

Final Report 2015-2016 - Green Acres 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 2015 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2015-2016.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2014-2015	\$1,484	N/A	\$677
Distribution for 2015-2016	\$31,148	N/A	\$36,405
Total Available for Expenditure in 2015-2016	\$32,632	N/A	\$37,082
Salaries and Employee Benefits (100 and 200)	\$16,000	\$12,318	\$13,318
Employee Benefits (200)	\$0	\$0	\$1,416
Professional and Technical Services (300)	\$1,000	\$1,055	\$1,555
Repairs and Maintenance (400)	\$0	\$0	\$2,000
Other Purchased Services (Admission and Printing) (500)	\$0	\$0	\$0
Travel (580)	\$0	\$0	\$0
General Supplies (610)	\$4,000	\$4,251	\$4,253
Textbooks (641)	\$0	\$0	\$229
Library Books (644)	\$0	\$0	\$0
Periodicals, AV Materials (650-660)	\$500	\$257	\$257
Software (670)	\$7,200	\$7,035	\$7,035
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$3,000	\$3,000	\$3,000
Total Expenditures	\$31,700	\$27,916	\$33,063
Remaining Funds (Carry-Over to 2016-2017)	\$932	N/A	\$4,019

Goal #1

Goal

By the end of the year, 85% of 3rd grade students will read at or above benchmark.

Academic Areas

- Reading

Measurements

This is the measurement identified in the plan to determine if the goal was reached.	Estimated Cost	Actual Cost	Actual Use
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We will use DIBELS Beginning of the Year, Middle of the Year and End of the Year data to measure our progress. Students receiving intervention services for reading will be monitored more frequently. The end of the year (EOY) goals will be adjusted based on the beginning of the year DIBELS scores but our general goal is as follows: Kindergarten 70% of students on benchmark at EOY 1st grade 75% of students on benchmark at EOY 2nd grade 80% of students on benchmark at EOY 3rd grade 85% of students on benchmark at EOY

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

The state goal of 85% of students on or above benchmark goal was changed by the state to better measure individual student growth even when a student is starting the year well below the grade level benchmarks. At the end of the year 78% of 3rd grade students were at or above the reading benchmark. However, we surpassed the state's goal of 47.83% of all students making adequate yearly growth goal. In Kindergarten 59% of students, 1st grade 58% of students, in 2nd grade 74% of students and 78% of students in 3rd grade.

Action Plan Steps

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

Each teacher is expected to use the district approved comprehensive reading materials to do explicit daily whole group reading instruction and upon assessment provide targeted instruction to small groups of students based on their individual needs. Students needing additional support and intervention receive that through trained volunteers, paraprofessionals, reading specialist or special education teachers. The school supports this by providing time for teachers to collaborate, review student data and plan for specific interventions. Additional support is provided through the reading specialist, resource teachers, trained para professionals and volunteers.

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

The action steps of using quality whole group reading instruction, assessment and targeted instruction based on individual needs with the support of teachers, reading specialist and volunteers were implemented.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	We will pay a volunteer coordinator to recruit, train and supervise reading tutors. We will pay a para-professional to support targeted intervention strategies with struggling students.	\$6,000	\$6,159	As described
Professional and Technical Services (300)	professional and technical services	\$500	\$500	As described
General Supplies (610)	general supplies	\$1,000	\$1,417	As described, with additional funds being used for reading materials for students
Periodicals, AV Materials (650-660)	supplemental reading material	\$500	\$257	As described
Equipment (Computer Hardware, Instruments, Furniture) (730)	Devices and access	\$1,000	\$1,000	As described
	Total:	\$9,000	\$9,333	

Goal #2 <small>Category</small>	Description	Estimated Cost	Actual Cost	Actual Use
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Goal

At the end of the year 85% of students will attain grade level essential learning targets. Our data measures will include grade level assessments, Dream Box data and SAGE scores.

Academic Areas

- Mathematics

Measurements

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

Grade level assessments, Dream Box and/or SAGE data will be used to determine that students have mastered grade level essential math learning targets.

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

Assessments isolated to essential math learning targets were not completed. Our SAGE data showed increased proficiency and growth from prior years. In 2014 proficiency was 39%, 2015 proficiency was 46% and in 2016 it was 58%. Dreambox data indicated overall school growth of 54%. The state has established the range of 40-60% as the annual growth goal.

Action Plan Steps

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

Teachers will have professional development opportunities and time to prepare to implement research based math instruction practices. Dream Box, blended learning software will continue to be utilized to provide engaging math practice opportunities for students at school and at home. A para professional will supervise students in the computer lab with Dream Box while teachers review student data, plan and collaborate. Para professionals will support struggling students with research based math interventions.

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

Teachers identified and implemented research based math instruction practices to improve student math skills. We continued to use the Dream Box software a minimum of once a week with a para professional in the computer lab. Volunteers worked with students struggling to gain math skills.

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 pay a para-professional to facilitate the Dream Box on line math program in the computer lab We will pay a para-professional to support students struggling in math.	\$6,000	\$6,159	As Described
Professional and Technical Services (300)	Training costs	\$500	\$555	As described
General Supplies (610)	Miscellaneous materials, manipulative, etc.	\$1,000	\$1,417	as described
Software (670)	Annual license fee for Dream Box online math program	\$7,200	\$7,035	As described
Equipment (Computer Hardware, Instruments, Furniture) (730)	Devices and internet access	\$1,000	\$1,000	As described
	Total:	\$15,700	\$16,166	

Goal #3

Goal

Each student will experience at least one Project Lead the Way module. Through PLTW Launch, students become problem solvers. Students use structured approaches, like the engineering design process, and employ critical thinking. They apply STEM knowledge, skills, and habits of mind, learning that it is OK to take risks and make mistakes. As teachers and students learn and discover together, education becomes far more engaging.

Academic Areas

- Science

Measurements

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

We will count the number of active science experiences students have throughout the year. We will survey students to measure for an increase in their perceptions about their science capabilities.

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

Students reported high levels of favorable responses toward 'STEM time'. Students displayed high levels of engagement during STEM activities.

Action Plan Steps

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

Category	Description	Estimated Cost	Actual Cost	Actual Use
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- Lead PLTW teacher will support teachers preparing and providing PLTW modules. - STEM professional development opportunities outside of school hours to help teachers integrate science, math and language arts instruction to engage students more fully - implementation of the Project Lead the Way curriculum - science exploration opportunities and activities for all students

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

We trained a younger grade Project Lead the Way lead teacher as planned although in July when the local training was available. All students Kindergarten-5th grades received 2 PLTW module learning experiences. 6th grade students experienced 2 STEM based field trips and several STEM based guest presenters.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	We will pay for teachers to get STEM training outside of their contracted hours, We will compensate PLTW lead teacher for some of their out of contract hours.	\$4,000	\$0	The training opportunities came after the end of the fiscal year, so I was unable to pay teachers out of this year's funds. I paid them in August for training.
General Supplies (610)	Materials, Project Lead the Way modules and refill materials to perform STEM activities	\$2,000	\$1,417	As described
Equipment (Computer Hardware, Instruments, Furniture) (730)	Devices and internet access	\$1,000	\$1,000	As described
	Total:	\$7,000	\$2,417	

Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of \$4,019 to the 2016-2017 school year. This is 11% of the distribution received in 2015-2016 of \$36,405. Please describe the reason for a carry-over of more than 10% of the distribution.

The STEM training was held in July, just past the start of the new fiscal year. That's why more than 10% was carried over. I was able to pay for the workshops but not able to pay teachers before they attended.

Increased Distribution

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

Additional distribution will be used to cover professional development costs, materials, books, Kids National Geographic, science content books, devices to lower our student to device ratios, replacement equipment, furniture and general supplies.

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

As described and we were very grateful for the additional funds.

Number Approved	Number Not Approved	Number Absent	Vote Date
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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.
- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School newsletter
- School website
- School marquee

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

- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School newsletter
- School website
- School marquee

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2016-10-20**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
7	0	1	2015-03-25

No Comments at this time

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