

# Final Trust Land Report for Alta View Elementary 2017-18

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2016-2017	\$0	N/A	\$31
Distribution for 2017-2018	\$56,646	N/A	\$55,642
<b>Total Available for Expenditure in 2017-2018</b>	<b>\$56,646</b>	<b>N/A</b>	<b>\$55,673</b>
Salaries and Employee Benefits (100 and 200)	\$56,646	\$54,703	\$50,441
Employee Benefits (200)	\$0	\$0	\$4,262
Professional and Technical Services (300)	\$0	\$0	\$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 (610)	\$0	\$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
<b>Total Expenditures</b>	<b>\$56,646</b>	<b>\$54,703</b>	<b>\$54,703</b>
Remaining Funds (Carry-Over to 2018-2019)	\$0	N/A	\$970

## The 2017-18 Goal:

We will integrate academic vocabulary instruction and scaffolding supports throughout the school year for the purpose of increasing the students' reading proficiency by spring of 2018. This will be measured by increasing our Dynamic Indicators of Basic Early Literacy Skills (DIBELS) scores and Reading Inventory (RI) from the baseline taken during the winter of 2017 screening.

## **Academic Area of Focus: Reading**

### **Measurements:**

#### **The Specific Grade-level Goals set for 2017-18:**

Kindergarten baseline on DIBELS Nonsense Words Fluency- Correct Letter Sounds (NWF-CLS): 86%-GOAL: Maintain level of 86% or better.

1st grade baseline on DIBELS-Oral Reading Fluency (D-ORF): 65%-GOAL: To increase to 75% or better.

2nd grade baseline on D-ORF: 83%-GOAL: Maintain level of 83% or better.

3rd grade baseline on D-ORF: 79%-GOAL: To increase to 80% or better.

4th grade baseline on Reading Inventory (RI): 60%-GOAL: To increase to 70% or better.

5th grade baseline on RI: 57%-GOAL: To increase to 67% or better

#### **The Actual Results of Each Grade-level Goal from 2017-18:**

Kindergarten DIBELS NWF-CLS (only measured in winter and spring)

Winter 2018: 88%

Spring 2018: 90%

Growth: +2%

Goal Met? Yes

First Grade DIBELS Oral Reading Fluency

Fall 2017 (progress monitor probe): 30%

Spring 2018: 58%

Growth: +28%

Goal Met? No, but improvement was made

Second Grade DIBELS Oral Reading Fluency

Fall 2017: 66%

Spring 2018: 64%

Growth: -2%

Goal Met? No

Third Grade DIBELS Oral Reading Fluency

Fall 2017: 83%

Spring 2018: 78%

Growth: -5%

Goal Met? No

Fourth Grade Reading Inventory

Fall 2017: 54%

Spring 2018: 74%

Growth: +20%

Goal Met? Yes

Fifth Grade Reading Inventory  
Fall 2017: 55%  
Spring 2018: 71%  
Growth: +16%  
Goal Met? Yes

NOTE: We realized that it was very hard to set proficiency scores for Kindergarten and First Grade using reading tests that are not administered until winter. Kindergarten opted to wait for winter testing data to see what the benchmark was so they based their initial goal off of the previous year's data. After looking at the winter testing, Kindergarten kept their initial goal (to maintain at least 86% of student proficient or better). First grade, on the other hand, administered a progress monitoring probe in the fall to collect baseline data (30% of students proficient) and set their goal for the year (75% of students proficient).

## **Action Plan**

### **The Action Plan Steps Developed in March of 2017 to Reach the Reading Goal.**

1. Provide professional development to the teachers on how to teach the vocabulary routine. Timeline: Start September 2017 and ongoing through spring of 2018. Responsible party: Principal, Achievement Coach, and Building Leadership Team
2. Review how to interpret DIBELS, RI, District-Wide Standards Based Assessments (DWSBA), and other student data. Timeline: After DIBELS testing in September 2017 and ongoing through spring 2018. Responsible Party: Principal, Achievement Coach, and Building Leadership Team.
3. Public practice to increase teacher professional skills will occur using two methods: a. Teachers will video tape their reading instruction that can be viewed individually and/or with a peer partner. b. Teachers will observe other teachers teaching reading. Timeline: One public practice should be completed from September- December and one from January-April. Responsible party: Teachers.
4. Provide ongoing Professional Development for teachers on a variety of scaffolds that relate to reading. Timeline: Start September 2017 and ongoing through spring of 2018. Responsible party: Principal, Achievement Coach, and Building Leadership Team.
5. We will hire and train seven assistants to provide supports to teachers for students who are below benchmark in reading. Timeline: Start August 2017 and ongoing through spring of 2018. Responsible party: Principal, Achievement Coach, and teachers.
6. Build capacity within the BLT to support system level change in reading instruction by regular meetings to monitor data and create plans for improvement. Timeline: Start August 2017 and ongoing through spring of 2018. Responsible party: Principal, Achievement Coach, and BLT.

### **How the Action Plan Was Actually Implemented to Achieve the Goal During 2017-18:**

1. We provided professional development to teachers on how to explicitly teach the vocabulary routine identified in our curriculum map in September and had them implement the routine across the curricula. They planned, as grade level teams, during their Instructional Professional Learning Communities (IPLC), to implement this routine and to what extent to help ensure that each child was receiving similar access to instruction.

2. We continually reviewed our DIBELS, Reading Inventory, District-Wide Standards Based Assessments (DWSBA), and other student data on a continual basis in many settings, including IPLCs, our Building Leadership Team (BLT), Triumvirate (Administrator, Achievement Coach, and External Coach), faculty meetings, and professional developments. We learned how to interpret the data, how we can reach all our learners based on what the data was telling us, and what we needed to do in order to continually improve practice.
3. Teachers were required to perform a type of public practice in which they were to video tape themselves, with the help of the coach, teaching students using the explicit vocabulary routine. They were then asked to watch the video and reflect on their practice using a rubric in which they were able to gauge student response to the instruction. They were also asked to share this data with the coach and administrator. This was also the practice for number four below.
4. Teachers were provided professional development on reading scaffolds, specifically on close reading and teacher clarity. They were asked to share across grade-level teams (K-5), during a faculty meeting, the different ways in which each grade level was implementing both of the scaffolds. The grade-level teams then reflected and planned as groups how these lessons/ideas could be adapted to each grade level and different student groups. Teachers were also required to demonstrate implementation by videotaping the lesson, completing a reflection, and reporting to the coach and administrator using a rubric specific to the area of focus they chose (close reading or teacher clarity).
5. We were able to hire and train six academic interventionists who worked with students who fell below grade level on DIBELS testing in Kindergarten through second grade, with supports for third grade as needed. We used these assistants to run intervention groups in which the deficit skills for each student were specifically identified and addressed in order to close the learning gaps.
6. We were able to have our BLT meet one day each month, for the entirety of the day. During our meetings, we reviewed data to monitor our progress toward our academic goal. We looked at student progress monitoring and benchmark assessments, including DWSBAs. The BLT helped plan the professional development needed around close reading and teacher clarity, including delivering some of the development to the faculty.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Hire and train seven assistants to provide supports to teachers for students who are below benchmark in reading. (\$52,046) Build capacity within the BLT to support system level change in reading instruction by regular meetings to monitor data and create plans for improvement. In order to accomplish this, we will use funds to pay for substitutes to release our teachers to attend all-day Building Leadership Team meetings. (\$4,600)	\$56,646	\$54,703	As Described with one exception. We could only find six assistants to hire so we increased their hours to make sure we covered all students who needed their support.
Total:		\$56,646	\$54,703	

## **Increased Distribution**

### **How the School Planned in March of 2017 to Use any Additional Distributions:**

If we have additional funds, we will use them in one or more of the following ways: 1). Increase instructional assistants working hours to be able to provide additional reading instruction for students. 2). Use the funds for additional substitutes in order to release teachers to observe colleagues teaching reading and to help increase their skills by learning from others. 3). Evaluate if there are additional technologies we would want to purchase in order to support our students in increasing our reading instruction.

### **How the Additional Distributions Were Actually Used:**

We increased the weekly hours of our instructional assistants to meet the demand based on student reading needs.

## **Council Plan Approvals**

<b>Number Approved</b>	<b>Number Not Approved</b>	<b>Number Absent</b>	<b>Vote Date</b>
18	0	2	2017-03-28