

Oakwood School Final Report 2016-2017

2016 - 2017 ▼

Financial Proposal and Report

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

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)
Carry-Over from 2015-2016	\$0.00	\$1,274.00
Distribution for 2016-2017	\$35,136.00	\$35,136.00
Total Available for Expenditure in 2016-2017	\$35,136.00	\$36,410.00
Salaries and Benefits	\$25,250.00	\$32,781.00
Contracted Services	\$1,500.00	\$795.00
Books Curriculum Subscriptions	\$500.00	\$0.00
Hardware, etc.	\$1,381.00	\$1,295.00
Software	\$2,000.00	\$220.00
Non Allowable Expenditures	\$1,000.00	\$0.00
USBE Administrative Adjustment - Scroll to the bottom to see Comments.		\$0.00

Remaining Funds (Carry-Over to 2017-2018)	\$3,505.00	\$1,319.00
-------------------------------------------	------------	------------

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)
Total Expenditures	\$31,631.00	\$35,091.00
Remaining Funds (Carry-Over to 2017-2018)	\$3,505.00	\$1,319.00

Goal #1

close

State Goal

close

Students in each grade level will increase proficiency in Language Arts (2-6) by 3% as measured by the Granite Quarterly Benchmarks. Beginning of year scores will be compared to middle of year scores to determine growth. The comparison will take place at the end of February when post-assessment window closes.

Academic Area

close

- English/Language Arts

Measurements

close

Measurements

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

Instructional staff will use the Granite Quarterly Benchmark for Language Arts. Beginning Of Year scores will be compared to Middle Of Year scores to determine growth. Measurement will take place at the end of February when the MOY assessment is completed.

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

ELA Granite Quarterly Benchmark Scores

GR	BOY	MOY	Increase
2	39%	60%	21%
3	48%	60%	12%
4	42%	52%	10%
5	56%	63%	7%
6	49%	56%	7%

Action Steps

[close](#)

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

Aides will be hired to move in tandem from grade level to grade level, according to the Master Schedule, to assist teachers with Power Half Hour. Data will be used to determine student grouping in order to target instruction. Teachers and aides will address academic needs through a variety of intervention and enrichment activities increasing student proficiency.

A reading aide will be used to coordinate the STAR Reading program which will assist students on a bi-weekly basis with additional time and support for reading interventions.

An English Language Learner (ELL) aide will be used to assist ESL students with language acquisition and administer the WIDA and UAA summative testing.

A certified teacher will be offered a stipend to direct and teach the before school, year-long Math Olympiads program, which is an enrichment activity challenging high ability students.

An attendance aide will be used to track student attendance and tardies, plan and prepare school wide positive attendance supports, and follow through with legal documentation for court action. Students are encouraged to be in school each day, on time, to receive core instruction on a consistent basis.

Instructional staff routinely implement elements of differentiated instruction to meet the learning needs of all students.

Teachers will develop and maintain small group instruction to differentiate student learning.

Grade level teams will utilize a 'Power-Half Hour' block to re-teach/strengthen/enrich student learning.

Teachers will collaborate during PLC/Collaboration on student data and develop plans to address learning needs of all students.

Additional job-embedded time to study grade level data provided by administration.

Teachers will use core curriculum formative/summative assessments to plan instruction.

Teachers will create Common Formative Assessments to assess mastery of the essential learning objectives.

Examining and comparing benchmark and summative assessments will measure student progress.

The software Accelerated Reader will be used school wide to encourage and build student reading skills, fluency, and comprehension.

A school-wide online subscription to Moby Max will aide teachers in progress monitoring students on their academic level in the areas of language arts, literature, grammar, vocabulary, writing, math, and fact fluency. Graphs and charts will assist students in tracking their own progress. Students are able to access the program at home allowing them to practice skills taught in the classroom encouraging growth, as well as maintaining those skills over the summer. The program is built around the common core and the concepts are broken down by standard. Student usage, practice, and monitoring will help increase mastery improving learning and progress.

Teachers will increase skill and ability by attending professional development workshops or seminars on how to access and analyze data, in-depth training for the Smartboard and Chromebooks, how to differentiate instruction in the classroom, how to routinely implement elements of differentiation, and how to set-up and prepare for effective small group instruction which will assist in meeting the learning needs of all students.

Educational fieldtrips will provide real life experiences as visits to the Zoo, State Capitol, Planetarium, Nature Center, and JA BIZ Town are connected to stories in the language arts anthology building understanding, background experience, and additional opportunities to explore the curriculum.

Selecting academic assemblies that enhance and compliment the core learning objectives will engage students while reinforcing what is taught in the classroom.

Gifted programs, such as Future Problem Solvers and the William and Mary Language Arts Unit for High Ability Learners, will assist teachers with differentiation while providing challenging learning opportunities for high achieving students.

Chromebooks are an effective tool for differentiating instruction, enhancing learning and engagement, and allowing students to become more digitally fluent, benefiting both teacher and learner.

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

Grade level teams incorporated a Power Half Hour block into their daily schedules to accommodate differentiated instruction and target learning needs for all students. Using assessment data, children were divided into small groups where differentiated instruction, re-teaching, enrichment, and extensions were supported.

The Power Half Hour groups were flexible and fluid. Teachers collaborated during PLCs to review data, assessments, and learning objectives to create student groups and address learning needs.

The Master Schedule was created to accommodate the Power Half Hour block for grade level teams. Two aides were hired to assist with each grade levels' Power Half Hour, promoting effective, targeted small group instruction.

Lower grade teachers regularly used a variety of learning centers to formulate small groups where instruction was targeted to address student learning needs.

STAR reading was established for grades K-3. Each classroom selected one or two Strategic (yellow) students to attend bi-weekly sessions supporting additional time and reinforcement of skills. 86% of participating students made progress to Proficient (green) by the EOY.

Out of six ELL students, the ELL aide had two children exit the program and two move up to level F4. All made progress on the WIDA testing.

An attendance aide tracked student tardies and attendance providing incentives for those who were always on time and showed improvement in attendance. Oakwood was part of the Every Day Counts program. At the beginning of the school year, Oakwood was in 49th place for attendance among Granite District schools. By the middle of the year, Oakwood moved into 5th place. Having students in class and on time increases learning and achievement.

Increased focus for Gifted and Talented/High Ability students was provided children by offering enrichment opportunities in Math Olympiads, Project Based Learning activities and STEM activities. A book study was incorporated into the monthly Gifted Committee meetings, Teaching Gifted Kids in the Regular Classroom promoting skills and ability for enriched and in-depth curriculum for advanced students.

Accelerated Reader was used in all grade levels to promote increased reading, fluency, and comprehension as measured by the end of book assessments.

Moby Max was utilized during instruction center time to re-teach concepts to struggling students, reinforce language skills, and differentiate student learning.

Student improvement was documented through the use of Student Data Books. Teachers used the data to hold individual conferences to review and help motivate students to reach their full potential. Students used the graphs in the books to monitor and track their own progress and set achievement goals.

Professional development was provided for teachers on the various components of the WONDERS program, increasing skill and capacity in implementing effective lessons. Google for Education classes were taught introducing teachers to Google Docs, Google Surveys, and Google Slides. These new technology skills increased student engagement and interest, improving learning. The purchase of Chromebooks facilitated differentiated learning and allowed students to become more digitally fluent and literate in the Google apps. Ability with the Google apps not only benefits current learning but will be a life skill necessary for advanced education and future positions in the work force.

Field trips became an important tool to strengthen classroom instruction by connecting the learning objectives to the real world. In addition to exposing students to new experiences, field trips provided an opportunity for students to encounter and explore authentic settings by examining primary sources as

compared to text and pictures. The field trips deepened and enhanced classroom study, supporting student learning.

Digital Citizenship/Safety Principles Component

close

No

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Software < \$5,000	\$2,000.00
Books, Ebooks, online curriculum/subscriptions	\$500.00
RETIRED. DO NOT USE	\$1,000.00
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	\$1,500.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$25,250.00
Hardware > \$5,000 and furniture to house trust purchases; book cases, carts for devices	\$1,381.00
Total:	\$31,631.00

Funding Changes

There are times when the planned expenditures in the goals of a plan are provided by the LEA, a grant, or another unanticipated funding source leaving additional funds to implement the goals. If additional funds are available, how will the council spend the funds to implement the goals in this plan?

Additional funds will be used to support teachers in professional development opportunities such as 'Learning Walks.' Teachers will be given job-embedded time to observe colleagues, peers, and other classrooms to improve practice, learn strategies, and incorporate new ideas in technology or procedure. Pre-observation conferences, actual observation, and post-observation conferences will be facilitated by using a short term substitute. Additional classroom aides will be enlisted to help with small group instruction, progress monitoring, and targeted interventions and/or enrichment for individual students. Purchase books for (1) faculty book study; (2)

increase classroom leveled readers; (3) Manual: 'Teaching Gifted Kids in the Regular Classroom' to help teachers plan independent enrichment for high ability children. Increase technology devices for student use.

Publicity

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

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
9	0	1	2016-04-05

Plan Amendments Approved Amendment #1

Submitted By:

Sandra Riches

Submit Date:

2017-04-03

Admin Reviewer:

Karen Rupp

Admin Review Date:

2017-04-04

LEA Reviewer:

Sandra Riches

LEA Approval Date:

2017-04-13

Board Approval Date:

2017-04-12

Number Approved:

10

Number Not Approved:

0

Absent:

0

Vote Date:

2017-03-14

Explanation for Amendment:

We would like to transfer \$6,200 allocated for salaries and benefits to Equipment, allowing the school to purchase an additional set of 30 Chromebooks with a cart. The purchase of Chromebooks coordinates well with our goal of increasing proficiency in LA. Chromebooks are an effective tool for differentiating instruction, enhancing learning and engagement, and allowing students to become more digitally fluent, benefiting both teacher and learner.