

Final Report 2016-2017 - Spring Creek 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	\$6,499	N/A	\$120
Distribution for 2016-2017	\$33,542	N/A	\$37,082
Total Available for Expenditure in 2016-2017	\$40,041	N/A	\$37,202
Salaries and Employee Benefits (100 and 200)	\$19,609	\$22,176	\$19,695
Employee Benefits (200)	\$0	\$0	\$2,481
Professional and Technical Services (300)	\$5,000	\$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)	\$6,000	\$6,088	\$0
Textbooks (641)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0	\$6,088
Software (670)	\$4,000	\$3,855	\$3,855
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Total Expenditures	\$34,609	\$32,119	\$32,119
Remaining Funds (Carry-Over to 2017-2018)	\$5,432	N/A	\$5,083

Goal #1 Goal

Based on our lack of increased ELA SAGE scores along with current iReady scores and scores from our pilot continuum assessment scores we have determined that Reading is our greatest area of need. We have set the following goal based on that data. By the end of May 2017 85% of students grades K-6 will show one year's growth on the Reading Promises Continuum. (See Attached file for the Reading Promises Continuum) Note: We chose to concentrate on just this one goal. The Reading Promises Continuum addresses four different areas of reading -- Phonemic Awareness, Phonics, Fluency and Comprehension. This goal is intensive and inclusive of four major foundational reading skills. Therefore the one goal wraps four comprehensive goals together. We also have a behavioral component to this goal. Please see details in the description section of the Behavior Component of the goal.

Academic Areas

- Reading

Measurements

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

Progress Monitoring Assessments aligned to the attached Reading Continuum document (Phonemic Awareness/Phonics Screeners, Fry Sight Word Reads, DIBELS Oral Reading Fluency, Adaptive Comprehension Quizzes, Intervention Program Assessments) for all four areas will be administered regularly for each strand of the Promises Continuum. These

the progress.

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

Goal: 85% of students will meet grade level promise by the end of year assessment in May 2017.

Result: We fell below the 85% passing in most areas and in most grade levels. It was difficult to measure one year's worth of progress on our continuum. Therefore we have revised the goal to 75% meeting the goals next year. We chose this change in goal because it accounts for out 25 -30% mobility rate.

Score Results:

Percentage of students passing each section of the Reading Promises Continuum Screener Assessment

Kindergarten

Phonemic Awareness A

Sept. 22% Jan. 60% May 85%

Phonemic Awareness B

Sept. 59% Jan. 60% May 81%

Phonemic Awareness C

Sept. 23% Jan. 61% May 81%

Phonics A

Sept. 31% Jan. 67% May 92%

Phonics B

Sept. 8% Jan. 24% May 54%

Fluency A

Sept. 0% Jan. 10% May 42%

Comprehension A

Sept. na Jan. 28% May 48%

1st grade

Phonemic awareness E

Aug. 34% Jan. 33% May 57%

Phonics G

Aug. 3% Jan. 12% May 29%

Comprehension A 14% 9% 25%

Fluency B

Aug. 4% Jan. 34% May 72%

Fluency C (45wpm)

Aug. not tested Jan. 44% May 41%

2nd grade

Phonemic awareness E

Aug. 68% Jan. 78% May 86%

Phonics J

Aug. 25% Jan. 43% May 58%

Comprehension B

Aug. 37% Jan. 43% May 80%

Fluency D

Aug. 22% Jan. 56% May 82%

Fluency E (80wpm)

Aug. 38% Jan. 53% May 61%

3rd grade

Phonemic awareness E

Aug. 62% Jan. 77% May 79%

Phonics K

Aug. 30% Jan. 49% May 56%

Comprehension C

Aug. 13% Jan. 58% May 90%

Comprehension C

Aug. not tested Jan. not tested May not tested

Fluency F

Aug. 34% Jan. 59% May 84%

Fluency G (100wpm)

Aug. 33% Jan. 41% May 61%

4th grade

Phonemic awareness E

Aug. 56% Jan. 55% May 84%

Phonics K

Aug. 42% Jan. 58% May 65%

Comprehension D (narrative)

Aug. 34% Jan. 68% May 43%

Comprehension E (narrative)

Aug. 20% Jan. 51% May 65%

Comprehension F (narrative) 2

Aug. 7% Jan. 44% May 30%

Comprehension C (informational)

Aug. not tested Jan. not tested May 30%

Comprehension D (informational)

Aug. not tested Jan. not tested May 24%

Fluency H (115wpm)

Aug. 14% Jan. 32% May 41%

5th grade

Phonemic awareness E

Aug. 98% Jan. 98% May 97%

Phonics K

Aug. 89% Jan. 90% May 92%

Comprehension G

Aug. 46% Jan. 77% May 81%

Comprehension c (informational)

Aug. not tested Jan. not tested May 84%

Comprehension d (informational) Aug. not tested Jan. not tested May 87%

Fluency I (125wpm)

Aug. 37% Jan. 53% May 63%

6th grade

Phonemic awareness E

Aug. 100% Jan. 100% May 96%

Phonics K

Aug. 70% Jan. 85% May 79%

Comprehension G (narrative)

Aug. 46% Jan. 78% May 74%

Comprehension H (narrative)

Aug. not tested Jan. not tested May 77%

Comprehension I

Aug. not tested Jan. not tested May not tested

Comprehension C (informational)

Aug. not tested Jan. not tested May 80%

Comprehension D (informational)

Aug. not tested Jan. not tested May 83%

Action Plan Steps

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

1. A baseline assessment will be given at the beginning of the year. The data will be used to place all students on the continuum.
 2. Teachers will prescribe instruction that will provide students with the needed skills to progress to the next Continuum level.
 3. Students will receive prescribed instruction in small groups from trained instructional assistants, intervention teachers or other certified staff.
 4. Progress determined by continuum assessments will be reviewed in PLC meetings to determine adjustments in service patterns.
 5. Monthly data reviews will determine needed professional development and program effectiveness.
- ** Collaboration Instructional Assistant provides time for teachers to complete the above Data analysis and prescription.

Behavior Plan Implementation will be provided by the behavior intervention assistant.

**Response to behavior interventions will also be tracked and evaluated during monthly data reviews.

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

The action plan was implemented as described.

Behavioral Component

Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	Goal: Improve the positive and engaging learning environment at Spring Creek by implementing a school-wide positive behavior plan. The plan will be based on the PBIS theory and framework. This plan will include common expectations and commons language, strategies for students to increase in engagement, motivation and stamina, as well as increased opportunities for student leadership. Need: This supports our school vision -- To ensure all students make continuous progress in a positive and engaging learning environment. Our academic goals address the continuous progress portion of the vision. The behavior goal will support the positive and engaging portion of the vision. Some of our greatest challenges come in meeting the diverse behavior needs of our students -- from needing leadership roles to needing instruction in appropriate interaction and basic behavior choices. Plan: 1. Train teachers in PBIS to develop common expectations and vocabulary. 2. Provide instruction for students on the common expectations and vocabulary. 3. Determine improvements using common measures. 4. Provide interventions and leadership opportunities as appropriate. Expenditures: \$5000.00 -- partial salary for instructional assistant that will support the implementation of the Positive Behavior Plan.	PBIS strategies were implemented school-wide. Classes and groups were held to address specific needs. SWIS tracking system was implemented \$5,000 was used to pay the partial salary of our Behavior interventionist assistant.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	1 Teacher Collaboration Time Instructional Assistant to provide teachers common time to do in depth data analysis, instructional grouping and planning with related services on student performance as related to the Reading Promises Continuum.	\$19,609	\$22,176	As Described in Plan and Amendment Amount includes the Behavior Interventionist partial salary. The plan was sent back and we were told to list it separately. The amount is actually less what we anticipated (24,609) because the collaboration para that we planned for didn't return and the new one started at a lower salary.
Professional and Technical Services (300)	The 2015-16 plan states that any increased distribution would be used for professional development. We planned to send teachers for WIDA training to increase our capacity to work on literacy skills with our ELL population. The dates conflicted with our Fall Break and we were not able to send the teachers to this training. The coming year's training is at a time that we can send teachers and we will use this carry over to send teachers to the WIDA conference in Oct. of 2016. We were not able to coordinate other professional development that had a cost attached. We were able to find PD that was facilitated without cost for the 2015-16 year.	\$5,000	\$0	Travel to this conference was not approved by the district. We amended the plan to use these funds for a partial salary for our iReady interventionist so this is reflected in the salaries and benefits category.
General Supplies (610)	Technology replacement needs for outdated or worn out technology related devices and equipment.	\$6,000	\$6,088	We did spend this amount but the account code was changed to 650-660.
Total:		\$34,609	\$32,119	

Category	Description	Estimated Cost	Actual Cost	Actual Use
Software (670)	Purchase IXL software programs	\$4,000	\$3,855	As Described We didn't purchase as many licenses as we did the year before
Total:		\$34,609	\$32,119	

Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of \$5,083 to the 2017-2018 school year. This is 14% of the distribution received in 2016-2017 of \$37,082. Please describe the reason for a carry-over of more than 10% of the distribution.

Some of our expenditures for technology came in under our estimates. And we were not able to attend the WIDA conference due to location and not being approved for travel by the district.

Increased Distribution

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

We will use increased distribution for 2016-17 for professional development related to literacy improvement. We would like to send a team of teachers to the WIDA conference in the fall. If there is sufficient increased distribution we will also use additional funds to replace aging technology. The district will be removing 80 + out-dated machines from our building. We are looking at replacing these machines with the most effective and economically practical devices recommended by our district technology department.

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

We were not able to attend the conference due to the trip not being approved by the district.

Publicity

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

- School newsletter
- School website
- Other: Please explain.
 - Information booth/table set up at Parent Events. Information will be provided on the goals of the plan, progress towards meeting the goals will be provided. Information about the School Land Trust, participating in SCC will also be available.

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

- School newsletter
- School website
- Other: Please explain.
 - Principal Community Forums where data, goals and results were shared.

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
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2016-04-15

Plan Attachments

Upload Date	Title	Description
2016-04-18	Reading Promises Continuum	This is the Continuum referred to in the Academic Goal
2016-05-04	Current Plan Goals Report	State the goals for 2015-16 and our projection because we don't have all of the data yet.
2017-10-19	Continuum Results	

Plan Amendments

Approved Amendment #1

Submitted By: Jill Franklin

Submit Date: 2016-10-20

Admin Reviewer: Paula Plant

Admin Review Date: 2016-11-21

District Reviewer: Catherine Weight

District Approval Date: 2016-11-21

Board Approval Date: 2016-11-21

Number Approved: 8

Number Not Approved: 0

Absent: 1

Vote Date: 2016-09-28

Explanation for Amendment: We planned to use carry over and increased distribution to send our WIDA team to the WIDA conference. The plan to attend the WIDA conference was not approved by the Superintendent due to the cost of travel -- East of the Mississippi. The district is working on sponsoring a local training that we will be able to attend for minimal cost. We voted to move these funds to salaries and benefits for our iReady Para to facilitate iReady interventions.

Please Note

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

Comments

Date	Name	Comment
2016-06-27	Karen Rupp	Goal #1 has a \$5,000 behavioral component. The plan says they are using funds for an assistant to implement the positive behavior. In addition to Goal #1 in salaries and benefits they have \$24,609. As part of this it states they will provide students with intervention in the Reading Promises Continuum and on the School-wide Positive Behavior Plan. If any of these funds are used for behavior it puts them over the \$5,000 limit. This goal needs to be revisited and adjusted.
2016-06-28	Catherine Weight	Please make the changes the state has suggested.

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