Final Report 2016-2017 - Alta View 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	$4,204	N/A	$1,559
Distribution for 2016-2017	$39,299	N/A	$43,648
Total Available for Expenditure in 2016-2017	$43,503	N/A	$45,207
Salaries and Employee Benefits (100 and 200)	$43,503	$45,207	$41,656
Employee Benefits (200)	$0	$0	$3,520
Professional and Technical Services (300)	$0	$0	$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)	$0	$0	$0
Textbooks (641)	$0	$0	$0
Library Books (644)	$0	$0	$0
Periodicals, AV Materials (650-660)	$0	$0	$0
Software (670)	$0	$0	$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	$0	$0	$0
Total Expenditures	**$43,503**	$45,207	**$45,176**
Remaining Funds (Carry-Over to 2017-2018)	**$0**	N/A	**$31**

Goal #1
Goal

By the spring of 2017, we will increase our D-ORF (DIBELS Oral Reading Fluency) and SRI (Scholastic Reading Inventory) scores by the following amounts over the baseline from winter 2016: Kindergarten baseline FSF: 92%. GOAL: maintain level of 92% or better. 1st grade baseline NWF-CLS: 83%. GOAL: maintain level of 83% or better. 2nd grade baseline D-ORF: 60%. GOAL: increase of 20% or more. 3rd grade baseline D-ORF: 71%. GOAL: increase of 9% or more. 4th grade baseline D-ORF: 71%. GOAL: increase of 9% or more. 5th grade baseline D-ORF: 67%. GOAL: increase of 13% or more. 4th grade baseline SRI: 38%. GOAL: 27% increase or more. 5th grade baseline SRI: 55%. GOAL: increase 20% or more.

Academic Areas

- Reading

Measurements

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

We will use the DIBELS CBM measurements to determine progress towards our reading goal. In kindergarten, we will look at First Sound Fluency (FSF) in the fall and Phonemic Segmentation Fluency (PSF) in the winter and spring. For 1st grade, we will use DIBELS Nonsense Word Fluency; Correct Letter Sounds. For grades 2st through 5th, we will use the DIBELS Oral Reading Fluency for all three assessment periods. The assessment is given in the fall, winter and spring. For the 4th and 5th grades,

We will also look at Scholastic Reading Inventory and the percentage of students who fall in the Lexile band designated for their grade-level.

Kindergarten baseline FSF: 92%.
1st grade baseline NWF-CLS: 83%.
2nd grade baseline D-ORF: 60%.
3rd grade baseline D-ORF: 71%.
4th grade baseline D-ORF: 71%.
5th grade baseline D-ORF: 67%.

4th grade baseline SRI: 38%.
5th grade baseline SRI: 55%.

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

Kindergarten - DIBELS: First Word Fluency
Fall 2016 - 54%
Spring 2017 - 94%
Growth - +40
Goal - 92%
Goal Met? Yes

1st Grade - DIBELS: Nonsense Word Fluency
Fall 2016 - 82%
Spring 2017 - 80%
Growth - (-2)
Goal - 83%
Goal Met? No, but close

2nd Grade - DIBELS: Oral Reading Fluency (D-ORF)
Fall 2016 - 74%
Spring 2017 - 85%
Growth - +11
Goal - 80%

3rd Grade - DIBELS: Oral Reading Fluency
Fall 2016 - 79%
Spring 2017 - 77%
Growth - (-2)
Goal - 80%
Goal Met? No, but close

We discovered that it was not reasonable to have a proficiency goal for 4th and 5th grades on the D-ORF. This is due to the fact that the only students who are assessed by the D-ORF are those students who are not at benchmark on SRI/RI. Therefore, the best way to look at progress is to look at the number of students who test on the D-ORF. Our goal is to reduce the number our students tested, because that means that they reached benchmark on the SRI/RI.

4th Grade - Number of students below benchmark on SRI/RI and needing to be tested on D-ORF
Fall 2016 - 64
Spring 2017 - 27
Reduction Number - (-37)
Goal Met? Improvement!

4th Grade SRI/RI Students at grade-level Benchmark
Fall 2016 - 41%
Spring 2017 - 69%
Growth - +28
Goal - 75%

Goal Met: No, but improvement

5th Grade - Number of students below benchmark on SRI/RI and needing to be tested on D-ORF
Fall 2016 - 58
Spring 2017 - 34
Reduction Number - (-24)
Goal Met? Improvement!

5th Grade SRI/RI Students at grade-level Benchmark
Fall 2016 - 42%
Spring 2017 - 63%
Growth - +21
Goal - 75%
Goal Met? No, but improvement

Action Plan Steps

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

1). In the fall, the students will be assessed on the DIBELS Reading CBM assessments. Our Building Leadership Team will look at the results of the assessments and the needs of our building to increase student performance and progress. Part of the Land Trust money will be used for substitutes for the Building Leadership Team (BLT) to meet for an entire day each month. This will prepare our BLT leaders to plan and guide their grade level teams during grade level collaboration meetings, help them identify students who are falling below grade level benchmarks, and guide their team to chart interim goals to achieve adequate student progress during each assessment period with the objective being to reach our goals for grade level benchmarks in the spring.

The BLT members will also help support their individual teams on how to implement stronger explicit instruction by knowing how long to stay in the WE DO phase of explicit instruction before moving to the other phases, using specific feedback at a high rate along with feedback sequencing, and effectively using strategic partnering.

Substitutes for BLT meetings: approximately $2,290 to support the reading goals.

2). Students who are falling below grade-level will receive extra opportunities to be re taught or a chance to pre learn skills and concepts. This will be done through skill based and intervention small group instruction. The largest chunk of Land Trust money will be used to support small group skill based/intervention instruction. We will hire a total FIVE (moving across the reading and math areas) intervention assistants to teach intervention small groups. The assistants will be trained to provide reading and math intervention groups. We will use CBM data to determine small group interventions according to skills needed. The identified students will participate in the intervention groups 4 to 5 times a week, until they are achieving grade level benchmarks. In these groups, students will receive remediation of skill deficits, as well as pre teach skills that will be introduced in their core instruction. This will give them background knowledge before it is introduced to the whole group. These intervention groups will be fluid, based on student needs. The number of assistants we assign to instruct in reading or math will be determined by the students pre test data, being responsive to students greatest needs. It may also be fluid, changing with needs (i.e. We may start out needing more reading intervention groups, but then later in the year, need more math intervention groups, depending on student data).

Intervention Assistants salaries: approximately $19,461 to support the reading goals.

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

1). Our Building Leadership Team met for an entire day, once a month. During our meetings, we reviewed data to monitor progress towards our academic goals. We looked at student progress-monitoring and benchmark assessments. We also planned professional development for supporting all teachers in increasing their knowledge in effective instruction. The professional development we planned included learning to implement stronger explicit instruction, knowing how long to stay in the WE DO phase of explicit instruction before moving to the other phases, using specific feedback at a high rate along

with feedback sequencing, and effectively using strategic partnering.

2). We hired five intervention assistants to work with students who were falling below grade-level. We used those assistants to run intervention groups, so that student below grade-level had opportunities to master skills they were lacking or giving them a chance to learn skills and concepts before they are taught in their classes - a 'head start'. The assistants were trained to run reading and math intervention groups.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Substitutes for BLT meetings: approximately $2,290 to support the reading goals. Intervention Assistants salaries (Total of 5 assistants working across reading and math): approximately $19,462 to support the reading and math goals.	$21,752	$22,604	As Described
	Total:	$21,752	$22,604	

Goal #2
Goal

By the spring of 2017, we will increase or maintain our CBM math scores by the following amounts over the baseline from winter 2016: Kindergarten baseline (MN): 86%. GOAL: maintain level of 86% or better. 1st grade baseline (QD): 75%. GOAL: increase of 10% or more. The math tests for 2nd through 5th will be a new test, for which we do not have baselines, therefore we will be increasing our proficiency above the baseline data. 2nd grade baseline: Fall DIBELS CAP, GOAL: increase the amount of students at benchmark by 20 percentage points. 3rd grade baseline: Fall DIBELS CAP, GOAL: increase the amount of students at benchmark by 20 percentage points. 4th grade baseline: Fall DIBELS CAP, GOAL: increase the amount of students at benchmark by 20 percentage points. 5th grade baseline: Fall DIBELS CAP, GOAL: increase the amount of students at benchmark by 20 percentage points.

Academic Areas

- Mathematics

Measurements

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

We will use the DIBELS CBM measurements to determine progress towards our math goal. In kindergarten, we will look at Missing Number Measure (MN). For 1st grade, we will look at the Quantity Discrimination Measure (QDM). For grades 2nd through 5th, we will use the Mathematics Concepts and Applications assessment (CAP) for all three-assessment periods. The assessment is given in the fall, winter and spring. Currently our baselines for the winter measures are:

Kindergarten baseline (MN): 86%.
1st grade baseline (QD): 75%.
2nd grade baseline: Fall DIBELS level on CAP.
3rd grade baseline: Fall DIBELS level on CAP.
4th grade baseline: Fall DIBELS level on CAP.
5th grade baseline: Fall DIBELS level on CAP.

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

Kindergarten - DIBELS: Missing Number
Fall 2016 - 38%
Spring 2017 - 93%
Growth - +55
Goal - 86%
Goal Met? Yes

1st Grade - DIBELS: Compuation Fluency
Fall 2016 - 34%
Spring 2017 - 74%
Growth - +40
Goal - 85%
Goal Met? No

2nd Grade - DIBELS: Concepts and Application
Fall 2016 - 54%
Spring 2017 - 92%
Growth - +38
Goal - 74%
Goal Met? Yes

3rd Grade - DIBELS: Concepts and Application
Fall 2016 - 56%
Spring 2017 - 83%
Growth - +27
Goal - 76%
Goal Met? Yes

4th Grade - DIBELS: Concepts and Application
Fall 2016 - 74%
Spring 2017 - 86%
Growth - +12
Goal - 94%
Goal Met? No, but close

5th Grade - DIBELS: Concepts and Application
Fall 2016 - 71%
Spring 2017 - 77%
Growth - +6
Goal - 91%
Goal Met? No

Action Plan Steps

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

1). In the fall, the students will be assessed on the DIBELS Mathematics CBM assessments. Our Building Leadership Team will look at the results of the assessments and the needs of our building to increase student performance and progress. Part of the Land Trust money will be used for substitutes for the Building Leadership Team (BLT) to meet for an entire day each month. This will prepare our BLT leaders to plan and guide their grade level teams during grade level collaboration meetings, help them identify students who are falling below grade level benchmarks, and guide their team to chart interim goals to achieve adequate student progress during each assessment period with the objective being to reach our goals for grade level benchmarks in the spring.

The BLT members will also help support their individual teams on how to implement stronger explicit instruction by knowing how long to stay in the WE DO phase of explicit instruction before moving to the other phases, using specific feedback at a high rate along with feedback sequencing, and effectively using strategic partnering.

Substitutes for BLT meetings: approximately $2,290 to support the math goals.

2). Students who are falling below grade-level will receive extra opportunities to be re taught or a chance to pre learn skills and concepts. This will be done through skill based and intervention small group instruction. The largest chunk of Land Trust money will be used to support small group skill based/intervention instruction. We will hire a total FIVE (moving across the

reading and math areas, intervention assistants to teach intervention small groups. The assistants will be trained to provide both reading and math intervention groups. We will use CBM data to determine small group interventions according to skills needed. The identified students will participate in the intervention groups 4 to 5 times a week, until they are achieving grade level benchmarks. In these groups, students will receive remediation of skill deficits, as well as pre teach skills that will be introduced in their core instruction. This will give them background knowledge before it is introduced to the whole group. These intervention groups will be fluid, based on student needs. The number of assistants we assign to instruct in math or reading will be determined by the students pre test data, being responsive to students greatest needs. It may also be fluid, changing with needs (i.e. We may start out needing more READING intervention groups, but then later in the year, need more MATH intervention groups, depending on student data).

Intervention Assistants salaries: approximately $19,461 to support the math goals.

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

1). Our Building Leadership Team met for an entire day, once a month. During our meetings, we reviewed data to monitor progress towards our academic goals. We looked at student progress-monitoring and benchmark assessments. We also planned professional development for supporting all teachers in increasing their knowledge in effective instruction. The professional development we planned included learning to implement stronger explicit instruction, knowing how long to stay in the WE DO phase of explicit instruction before moving to the other phases, using specific feedback at a high rate along with feedback sequencing, and effectively using strategic partnering.

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Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Substitutes for BLT meetings: approximately $2,290 to support the math goals. Intervention Assistants salaries (5 total assistants working across math and reading): approximately $19,461 to support the math and reading goals.	$21,751	$22,603	As Described
	Total:	$21,751	$22,603	

Increased Distribution

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

We believe that we will not have enough funds to cover all the funds needed for substitutes for BLT meetings throughout the school year. If there are additional funds, they will be spent in the following ways: 1). To increase hours of intervention assistants to provide more small group instruction, if needed. 2). To cover substitutes for public practice activities for teacher learning (i.e. peer coaching opportunities, learning walkthrough observations, or video self-evaluation with a coach). 3). Technology (mini-pads) to support intervention groups.

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

As described - The additional funds were used to increase hours of intervention assistants to provide more small group instruction.

Publicity

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.

- School newsletter
- School website

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
18	0	2	2016-03-22

No Comments at this time

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