**Final Report 2017-2018 - 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 2017 andfrom the District Business Administrator's data entry of the School LAND Trust expenditures in 2017-20 18 .

|  |  |  |  |
| --- | --- | --- | --- |
| Descrip tion | Planned Expenditures (entered by the school) | Actual Expend itures (entered by the school) | **Actual Expenditures** (entered by the District **BusinessAdminsi trator)** |
| Carry-Over from 2016-2017 | $889 | N/A | -$70 |
| Distributio n for 2017-2018 | $51,326 | **N/A** | $51,812 |
| Total Available for Expend iture in 2017-2018 | $52,215 | N/A | $51,742 |
| Salaries and Employee Ben efits (100 and 200) | $42,475 | $45,349 | $39,081 |
| Employee Benefits (200) | $0 | $0 | $6,268 |
| **Professional and Technical Services (300)** | $4,900 | $3,795 | $0 |
| 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 (61OJ | $1,000 | $286 | $2,598 |
| Textbook s (641) | $0 | $0 | **so** |
| Textbooks (Online Curriculum or Subscriptions) (642) | $0 | $0 | $0 |
| Library Books (644) | $0 | $0 | $0 |
| Technology Relat ed Hardware /Softwa re(< $5,000 per ite m) (650) | $2,500 | $2,312 | $0 |
| Software (670) | $0 | $0 | $3,795 |
| Equipment (Computer Hardware, Instruments, Furniture) (730) | $0 | $0 | $0 |
| Technology Equipment> $5,000 (734) | $0 | $0 | $0 |
| **Total Expenditures** | $S0,87S | $S1,742 | **$51,742** |
| Remainin g Funds (Carry-Over to 20 1 8-20 19) | $1,340 | N/A | $0 |

**Goal #1**

**Goal**

Decrease absences by ten percent for our most chronically absent students to increaseacademic reading achievement. This is a behavioral goal to support Goal #3. Both are to add ress reading achievement.

**Academic Areas**

, Reading

**Measurements**

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

1. Amer icorp Para-Professional will case manage students who are identified as chronical ly absent.

2 - AmeriCorp Para-Profession al will track student attendance on a quarterly basis. He/She will also track reading fluency three times a year with the DIBELS read in g test to monitor chronically absent stude nts and provide additi onal reading support. This person will coordinate with the school's reading coach to help target reading skillsand support academic achievement through tutoring withan emphasisin reading fluency.

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

Students with chronic attendance were identified and tracked. Their DIBELS read ing composite score was also tracked to see if an increase in

attendance resulted in an increase in reading scores.

Data is displayed as follows:

Student number, nu mber of absences from year (2016-2017) and year (2017-2108) = % of decreased absences. BOY r ead ing composite score and EOY reading composite will be reported to show points of increase or decrease.

#1 17 to 13 absences = 24% decrease

BOY read score 128 EOY read score 151 = + 23 points

#2 21 to 5 absences =76% decrease

BOY read score 68 EOY read score 76 = + 8 points

#3 17 to 12 absences = 29% decrease

BOY read score 79 EOY read score 7 = negative 72 points

#4 18 to 1o absences = 44% decrease

BOY read score 175 EOY read score 314 = + 139

#5 20 to 0 absences= 100% decrease

BOY read score 91 EOY rea d score 192 = + 101

#6 26 to 22 absences = 15% decrease

BOY re ad score 138 EOY read score 161 = +23

#7 15 to 7 absences = 53% decrease

BOY read score 117 EOY read score 228 = + 111

#8 21 to 5 absences= 76 % decrease

BOY read score 24 EOY read score 180 = + 156

#9 16 to 1 absence= 94% decrease

BOY re ad score 143 EOY rea d score 256 = +113

**#1**0 17 to 7 absences= 59% decrease

BOY read score 191 EOY read score 294 = +103

#11 17 to 12 absences= 29% decrease

BOY read score 180 EOY read score 265 = +85

#12 13 to 7 absences= 46 % decrease

BOY read score 343 EOY read score 383 = + 40

#13 21 absences to 4 = 81 % decrease

BOY read score 208 EOY read score 309= +101

#14 17 to 6 absences = 65% decrease

BOY read score 335 EOY read score 491 = +156

#15 24 to 8 absences= 67% decrease

BOY read score 73 EOY read score 122 = +49

#16 21 to 3 absences= 86% decrease

BOY read score 205 EOY read score 309 = +104

#17 7 to 2 absences = 71 % decrease

BOY read score 120 EOY read score 242 = +122

#18 **11** to 4 absences= 64% decrease

BOY read score 231 EOY read score 371 = + 140

#19 25 to 21 absences= 16% decrease

BOY read score 228 EOY read score 318 = +90

#20 14 to 7 absences= 50% decrease

BOY read score 214 EOY read score 330 = + 116

#21 17 to 9 absences= 47% decrease

BOY read score 498 EOY read score 531 = +33

#22 41 to 15 absences = 63% decrease

BOY read score 31O EOY read score 408 = +98

#23 8 to 5 absences= 38% decrease

BOY read score 365 EOY read score 482 = + 117

#24 14 to 11 absences = 21% decrease

BOY read score 401 EOY read score 444 = +39

#25 20 to 17 absences = 15% decrease

BOY read score 291 EOY read score 369 = +78

#26 27 to 12 absences = 56% decrease

BOY read score 106 EOY read score 204 = +98

#27 11 to 10 absences = 9% decrease

BOY read score 212 EOY re ad score= negative 12

#28 18 to 5 absences= 72 % decrease

BOY read score 55 EOY read score 47 = negative 8

#29 23 to 8 absences = 65% decrease

BOY read score 251 EOY read score 195 =negative 56

#30 9 to 9 absences = 0% decr ease

BOYread score 391 EOY rea d score 484 = + 93

#31 9 to 5 absences= 44% decrease

BOY read score 340 EOY read score 451 = + 111

#32 16 to 10 absences = 38% decr ease

BOY read score 332 EOY read score 463 = + 131

#33 16 to 3 absences = 81% decrease

BOY read score 366 EOY read score 423 = + 57

#34 18 to 16 absences = 11% decrease

BOY r ead score 129 EOY read score 197 = +68

#35 10 to 8 absences = 20 % decrease

BOY read score 402 to EOY read score 479 = +77

#36 8 to 0 absences = 100% decrease

BOY read score 456 to EOY read score 532 = +76 Total summary:

1/36 or .03 % students did not showa decrease in absences. 35/36 or 97% students did show an decrease in absences.

50.6 average decrease in absences among students from 2016-2017 year to 2017-2018.

Reading scores:

4/36 or 11% of students did not show growth in reading scores from BOY (Beginn ing of year) to EOY (End of year). 32/36 or 89% of students did show growth in reading scores from BOY (Beginning of year) to EOY (End of year).

Average of 75 point increase among all students trac ked.

**Action Plan Steps**

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

Americorp Para-Professional **will** have the chronically absent students check in and out on a daily basis. Stud ents DIBELSscores will be recorded with the Para-Professiona l at the beginning of the school year.

Students who are identified as 'chronically absent' and 'below benchmark' in reading will be given extra reading tutoring duringthe 2017-2018 school year.

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

Americorps person worked in the same office as the reading coach. Reading coach would track reading scores from BOY (Beginning of year score) to EOY (End of year score) and a Americorp attendance para-professional would track attendance students.

Students wou ld checkin daily with the Ameri corp attendance person. The attendance person would track daily attendance and then readwith groupsof attendance students or individually on a daily basis .

Reading coach would also run small gro up reading and the two would work together to target students needs. Home visits were made with Americorp person and school administr ator.

Reading progress and attendance reports were given to parents on a quarterly basis.

#### Behav1ora Comoonent

|  |  |  |
| --- | --- | --- |
| Category | Description | Final  Explanation |
| Behavioral/Character Educat ion /Leade rs hip  Component | We will work to create good attendance patterns in our most chronically absen t students. Improvement in attendance  will lead to academic success. |  |

**Exoend"1tures**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | Description | Estimated  Cost | Aaua l  Cost | Actual  Use |
| Salaries and Employee Benefits  (100 and 200) | Part-time Americorp Para-Professional Living Allowance 3600.00 Social Security 275.00 Participation Fee  100.00 Total Amount: $ 3975.00 | $3,975 | $3,975 | As  described |
|  | Total: | $3,975 | $3,975 |  |

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#### Goal #2

**Goal**

Increase math proficiency in 1st and 2nd grade students by using the Dreambox computer Math program. All classrooms will show 80% growth with Dreambox math grade-level benchmarks.

**Academic Areas**

, Mathematics

**Measurements**

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

All first andsecond grade students will access Dreambo x Math program 3 times a week durin g the 2017-2018 school year. Monthly reports will be generated to show growt h of students.

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

1st and 2ndgradeclassesused dreambox learning program to enhance classroom instruction. All classes/students start with zero growth at the beginning of the year. These numb ers were provided by the Dreambox program year end reports. Dreambox reports by teacher.

1st grade classes report the following:

Class #1 - total lessons = 3,198 and year growth 113% Class #2 - total lesson s = 2,507 and year growt h 100% Class #3 - total lesson s = 2,878 and year gro wth 97% Class #4 - total lessons = 2,749 and year growth 102%

2nd grade classes report the following:

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2nd grade classes report the following:

* 1. DIBELS fluen cy assessment s will be given to studentsthree times a year to determine reading fluency perf orma nce and growth. Test results will be shared with school adm in istr ator and classroom teachers during weekly PLC's to determine effec tivenessof instruction.
  2. Core Phonics Survey will be given three times a year to all first and second grade students to determine base-line data and growth. Assessments will be given by classroo m teachers. Resu lts will be shared with reading specialistand school administrato r to determine classroom instructional needs.
  3. Para-Professionals will assist teachers in progress monito ring to determine reading growth and proficiency. Para-professional will be used to assist teachers in small group reading instruction.
  4. Para-Professionals **will** be used in classro oms grades K-6 dur ing sma ll grou p re ading instruction to assist teachers in differentiated instruction.

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

DIBELS fluency test results for individual students are as listed for grades 3-6: Third Grade Class #1

23/24 or 96% of students made growth in reading fluency.

1/24 or 4% of students did not make growt h in reading fluency.

Third Grade Class #2

22/24 or 92% of students mad e growth in reading fluency. 2/24 or 8% of students did not make growth in reading fluency.

Third Grade Cl ass #3

20/22 or 91% of studen ts made growth in reading fluency. 2/22 or 9% of students did not make growth in reading fluency.

Fourth Grade Class #1

17/19 or 89% of stud ents made growth in reading fluency.

2/19 or 11% of students did not make growth in reading fluency.

Fourth Grade Cla ss # 2

16/19 or 84% of stude nts made growth in reading fluency.

3/ 19 or 16% of students did not make growt h In reading fluency.

Fourth Grade Class #3

18/18 or 100% of stud ents made growth in reading fluency.

Fift h Grade Class #1

22/24 or 92% of students made growt h in readin g flu ency.

2/24 or 8% of stud ents did not make growt h in reading fluency.

Fifth Grade Cl ass #2

22/26 or 85% of students made growth in reading fluency.

4/26 or 15% of students did not make growth in reading fluency.

Fifth Grade Cl ass #3

22/25 or 88% of students made growth in reading fluency.

3/25 or 12 % of students did not make growth in reading fluency.

Sixt h Grade Class #1

14/2 0 or 70% of students made growth in reading fluency.

6/20 or 30% of students did not make growt h in r eading fluency.

Sixth Grade Class # 2

15/19 or 79% of students made growth in reading fluency.

4/19 or 21% of students did not makegrowth in reading fluency.

Sixt h Grade Class #3

16/20 of 80% of student s made growth in reading fluency. 4/20 or 20% students did not make growth in reading fluency.

Core Phon ics Surv ey result s for grades 1-2 are as follows:

First Grade Class #1 18/18 or 100% of students made growth on Core Phonics Survey. First Grade Class #2 16/17 or 96% of stude nt s made growt h on Core Phonics Survey. Fir st Grade Class #3 19/19 or 100%of stud ent s made growth on Core Phonics Survey .

First Grade Class # 4 19/ 19 or 100% of students mad e growth on Core Phonics Survey. Second Grade Cl ass # 1 1 5/21 or 71 % of students made growt h on Core Phon icsSurvey. Second Grade Class #2 16/22 or 73% of students mad e grow th on Core Phonics Survey . Second Grade Class #3 18/21 or 85% of students made grow1h on Core PhonicsSurvey. Second Grade Class #4 17/20 or 85% of stud ents made growt h on Core PhonicsSurvey. Data summary:

DIBELS from grades 3-6 shows average of 87% of students made grow1h in reading fluency.

Core Phonics Survey from grades 1-2 shows growt h in all First Grade Cl asses. Second Grade classes 2/4 showed 85% growth or higher.

**Action Plan Steps**

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

1- Para-Profession als will be used in grades K-3 to assist in small group reading instruction. 2- Para-Professionals will be used in grades 4-6 to assist in small group reading instr uction.

3- Funding will be used to provide substitute teachers for classroom teachers to administer the necessary assessments during the school year. 4- Funding will be used to purchase non-fiction informational magazines used during reading instruction.

5- Fund ing will be used to make copies for DIBELS assess m ent books, copies of CORE PHONICS su rvey and ink for paper these assessments.

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

Master Schedule was put in place and para-professionals were assigned to classes in gra des K-6 to he lp during small group readingtime with students. Under the direction of the reading coach and teacher, para-professionals were directed on strategies and skill to use during small group instruction .

Substitute teachers were provided for teachers to cover classes while the Core Phon ics survey was given. However, the substitute money did n ot come from Trustlandfunds.As the budget was reviewed during the year, it was clear that more money was going to be needed to cover para-professional salaries,

Non-fiction materials were purchased for all classes. Natio nal Geographic magazines were used in classrooms to enha ncelearningand excitement for non -fiction readingmaterial.

Copies of paper DIBELSbooks and ink for Core Phonics Survey were used from general supplies.

## Exnenditur es

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | Description | Estimated  Cost | Actual Cost | Actual Use |
| Salaries and Employee Benefits  (100 and 200 ) | Para-Professionals to assists in areas of reading  30000 | $30,000 | $30,000 | Para-pro fessionals were hired and used during the year in grades K-6. School money was also used to cover some para-professional salaries, as the amount budgeted did not cover all |
| costs. |
| Professional and Technical Services (300) | Substitute teachers 1000 | $1,000 | $0 | Schoo l money was used to pay substitute teachers to cover teacher classesfor assessments  due to overage in salaries of paraprofe ssional s. |
| General Suppl ies (610) | Copies and general supplies for testing  materials | $1,000 | $286 | 286.21 was used for copying purposes of reading materials for DIBELSbooks and Core Phonics Survey. 1000 was budgeted for this expense. Extra fund s were absorb ed by para-  professional salaries. |
| Technology Related Hardware/Software(<$5,000  per item)(650) | Supplemen tal non-fict ion reading materials 2500 | $2,500 | $2,312 | 2312 - was spent on National Geographic magazines for students. |
|  | Total: | $34,500 | $32,598 |  |

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**Incr e as ed Distributi on (and Unplanned Expenditur es)**

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

Increase distribution will be used for technology in the school.

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

No additional money was spent, additional funds were not available.

**uno anned Exoend"1tures**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | Description | Estimated Cost | Actual Cost | Actual Use |
| Salar ies and Employee Benefits (100 and 200) |  | $0 | $2,874 | 2874 was the amount that we were over in salaries and benefits.I |
| Professional and Technical Services (300) |  | $0 | $0 | There were no unplanned funds used in this category. |
| Rep ai rs and Maintenance (400} |  | $0 | $0 | There were no unplanned funds used in this category. |
| RETIRED . DO NOT USE (500) |  | **so** | so | There were no unplanned funds used in this category. |
| Transportation/Admisison/Per Diem/Site Licenses (510, 530 and 580) |  | $0 | $0 | There were no unplanned funds used in thi s category. |
| General Suppli es(610) |  | $0 | $0 | There were no unplanned funds used in this category. |
| Printing (550} |  | $0 | $0 | There were no unplanned funds used in this category. |
|  | Total: | $0 | $2,874 |  |

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**Publicit**

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

, Letters to policy makers and/or administrators of trust lands and trust funds.

Sticker and stampsthat identify purchases made with School LAND Trust funds.

, School newsletter

, School website

, Other: Please explain.

o Information will be provided at PTA board meetings and Title I Family nights.

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

, School newsletter

, School website

, Other: Please explain.

o Trustland plan was presented at several Title I meetings and **PTA** board meetings .

**Summary Posting Date**

A sum mary of this Final Report was provided to parents and posted on the school website on **2018-10-20**

**Council Plan A rovals**

Number Appro ved Number Not Approved Number Absent Vote Date

14 2017-02-19

**Please Note**

Comments will only be visible for users that have logged in.