


# Oakwood School Final Report 2019-2020

2019 - 2020 

## Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2019 and from the LEA's data entry of the School LAND Trust expenditures in 2019-2020.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)
Carry-Over from 2018-2019	\$0.00	\$1,157.00
Distribution for 2019-2020	\$50,094.00	\$50,094.00
Total Available for Expenditure in 2019-2020	\$50,094.00	\$51,251.00
Salaries and Benefits	\$33,000.00	\$29,536.77
Contracted Services	\$19,000.00	\$16,660.00
USBE Administrative Adjustment - Scroll to the bottom to see Comments.		\$0.00
Total Expenditures	\$52,000.00	\$46,196.77
Remaining Funds (Carry-Over to 2020-2021)		\$5,054.23

Goal #1

close

State Goal

close

We will see at least a 30% increase in grades 2-6 in language arts proficiency using the 1st semester bench mark tests as our measure of success.

#### Academic Area

[close](#)

- English/Language Arts
- English/Language Arts
- Fine Arts

#### Measurements

[close](#)

#### Measurements

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

We will use the School City language arts benchmark tests and compare the beginning of year results (pre instruction) with the middle of year results (post instruction).

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

##### ELA Benchmarks By Grade Level

Grade	Pre	Post	Change
1st	75%	85%	10%
2nd	42%	73%	21%
3rd	48%	62%	14%
4th	46%	60%	14%
5th	56%	66%	10%

Average Change + 13.8%

#### Action Steps

[close](#)

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

Aides will be hired to move from grade level to grade level to assist teachers with small group instruction. Data will be used to determine student grouping in order to target instruction. Teachers and aides (under the supervision of the teacher) will address academic needs through a variety of intervention and enrichment activities increasing student proficiency.

LAND Trust funds will be used to build teacher capacity through professional development and funding substitute teachers so teachers may attend to professional development opportunities. Building skill, knowledge, and ability promotes effective and engaging teaching in the classroom.

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

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 the learning needs of all students.

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

The software Lexia Learning will be used in grades K-3 to encourage and build student reading skills, fluency, and comprehension. A-Z Reading leveled reading supplements will be used school-wide as a tool to support Dyad Reading - a research-based strategy that builds fluency and comprehension. Accelerated Reader is also used as a reading source to support comprehension.

Parents will meet with faculty at our Support Your Student's Learning (SYSL) meeting at the first of the school year. Parents will learn teacher expectations, how teachers will communicate with parents, how to access the various electronic resources available to parents as they support their student's learning, and begin to establish the trust relationship with the teachers that are so vital to student success. Teachers will receive a stipend for this meeting held after contract hours.

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

We followed our plan to hire aides to assist students in small groups and one-on-one. A leader was chosen to head up our DYAD reading program resulting in a corps of volunteers coming in weekly to work with our students' reading abilities. Teachers differentiated instruction during class time, collaborated effectively to meet student needs, and utilized the various software and technology tools to improve students access to and progress in learning literacy. We fell short of our goal for improvement but our proficiency levels were high averaging nearly 70% for the school.

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Digital Citizenship/Safety Principles Component

close

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No

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Goal #2

close

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State Goal

close

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Improve student knowledge, understanding, and enjoyment of the core through an integrated, collaborative expressive dance, visual art program, and ceramics course. We will use RISE scores to measure overall success.

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Academic Area

close

- 
- English/Language Arts
  - Mathematics
  - English/Language Arts
  - Science
  - Fine Arts
  - Social Studies
  - Health

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Measurements

close

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## Measurements

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

We will use our RISE scores to determine how students improve their understanding of language arts, math, and science. We are looking for a 3% improvement in proficiency over our 2019 RISE scores in each tested category.

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

We were unable to use RISE scores due to school dismissal.

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## Action Steps

[close](#)

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

We will contract with Tanner Dance. They will bring dance and music professionals to Oakwood once a week during the school year. Students will receive a semester of dance culminating in an informance for parents at the end of the semester. The dance professionals, the teachers, and students will collaborate to integrate key core curriculum concepts into the program. The total physical response to the curriculum should bring about a different ownership of their learning and increase their enjoyment and success in their core subjects.

We will also contract with art specialists to bring a series of ceramics and visual art lessons to our students. The ceramics specialist will meet weekly with students for approximately 3-4 weeks culminating in a project celebrated at our school carnival in the spring. The visual art specialist will prepare lessons and meet with students and teachers once a month each month of the school year. He or she will follow the Meet the Masters curriculum.

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

Our dance and visual art specialists worked until the dismissal in March. All students had dance for one semester and the Meet the Masters visual art at least monthly throughout the school year. We were unable to contract with someone to lead our ceramics classes.

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## Digital Citizenship/Safety Principles Component

[close](#)

No

### Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	\$19,000.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$33,000.00
Total:	\$52,000.00

### 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?*

Goal 1: Purchase technology hardware and software to improve student literacy levels. Goal 2: Pay for more instruction in fine arts and purchase visual art materials needed.

### Publicity

- Letters to policy makers and/or administrators of trust lands and trust funds.
- School assembly
- School newsletter
- School website

### Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
10	0	0	2019-03-15

Plan Amendments  
Approved Amendment #1

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**Submitted By:**

Tod Cracroft

**Submit Date:**

2020-01-06

**Admin Reviewer:**

Natalie Gordon

**Admin Review Date:**

2020-01-24

**LEA Reviewer:**

Sandra Riches

**LEA Approval Date:**

2020-01-27

**Board Approval Date:**

2020-01-07

**Number Approved:**

10

**Number Not Approved:**

0

**Absent:**

0

**Vote Date:**

2019-09-24

**Explanation for Amendment:**

The council approved purchasing Dreambox, a district and state approved program for improving math instruction and increasing student success in math (part of goal #2). The charge for \$3500 for the school-wide license will come from \$2,000 we will not use for teacher professional development and \$1500 taken from money that won't be used to pay aides.

