

Final Report 2018-2019 - Alta View EL

Final Report Approved

Final Report Approval Details

Submitted By: Scott Jameson

Submit Date: 2019-10-20

Admin Reviewer: Karen Rupp

Admin Review Date: Unknown

District Reviewer: Alice Peck

District Approval Date: 2019-12-18

Board Approval Date: Unknown

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	\$0	N/A	\$970
Distribution for 2018-2019	\$60,292	N/A	\$63,091
Total Available for Expenditure in 2018-2019	\$60,292	N/A	\$64,061
Salaries and Employee Benefits (100 and 200)	\$60,292	\$62,700	\$57,815
Employee Benefits (200)	\$0	\$0	\$4,885
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
Total Expenditures	\$60,292	\$62,700	\$62,700
Remaining Funds (Carry-Over to 2019-2020)	\$0	N/A	\$1,361

Goal #1 Goal

We will integrate close reading, structured classroom discussions, and involve students in the assessment process (teacher clarity) throughout the school year for the purpose of increasing students' reading proficiency by spring of 2019. We will increase our DIBELS (Dynamic Indicators of Basic Early Literacy Skills) scores and the Reading Inventory (RI) scores over the baseline data taken from winter of 2018. (The specific goals for each grade-level are listed under the measurement area.)

Academic Areas

- Reading

Measurements

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

Progress will be monitored through results in the DIBELS/Reading Inventory testing that occurs three times a year. Probes will be administered in Kindergarten and 1st grades in the fall to provide accurate and current baseline data that is not available at this time.

Kindergarten baseline Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS): The baseline will be determined in fall of 2018 since there is no data on NWF-CLS for Kinder.

GOAL: 40% above baseline, or 80% proficiency depending on fall baseline score (i.e. if the baseline is 20%, the goal is 60%, if the baseline is 60%, the goal is 80%). An independent probe will be done to determine baseline in the fall since NWF-CLS is not tested until winter of 2019.

1st-grade baseline DIBELS Oral Reading Fluency (DORF): Baseline will be determined in fall 2018 since there is no data on DORF for Kinder.

GOAL: 40% above baseline, or 80% proficiency depending on fall baseline score (i.e. if the baseline is 20%, the goal is 60%, if the baseline is 60%, the goal is 80%). An independent probe will be done to determine baseline in the fall since DORF is not tested until winter of 2019.

2nd-grade baseline DORF: 50% (scores from 1st-grade winter 2018)

GOAL: 75% or better

3rd-grade baseline DORF: 64% (scores from 2nd-grade winter 2018)

GOAL: 85% or better

4th-grade baseline RI: 56% (scores from 3rd-grade winter 2018)

GOAL: 70% or better

5th-grade baseline RI: 61% (scores from 4th-grade winter 2018)

GOAL: 71% or better

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

End of Year Results:

K NWF-CLS 90% Proficient - Goal achieved. We exceeded the 80% goal by 10% from the beginning of the year.

1st Grade ORF - 73% Proficient. Although the 80% goal was not achieved, we did increase the percentage of students proficient by 33% from the beginning of the year.

2nd Grade ORF - 76% Proficient. Goal achieved. We exceeded the 75% goal by 1% from the previous year.

3rd Grade ORF - 69% Proficient. Although the 85% goal was not achieved, we did increase the percentage of students proficient by 5% from the previous year.

4th Grade RI - 76% Proficient. Goal achieved. We exceeded the 70% goal by 6% from the previous year.

5th Grade RI - 81% Proficient. Goal achieved. We exceeded the 71% goal by 10% from the previous year.

Action Plan Steps

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

We will:

- 1). develop professional development on how to involve students in the assessment process, with data collection, rubrics, and teacher clarity.
- 2). develop professional development on how to use structured classroom discussions, across content areas, to engage students in the learning process.
- 3). provide ongoing professional development on close reading used across content areas.
- 4). plan for public practice to occur to improve instruction using two methods:
 - a. Teachers will videotape a structured classroom discussion, that can be viewed individually and/or with a peer partner.
 - b. Teachers will observe other teachers while engaging students in a close reading activity.
- 5). hire and train approximately seven Multi-Tiered System of Support assistants (or equivalent hours) to support students who are below benchmark in reading, and/or need social skills training that inhibits their academic progress. (\$58,292)
- 6). Hire substitutes to help build capacity within the Building Leadership Team to support system level change in reading instruction by scheduling regular full-day meetings to monitor data and create on-going plans for improvement. (2,000)

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

1. Teachers received professional development monthly, throughout the year at building leadership team meetings, faculty meetings, and in their instructional professional learning community meetings. Grade level teams created rubrics, used teacher clarity and common assessments to create data folders that were used with their students. The students were taught to become better users of their data to enrich and enhance their learning and standards mastery.
2. Teachers received professional development monthly, throughout the year at building leadership team meetings, faculty meetings, and in their instructional professional learning community meetings. Grade levels and individual teachers created a variety of supports for their students to engage them in meaningful structured classroom discussions. These included sentence frames, sentence starters, and response frames to create a back and forth conversation among students and teachers.
3. Teachers received professional development throughout the year at building leadership team meetings, faculty meetings, and in their instructional professional learning community meetings. They were able to plan and incorporate close readings across the curricula to help deepen understanding, cement learning, and allow for students to read, write, and discuss about different topics in a way that helped with mastering concepts.
4. Teachers had the opportunity for two public practice events during the school year. The first being teachers videoing themselves/classroom while instructing a lesson using structured classroom discussions or one on close reading. They watched the video and reflected upon their practices using a rubric that guided them through analyzing their lesson. They had to focus on the instructional practice, student engagement, and also give an alternative to implement differently if taught again. The second public practice took place after grade level teams planned a Morning Meeting lesson, using structured classroom discussion components around a social skill that the teams identified after looking at grade level behavior data, targeting the biggest area of concern. Each teacher then recorded the commonly developed lesson and brought that video to the instructional professional learning community meeting to share and watch with the team. The team then reflected on each video, using another rubric that guided them analyzing and planning ahead.
5. Seven Multi-Tiered Systems of Support specialists were hired and trained a multitude of researched based programs that provide intervention and support to students needed extra support in reading. They were also trained to help/assist with intervening with students who had social-emotional needs that were inhibiting their academic abilities. These specialists met daily with students for at least 30 minutes a day to support the needs of the students.
6. We were able to hire full day substitutes throughout the year for our building leadership team members to be able to attend the monthly meetings. These meetings were held one full day each month to allow members to analyze academic and behavioral data, create plans for improvement, and to build capacity of leaders in the school. Team members were able to plan professional development around identified areas of need, plan and better lead their grade level weekly instructional professional learning community meetings, and be active leaders within the school.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
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Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	We will hire seven Multi-Tiered System of Support assistants (or use the equivalent hours of seven across fewer people). (58,292) We will also hire substitutes for BLT members to attend regular meetings. (2,000)	\$60,292	\$62,700	As Described
	Total:	\$60,292	\$62,700	

Funding Changes (and Unplanned Expenditures)

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

If additional funds are available, they will be used in a variety of ways. 1). Additional hours of work for MTSS assistants, 2). hire additional substitutes to cover the public practice plans of teachers observing each other, 3). investigate and purchase additional computer software programs to help during the skill-based instructional time and small group instruction.

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

As Described

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 **2019-10-20**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
12	0	0	2018-03-20

No Comments at this time

[BACK](#)