

# Oakwood School Final Report 2017-2018

2017 - 2018 ▼

## Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2017 and from the LEA's data entry of the School LAND Trust expenditures in 2017-2018.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)
Carry-Over from 2016-2017	\$0.00	\$1,319.00
Distribution for 2017-2018	\$45,619.00	\$45,619.00
Total Available for Expenditure in 2017-2018	\$45,619.00	\$46,938.00
Salaries and Benefits	\$40,000.00	\$26,398.00
Contracted Services	\$1,500.00	\$2,776.00
Books Curriculum Subscriptions	\$500.00	\$0.00
Technology Related Supplies	\$3,500.00	\$15,536.00
General Supplies	\$500.00	\$0.00
Non Allowable Expenditures	\$3,000.00	\$0.00
USBE Administrative Adjustment - Scroll to the bottom to see Comments.		\$0.00
<b>Remaining Funds (Carry-Over to 2018-2019)</b>	<b>-\$3,381.00</b>	<b>\$2,228.00</b>

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)
Total Expenditures	\$49,000.00	\$44,710.00
Remaining Funds (Carry-Over to 2018-2019)	-\$3,381.00	\$2,228.00

## 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.**

## Benchmarks

Grade	Pre	Post	Change
2nd	4	18	14
3rd	16	11	-5
4th	4	10	6
5th	11	19	8
6th	0	5	5

Average School Improvement 5.6%

## 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 small group instruction. 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.

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 action-oriented and goal-directed plans to address learning needs of all students.

Substitutes will be paid to facilitate the Student Support Team's MTSS meetings, held three times a year, allowing teachers the opportunity to meet on an individual basis to review student data, interventions, and targeted instruction. BOY, MOY, and EOY data will be compared to document growth and progress.

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.

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

Teachers will increase skill and ability by attending professional development workshops/seminars on small group instructions and how to incorporate learning targets into instruction to increase student understanding, produce evidence of student learning, and raise achievement

Substitutes will be paid to cover classes while teachers attend professional development workshops.

Educational field trips 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, Debate, William and Mary Language Arts for High Ability Learners, will assist teachers with differentiation while providing challenging learning opportunities for high achieving students.

A Leveled Reading library allows student access to good on-level reading materials providing the right level of support and challenge. Differentiated instruction is enhanced when using Leveled Readers.

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.**

We followed the action plan as outlined above.

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Digital Citizenship/Safety Principles Component

close

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No

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## Goal #2

close

## State Goal

close

Students in each grade level will increase proficiency in Math (1-6) 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

- Mathematics

## Measurements

close

## Measurements

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

The instructional staff will use the Granite Quarterly Benchmark for Math. 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.**

Grade	Pre	Post	Change
1st	7	57	50
2nd	12	74	52
3rd	17	43	36
4th	6	50	44
5th	10	62	52

6th 15 70 55

Average School Improvement 48%

## Action Steps

close

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

An instructional aide will be hired to assist teachers in addressing academic needs through a variety of intervention and enrichment activities increasing student proficiency.

Instructional staff will 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.

Training/workshops will be offered to build teacher capacity in how to set-up and prepare for effective small group math instruction, how to access and analyze student data, and how to differentiate instruction to meet the needs of all students.

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

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

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.

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

Our teachers and aides followed through beautifully on the action plan as stated above. The improvement in math scores far exceeded the goal.

## Digital Citizenship/Safety Principles Component

close

No

## Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	\$3,500.00
Books, Ebooks, online curriculum/subscriptions	\$500.00
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	\$500.00
RETIRED. DO NOT USE	\$3,000.00
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)	\$40,000.00
Total:	\$49,000.00

## 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 observations, 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 or enrichment for individual students. Purchase books to increase classroom leveled readers.

## 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
10	0	0	2017-03-14

**Plan Amendments**  
**Approved Amendment #1**


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**Submitted By:**

Sandra Riches

**Submit Date:**

2018-03-28

**Admin Reviewer:**

Natalie Gordon

**Admin Review Date:**

2018-04-12

**LEA Reviewer:**

Sandra Riches

**LEA Approval Date:**

2018-04-13

**Board Approval Date:**

2018-04-10

**Number Approved:**

10

**Number Not Approved:**

0

**Absent:**

0

**Vote Date:**

2018-03-20

**Explanation for Amendment:**



The Language Art's goal for 2017-2018 states: Students in each grade level will increase proficiency in Language Arts (2-6) by 3% as measured by the Granite Quarterly Benchmarks. Funding was set aside for aides who would help teachers with Power Half Hour, Small Group Instruction, and Interventions. The master schedule was created assigning aides to specific grade levels at designated times during the day. Due to an aide leaving mid-year and not being able to hire one of the four intervention aides written into our LAND Trust Plan, we have excess funding. We would like to apply that money to the Technology Related Hardware category for the purchase of two Chromebook carts, \$2,200 containing 35 Chromebooks each, \$12,000. 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. They also play an important role in helping teachers develop and maintain small group instruction to meet the learning needs of all 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.