student assessment and teacher instructional analysis. (11) Chrome Book computers and/or iPads will be purchased and used to assist in reading, research writing, progress monitoring of students, and intervention use to assist students with meeting targeted goals. (12) The principal will use walk-throughs and observations to support teachers. Funds may be used to send staff to professional development opportunities to support reading, writing, and/or technology, 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 paraprofessional 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 and technology.

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

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 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 III level instruction. Substitute teachers were used so that teachers could attend outside professional development courses. Our para-professional aides worked with our at risk students in small groups and on-on-one along with our classroom teachers and literacy coach. Technology was also purchased to help students improve literacy through reading and writing.

Behavioral Component

Category	Description
Behavioral/Character Education/Leadership Component	Student behavior plays a major role in academic achievement. A student's behavior can affect their ability to learn as well as negatively impact the other students' learning environment. A 2010 study published in "American Economic Journal: Applied Economics" found that disruptive students can lower the test scores and academic achievement of an entire classroom. Teachers who have disruptive students in their classroom may have to spend additional time on behavior management, reducing the time the teachers spend teaching. By hiring a behavior paraprofessional, to assist with behavior management, the time a teacher uses to track and deal with more severe classroom disruptions can be lowered, therefore, allowing for more teacher academic instruction to help reach our academic goal. The behavior paraprofessional would work directly with principal, social worker, school psychologist, and school behavior health assistant. The support services from the behavior paraprofessional would occur in the regular education classroom setting or in a transition setting such as the playground, cafeteria, hallway, etc. Behavior support services may be provided to individual students or in small groups of students to assist in implementation of behavioral interventions, contract implementation, tracking, and/or reinforcement.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
	Total:	$34,119	$44,828	

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	- Paraprofessional aide to assist with behavior intervention within and outside of the classroom during instruction, structured and noon-structured time, to assist with academic achievement for all students. - 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.	$29,000	$35,479	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.
Professional and Technical Services (300)	Conference Registration, Professional Development Training	$2,000	$3,894	Teachers were able to attend a conference designed at developing learning communities within their classrooms and throughout the school. Teachers learned how to group students based on academic needs and how to reach students on all levels to help them master their learning.
General Supplies (610)	Supplemental Materials in Reading, i.e. reader books Manipulatives, i.e. reading rulers, spacers for letters, grips for penmanship Teacher materials to increase fluency and comprehension in the classroom Incentives for students (tokens, rewards for meeting goals)	$500	$0	We transferred the funds for General Supplies to Equipment to purchase ChromeBook tablets for student use.
Software (670)	Purchase license for reading software/materials, i.e. Learning A-Z, apps, mClass license	$1,500	$0	We transferred the funds for Software to Equipment to purchase ChromeBook tablets for student use.
Equipment (Computer Hardware, Instruments, Furniture) (730)	Chrome Books, iPads	$1,119	$5,455	After an internal budget transfer was completed in conjunction with communication and approval of our Community Council, ChromeBooks were purchased for individual student use to strengthen literacy and writing using technology.
	Total:	$34,119	$44,828	

Increased Distribution

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 paraprofessionals to help struggling students who are identified as needing interventions, manage student data, purchase supplies, software, and/or equipment 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.
- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School newsletter
- School website

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

- School newsletter

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2016-10-19**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	2	2015-03-13

Plan Amendments

Approved Amendment #1

Submitted By:	TeriAnn Cooper
Submit Date:	2016-02-04
Admin Reviewer:	Karen Rupp
Admin Review Date:	2016-04-04
District Reviewer:	Sandra Riches
District Approval Date:	2016-04-06
Board Approval Date:	2016-04-05
Number Approved:	7
Number Not Approved:	0
Absent:	2
Vote Date:	2016-02-03

Explanation for Amendment: Since the initial approval of the schools LAND Trust Plan, we are needing to make some budget transfers to best meet the needs of our students. We were unable to hire as many paraprofessionals as we had anticipated. Also, we were able to hold professional development opportunities at the school level and are not needing as much funding in the conference registration budget. We also were able to fund our software and supplies budget through other funding and donations. It was the determination of the council that the schools greatest need at this time is technology. Therefore, we would like to decrease the following budgets and increase the following budgets to purchase a mobile Chromebook computer lab. This would benefit our goal by giving students additional reading, writing, and technology practice. We also need to increase our substitute budget so that teachers can have substitutes provided to them while they are trained on how to use the Chrombooks and implement them successfully in their classrooms throughout the school. Decrease Conference Registration - $1306.00 Decrease Software $260.80 Decrease Supplies - $500.00 Decrease Para-educator Salaries - $3,300.00 Increase Substitutes - $2,300.00 Increase Equipment - $3,066.80

Please Note
Comments will only be visible for users that have logged in.

Comments

Date	Name	Comment
2015-05-18	Heather Gross	NOTE: Goal #1- May be helpful to include specific conferences and professional developments Trust Lands funds will be used toward. NEEDS TO BE FIXED: Increased Distribution- Since $5000 maximum has already been reached toward behavior, any other paraprofessionals hired could not be used toward behavior.
2015-06-02	Sandra Riches	See comments from the state LAND Trust office and make the requested changes.

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