

# Final Report 2016-2017 - 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 2016 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2016-2017.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2015-2016	\$12,662	N/A	\$3,149
Distribution for 2016-2017	\$36,162	N/A	\$40,070
Total Available for Expenditure in 2016-2017	\$48,824	N/A	\$43,219
Salaries and Employee Benefits (100 and 200)	\$40,000	\$38,136	\$31,835
Employee Benefits (200)	\$0	\$0	\$6,301
Professional and Technical Services (300)	\$4,900	\$4,136	\$0
Repairs and Maintenance (400)	\$0	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0	\$0
Travel (580)	\$0	\$0	\$0
General Supplies (610)	\$700	\$0	\$0
Textbooks (641)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Periodicals, AV Materials (650-660)	\$1,500	\$1,017	\$4,136
Software (670)	\$0	\$0	\$1,017
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
<b>Total Expenditures</b>	<b>\$47,100</b>	<b>\$43,289</b>	<b>\$43,289</b>
Remaining Funds (Carry-Over to 2017-2018)	\$1,724	N/A	-\$70

## Goal #1 Goal

Goal: Decrease absences by ten percent school wide for our most chronically absent students

## Academic Areas

- Reading

## Measurements

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

Attendance data will be tracked and reviewed through out the year.

Dibels reading fluency test will be given three times per year to all students, and our most chronically absent students will be identified and tracked to monitor % of growth in reading through out the 2016-2017 school year.

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

DIBELS Beginning of Year to End of Year Growth for Americorps Attendance Students

Four numbers are displayed:

First number is beginning of year DIBELS composite score for Attendance students

Second number is middle of year DIBELS composite score for Attendance students

Third numbers is end of year DIBELS composite score for Attendance students

Last number is total growth of DIBELS score for chronic attendance students who have been on a tracker for the 2016-2017 school year.

Student #1	43	47	51	-8
Student #2	290	263	275	-15
Student #3	163	198	155	-8
Student #4	297	367	469	172
Student #5	175	267	251	76
Student # 6	6	8	17	9
Student #7	323	378	430	107
Student #8	134	310	255	121
Student #9	290	302	303	13
Student #10	334	349	456	122
Student #11	245	265	299	54
Student #12	96	161	234	138
Student #13	0	72	75	75
Student #14	181	226	349	168
Student #15	213	232	339	126
Student #16	315	324	411	96
Student #17	49	60	99	50
Student #18	249	370	376	127
Student #19	335	340	397	62
Student #20	353	386	379	26
Student #21	362	354	361	-1
Student #22	470	401	407	-63
Student #23	476	417	533	57
Student #24	531	502	570	39
Student #25	296	323	430	134
Student #26	309	315	351	42
Student #27	246	303	293	47
Student #28	471	480	499	28
Student #29	124	197	251	127
Student #30	328	406	414	32
Student #31	108	61	103	-5
Student #32	387	387	405	18
Student #33	494	575	542	48

Academic Measurement:  
Average TOTAL growth points: 60.6  
for most chronic attendance students.

6/33 didn't show growth reading  
27/33 showed growth in reading

## Action Plan Steps

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

1- AmeriCorp Para-Professional will case manage students who are chronically absent.

2- AmeriCorp Para-Professional will track student attendance. He/She will also track reading fluency three times per year to provide additional support where needed. This person will also act as liaison with parents and teachers to help target reading skills and support academic achievement through one-on-one tutoring with a specific emphasis in reading fluency.

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

1- Attendance report was run at the beginning of the year to determine most chronic absent students.

2- Review of report with Americorps Aide and school administrator and chronic students were identified.

3- Students were put on a positive attendance tracker and parents were notified of the tracker.

4- Students would check in and out with aide each day to track attendance.

5- Students were given attendance goals to complete.

6- DIBELS test was given to all students at the BOY (Beginning of year) MOY (Middle of year) and EOY (End of year) to determine if an increase in attendance would also show an increase in reading composite scores on DIBELS.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Americorp Part-time Employee = \$4500.00	\$4,500	\$3,491	\$3491.00 for Americorps Employee
	Total:	\$4,500	\$3,491	

## Goal #2 Goal

All students in grades 1-2 will have access to DreamBox computer Math program. Students will access the program 3 times a week during school hours via: I-pad - chrome book or computer lab. All classrooms will show an 80% growth or higher for the school year. All students in grades 3-6 will have access to ALEKS math program. Students will access the program 3 times a week during school hours via - I-pads; chrome books, or computer lab. All student in grades 3-6 will show 10 % growth.

## Academic Areas

- Mathematics

## Measurements

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

Students will access Dreambox Math or ALEKS math 3 times a week during the 2016-2017 school year. Monthly reports generated via Dreambox Math program and ALEKS math program will be run to show monthly growth of students.

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

Dreambox Math growth shows the following:

2016-2017

Kindergarten concepts 44% growth

1st grade concepts 123% growth

2nd grade concepts 71 % growth

3rd grade concepts 9% growth

Kindergarten concepts were students who were not on 1st grade level. They completed the kindergarten assignments and then moved to 1st grade.

3rd grade was not part of the Dreambox purchase - but some students from 2nd grade advanced to 3rd grade lessons. Adding 71% growth from 2nd grade and 3rd grade growth meets the 80% growth goal for 2nd grade.

ALEKS math for grades 3-6 : 2016-2017

Beginning = Beginning Knowledge

Ending = Ending Knowledge

3rd grade	Beginning	Ending
Sept-Oct	21%	31%
Oct-Nov	25%	35%
Nov-Dec	31%	39%
Dec-Jan	38%	43%
Jan-Feb	41%	47%
Feb-Mar	45%	51%
Mar-Apr	48%	52%
Apr-May	55%	58%

4th grade	Beginning	Ending
Sept-Oct	26%	32%
Oct-Nov	32%	39%
Nov-Dec	39%	43%
Dec-Jan	43%	47%
Jan-Feb	47%	51%

Feb-Mar	45%	51%
Mar-Apr	54%	60%
Apr-May	60%	64%

Only one 5th grade class was able to participate in ALEKS during 2016-2017 school year because of the number of licenses granted to the school.

5th grade	Beginning	Ending
Sept-Oct	27%	40%
Oct-Nov	38%	50%
Nov-Dec	48%	55%
Dec-Jan	55%	60%
Jan-Feb	58%	62%
Feb-Mar	59%	63%
Mar-Apr	61%	63%
Apr-May	63%	65%

Only one 6th grade class was able to participate in ALEKS during the 2106-2017 school year because of the number of licenses granted to the school.

6th grade	Beginning	Ending
Sept-Oct	17%	20%
Oct-Nov	23%	26%
Nov-Dec	26%	28%
Dec-Jan	28%	33%
Jan-Feb	34%	35%
Feb-Mar	35%	39%
Mar-Apr	38%	42%
Apr-May	47%	48%

All classes participated in ALEKS at least 3 hours per week. They used the ALEKS and DREAMBOX programs during PLC times in addition to time with thier homeroom teachers.

Growth was gained each month in every class in both ALEKS and DREAMBOX programs.

## Action Plan Steps

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

- 1- Dream Box math licenses will be purchased for grades 1-2.
- 2- ALEKS math licenses will be used via \$ from alternate outside sources.
- 3- (1) 3 hour computer aide will be provided 5 days per week in the morning to help the students on either Dreambox Math or ALEKS programs during weekly PLC rotations.
- 4- (1) 3 hour aide - 3 days a week will also be provided in the afternoons to help the students on either Dreambox Math or ALEKS programs during the afternoon PLC rotation.
- 5- Teachers will be required to provide students with access to DreamBox math program or ALEKS math program 2 days per week during school hours.

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

- 1- Dreambox Licenses were purchased with Land Trust money.
- 2- ALEKS licenses were provided to the school via: a grant written by Weber School District.
- 3- Computer aide was provided for students while teachers participated in weekly PLC meetings.
- 4- Teachers provided additional time for students during the school day to access both DREAMBOX and ALEKS math programs.
- 5- Students became very engaged in both math programs.
- 6- Students also had access to practice the programs at home if so desired.
- 7- Students set goals on both DREAMBOX and ALEKS programs and became proficient in passing off the goals.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Computer Aide Salaries for DreamBox and ALEKS math	\$8,500	\$8,500	Computer lab aide
Professional and Technical Services (300)	Dreambox Licenses and including Teacher Professional Development	\$3,900	\$4,136	Dreambox licences (165) - Elementary Subscription Renewal for the amount of 3795. 341.43 was used to supplement the ALEKS licenses because the school was short some licenses from the district grant. Business Administrator entered this expense under Periodicals, AV Materials rather than Professional and Technical services where school administrator had originally budgeted the funds.
	Total:	\$12,400	\$12,636	

### Goal #3 Goal

80% of students will show growth in grades K-6 on grade-level reading using DIBELS and/or Core Phonics Survey.

### Academic Areas

- Reading

### Measurements

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

Reading Action Plan:

- 1- Reading Specialist and Para-professionals will continue to work with underperforming students using the Early Reading Intervention Program (ERI).
- 2- DIBELS fluency assessments will be given to all students three times a year to determine reading fluency growth. Results will be shared with school administrator and classroom teachers.
- 3- Core Phonics Survey will be given three times a year to all first grade students to determine baseline data and growth. Assessments will be given by classroom teachers. Results will be shared with reading specialist and school administrator.
- 4- Kindergarten quarterly reading assessments will also be given to determine baseline data and growth. Assessments will be given by classroom teachers. Results will be shared with reading specialist and school administrator.
- 5- Para-professionals will assist teachers in progress monitoring to determine reading patterns and will be used to alter instructional strategies.
- 6- All students in 2nd grade who are determined below grade level reading will be given the core phonics survey to target areas of instruction.
- 7- Para-professionals will be used in all classrooms grades K-6 during small group reading to assist teachers in challenging or remediate students.

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

ERI Kindergarten student data:

Students who were given ERI instruction by para-professionals:

Student	BOY	EOY
Student 1	0	61
Student 2	1	83
Student 3	0	111
Student 4	0	75
Student 5	5	101
Student 6	15	MOY = 95 moved at EOY
Student 7	5	69
Student 8	6	147
Student 9	2	145
Student 10	7	154
Student 11	14	90

Student 12	10	79
Student 13	2	110
Student 14	2	131
Student 15	3	110
Student 16	16	90

100 % of students who received ERI instruction showed growth.

Kindergarten quarterly assessments are as follows:

100% of students showed growth in letter names and sounds and FSF (First Sound Fluency)

Data below represents DIBELS assessment by grades K-6 of students on benchmark. However 80% of students showed growth according to teacher SLO data. All students may not appear on-grade level but 80% of students showed growth.

Kindergarten		
BOY	79%	EOY 78%
1st grade		
BOY	76%	EOY 58%
2nd grade		
BOY	64%	EOY 69%
3rd grade		
BOY	63%	EOY 69%
4th grade		
BOY	52%	EOY 54%
5th grade		
BOY	55%	EOY 53%
6th grade		
BOY	75%	EOY 76%

Core Phonics survey was given to all first grade classes, results are listed below:

BOY to EOY results by class - numbers are students on grade level at beginning of year and number of students on grade level at end of year.

Class #1		
BOY	6	EOY 14
Class #2		
BOY	1	EOY 8
Class #3		
BOY	0	EOY 16
Class #4		
BOY	2	EOY 20

Although all students from each class were not on grade-level at EOY . 100 % of students made growth from beginning of year to end of year.

## Action Plan Steps

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

Para-professionals will be used in grades K-3 for power half hour reading groups.

Para-professionals will be used in grades 4-6 during small group reading to assist teachers in challenging or remediating students.

Funding will be used to provide substitute teachers for classroom teachers to administer the necessary assessments during the school year.

Funding will be used to purchase Information texts to be used during power half hour reading groups and upper grade small group reading time.

Funding will be used to make copies for DIBELS assessment books, copies of CORE PHONICS survey and for ink and paper for these assessments.

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

Para-professionals were provided to all teachers in grades K-6. Para-professionals were used in small groups with individual students to aide in reading instruction.

Information texts were purchased to use in small group reading for grades 4-6.

DIBELS books were used in grades 4-6 to administer 3 x a year DIBELS testing for upper grade students.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Para-professional to assist in areas of reading. 27000.	\$27,000	\$26,145	19844 went towards aide salaries plus 6301 for aide benefits. School building administrator didn't separate those expenses out in the original plan. Business administrator however noted they must be separated for accounting purposes. A note was made of this, so for upcoming year salaries and benefits will be separated.
Professional and Technical Services (300)	1000 for substitute teachers during the school year	\$1,000	\$0	Substitute teachers were not used during the 2016-2017 year. As the school administrator looked at aide salaries and carry-over from the previous year, it was evident that projected carry-over was not as significant as actual carry over and so adjustments were made.
General Supplies (610)	General supplies for copies and assessments 700.	\$700	\$0	No money was spent on general supplies this year.
Periodicals, AV Materials (650-660)	1500 for supplemental non-fiction reading magazines.	\$1,500	\$1,017	129.34 Time Magazine - 4th grade 98.12 Time Magazine - 1st grade 89.20 Time Magazine - 2nd grade 700.00 National Geographic magazines for rest of grades in the school. This expenditure was put in by business administrator under Software (670) rather than Periodicals.
	Total:	\$30,200	\$27,162	

## Increased Distribution

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

Additional funds will be spent on technology for the classrooms.

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

No additional funds were available.

## Publicity

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

- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School newsletter
- Other: Please explain.
  - Information will be posted/presented/or available via the following sources: school website, back to school nights, PTA board meetings, Title I Family Nights.

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

- School newsletter
- School website

## Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2017-10-20**

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
12	0	0	2016-02-18

No Comments at this time