

Final Report 2018-2019 - Washington Terrace 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 2018 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2018-2019.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2017-2018	\$867	N/A	\$0
Distribution for 2018-2019	\$51,147	N/A	\$54,063
Total Available for Expenditure in 2018-2019	\$52,014	N/A	\$54,063
Salaries and Employee Benefits (100 and 200)	\$42,475	\$43,200	\$36,171
Employee Benefits (200)	\$0	\$0	\$7,029
Professional and Technical Services (300)	\$5,175	\$5,250	\$5,250
Repairs and Maintenance (400)	\$0	\$0	\$0
RETIRED. DO NOT USE (500)	\$0	\$0	\$0
Printing (550)	\$0	\$0	\$0
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	\$0	\$0	\$0
General Supplies (610)	\$1,000	\$0	\$0
Textbooks (641)	\$0	\$0	\$0
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$0	\$0	\$0
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
Total Expenditures	\$48,650	\$48,450	\$48,450
Remaining Funds (Carry-Over to 2019-2020)	\$3,364	N/A	\$5,613

Goal #1 Goal

Decrease absences by ten percent for our most chronically absent students to increase reading achievement. This is a behavioral goal to support Goal #2. Both are to address reading achievement.

Academic Areas

- Reading

Measurements

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

1- AmeriCorps Aide will be hired to case manage students who are identified as chronically absent. (\$3975)

2- AmeriCorps Aide will track student attendance on a daily basis and run quarterly attendance reports. In addition, para-professional will track reading fluency at Beginning of Year - Middle of Year and End of Year to monitor chronically absent students reading progress. Para-Professionals, reading coach and AmeriCorps aide will work closely with the teachers to target specific reading skills with an emphasis on reading fluency.

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

Students' number of absences were tracked from previous year of 2017-2018 to current year 2018-2019. The % of decreased absences was tracked along with DIBELS scores to see if an decrease in absences showed an increase in reading scores.

Student	absences 17-18	absences 18-19	% of decrease	BOY DIBELS	EOY DIBELS
1	15	22	-47%	N/A	N/A
2	6	8	-33%	27	43
3	15	14	7%	31	82
4	19	7	63%	55	112
5	15	13	13%	115	145
6	12	14	-17%	83	120
7	14	9	36%	101	153
8	11	4	64%	50	90
9	12	10	17%	79	105
10	13	13	0%	113	139
11	10	17	70%	65	80
12	23	22	4%	102	113
13	15	0	100%	59	91
14	14	17	-21%	90	119
15	17	18	-6%	123	150
16	14	5	64%	27	54
17	31	13	58%	28	41
18	16	12	25%	42	69
19	24	23	4%	64	77
20	27	9	67%	89	115
21	12	23	-92%	21	21
22	17	9	47%	78	80
23	10	18	-80%	23	21
24	18	7	61%	153	165
25	13	9	31%	111	121
26	16	11	31%	77	75
27	18	12	33%	133	161
28	30	25	17%	111	121
29	12	2	83%	48	54
30	22	26	-18%	109	104
31	4	4	0%	116	145
32	3	2	33%	74	86
33	8	11	-38%	68	86
34	10	13	-30%	67	75
35	4	7	-75%	115	120

23/35 had a decrease of absences from 2017-2018 to 2018-2019.
 12/35 had an increase of absences from 2017-2018 to 2018-2019.

Average 9.45 decrease in absences. Goal was 10%

32/35 students showed an increase in BOY DIBELS fluency to EOY DIBELS fluency for a 91% average increase.
 3/35 students showed a decrease in BOY DIBELS fluency to EOY DIBELS fluency for a .08 % average decrease.

Action Plan Steps

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

Chronically absent students will be identified at the beginning of the 2018-2019 school year. We will identify the top 30-35 chronically absent students.

Letter will be sent home to parents to notify that their child will be put on a positive attendance tracker.

Chronically absent students will check in and out with the para-professional on a daily basis.

Chronically absent students' DIBELS scores will be recorded at the beginning of the school year, middle of year, and end of year to determine reading growth in fluency.

Students who are part of the attendance program will be given additional reading interventions during small-group reading time.

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

- 1- 35 chronically absent students were identified with Principal and Americorps Para-Professional.
- 2 - Americorps Para-professional sent letters home to parents telling them about the positive attendance program and goal to increase their child's school attendance. Letter also asked parents for permission to track attendance data on their child.
- 3- Check in and Check out attendance system was put in place for the identified students by Americorps para-professional.
- 4- Positive rewards were given to students who met the attendance goal for each quarter.
- 5- Quarterly attendance and hours mentored were run by Americorps person and reviewed with building administrator.
- 6- Reading Specialist tracked BOY DIBELS scores, to EOY DIBELS scores to see if regular attendance made a difference in reading fluency ability of students.
- 7- Americorps para-professional helped with reading interventions to identified attendance students.
- 8-DIBELS data was tracked to look at progress.
- 9- Attendance letters and home visits were made to selected families to help keep the children on track with regular school attendance.
- 10- End of quarter and year reports were run on attendance and DIBELS to review with Community Council members.

Behavioral Component

Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	AmeriCorps Para-professional will work with students to develop good attendance patterns in most chronically absent students. Attendance in school leads to better reading scores and academic success.	Students on the positive attendance tracker were given rewards to acknowledge goals met in attendance.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Part-time AmeriCorps Para-professional salary. School will pay a portion and the grant will pick up the additional portion. The amount includes - living allowance - social security and participation fee. \$3975.00	\$3,975	\$3,895	Stipend was paid to Americorps Para-professional in the amount of \$3895. The amount was \$100 less than budgeted.
	Total:	\$3,975	\$3,895	

Goal #2 Goal

80% of students in grades 3-6 will show growth in reading fluency as determined by the DIBELS reading assessment. 80% of students in grades K-2 will show growth on Core Phonics survey.

Academic Areas

- Reading

Measurements

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

Reading Specialist and Para-Professionals will work with under performing students specifically in reading fluency.

DIBELS reading fluency assessment will be given to students at beginning of year - middle of year - end of year to determine reading fluency baseline data and growth. Test results will be shared with school administrator and classroom teachers during weekly PLC meetings to determine effectiveness of instruction.

Core Phonics Survey will be given at beginning of year - middle of year - end of year to all students in grades 1-2 to determine baseline data and growth. Assessments will be given by classroom teachers. Results will be shared with reading specialist and school administrator to determine small group and classroom instructional needs.

Para-Professionals will assist teachers (K-6) in progress monitoring to determine reading fluency growth.

Para-Professionals will be used to assist teachers in small group reading instruction in grades K-6 to assist in differentiated instruction.

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

Students in grades 3-6 were given DIBELS reading test at the Beginning of Year (BOY) Middle of Year (MOY) and End of Year (EOY).

Grade 3 % of students that made growth

Teacher 1 100%
Teacher 2 90%
Teacher 3 95%
Teacher 4 100%
Grade 3 Average = 96%

Grade 4 % of students that made growth
Teacher 1 92%
Teacher 2 96%
Teacher 3 92%
Grade 4 Average = 93%

Grade 5 % of students that made growth
Teacher 1 88%
Teacher 2 92%
Grade 5 Average = 90%

Grade 6 % of students that made growth
Teacher 1 74%
Teacher 2 68%
Teacher 3 81%
Grade 6 Average = 74%

Average growth for students grades 3-6 = 85.25%

Grades 1-2 were given the core phonics survey at BOY, MOY and EOY. Core Phonics survey tests letter name and sounds, vowel sounds (long and short) and decoding words and other phonics skills.

Grade 1 % of students that made growth
Teacher 1 100%
Teacher 2 100%
Teacher 3 100%

Grade 2 % of students that made growth
Teacher 1 100 %
Teacher 2 100%
Teacher 3 100%

Action Plan Steps

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

Para-Professionals will be used in grades K-3 to assist in small group reading instruction. (\$15,000)

Para-Professionals will be used in grade 4-6 to assist in grade-wide reading interventions. (\$15,000)

Funding will be used to purchase copies of the DIBELS assessment books for grades 4-6, copies of the Core Phonics survey, plus ink and paper for these assessments. (\$1000)

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

Action Plan steps for goal #2.

- 1- Para-professionals were provided for all grades.
- 2- Grades K-3 used para-professionals to help fill in and develop missing reading skills.
- 3- Grades 4-6 used para-professionals to assist in grade wide reading interventions.
- 4- DIBELS tests were given to all students in grades 4-6 at Beginning of Year - Middle of Year - End of Year. Data was used in PLC meetings and weekly planning to determine effectiveness of small groups, and if changes need to be made.
- 5- CORE PHONICS survey was given to all students in grades 1-2. Teachers administered the test to their homeroom class. Scores were recorded for BOY - MOY - EOY.
- 6- All teachers turned in BOY and EOY scores at their final evaluation with the building administrator.
- 7- Scores were evaluated to determine growth in both DIBELS and CORE PHONICS surveys.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Para-Professional salaries to assist in reading interventions.	\$30,000	\$30,805	\$23776 for aide salaries \$1610 for state retirement \$2952 for state retirement tier II \$2469 for social security Total \$30806 total cost of aide salaries including retirement and social security.
General Supplies (610)	Copies, ink, paper and purchase of DIBELS books for upper grade testing.	\$1,000	\$0	No money was spent on DIBELS books for upper grade testing as the money was funded from another source.
	Total:	\$31,000	\$30,805	

Goal #3 Goal

Increase math proficiency in grades 1-3 by using the DreamBox Math computer program. All classrooms will show 80% average growth from September 2018 - April 2019.

Academic Areas

- Mathematics

Measurements

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

All students in grades 1-3 will access DreamBox math computer program 3 times a week during the 2018-2019 school year. Monthly reports will be generated from the program to determine student growth.

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

Dreambox Math data:

Grade 1	% of growth	lesson completed
Teacher 1	152%	6126
Teacher 2	141%	5425
Teacher 3	127%	5436

Average growth for students in Grade 1 = 140%

Grade 2	% of growth	lesson completed
Teacher 1	90%	5194
Teacher 2	127%	6955
Teacher 3	110%	5740

Average growth for students in Grade 2 = 109%

Grade 3	% of growth	lesson completed
Teacher 1	71%	3697
Teacher 2	76%	4220
Teacher 3	95%	4631
Teacher 4	86%	3923

Average growth for students in Grade 3 = 82%

All students in Grade 1 met goal of 80% growth
 All students in Grade 2 met goal of 80% growth
 2/4 teachers in Grade 3 had students that met goal of 80%
 2/4 teachers in Grade 3 did not have students that met goal of 80%

Action Plan Steps

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

Dreambox licenses will be purchased for all students in grades 1-3. (\$5175)

Computer aide will be provided for all students 5 days a week to provide support in the computer lab working on computer based math programs. (\$8500)

Teachers will be required to provide students access to DreamBox math program 2 days a week during school hours via: chrome books, i-pads, or additional computer lab time.

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

Action steps for Goal #3:

- 1- Dreambox licenses were purchased for grades 1-3
- 2- Teachers were trained by para-professional on how to upload lessons, and apply Dreambox lessons to grade level standards.
- 3- PLC teacher had students on Dreambox 1 time per week during PLC rotation.
- 4- Teachers were asked to have the students on Dreambox program 2 additional days per week.
- 5- Para-professional had regular check in with Dreambox trainers.
- 6- Para-professional ran monthly reports for school administrator and teachers to track progress, lessons complete and growth.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Computer Aide Salary \$8500	\$8,500	\$8,500	Computer aide was used for PLC to help with Dreambox math. 8500 aide salary (this was included in the overall line item of aide salary on District report)
Professional and Technical Services (300)	Dreambox licenses for grades 1-3 students. Approximately 225 licenses at \$23.00 each = 5175.00	\$5,175	\$5,250	Dreambox licenses were purchased: Actual cost of all licenses: \$5250.00
	Total:	\$13,675	\$13,750	

Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of \$5,613 to the 2019-2020 school year. This is 10% of the distribution received in 2018-2019 of \$54,063. Please describe the reason for a carry-over of more than 10% of the distribution.

Proposed carry over was \$3364 which is within the 10% guideline. Actual carry over was \$5613. School planned and budgeted on allotment \$52,014 when actual allotment was \$54,063. Therefore we received more money than originally planned. AmeriCorps person was also \$100 less than planned. Giving us more carry over than planned. In addition, the year before our school was in the negative on aide salaries so we wanted to give ourselves a little room in case our aide salaries and benefits came in a little over budget.

Funding Changes (and Unplanned Expenditures)

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

Additional funds or carry over will be used to purchase Chrome books for reading interventions to support our reading fluency goal or to support our math goal by having the students access Dreambox math with Chrome books.

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

For the 2018-2019 school year additional money was not spent.

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- School newsletter
- School website
- Other: Please explain.
 - Text system MY CONNECT will be used to notify parents where the plan can be found. It will also be used to notify parents of upcoming meetings.

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

- School newsletter
- School website
- Other: Please explain.
 - Community Council Meetings - Faculty meetings - Text messages on MY CONNECT - Title I meetings - newsletters, school website.

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2019-10-20**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
7	0	3	2018-02-22

No Comments at this time

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