

Final Report 2016-2017 - Grovercrest 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	\$0	N/A	\$0
Distribution for 2016-2017	\$46,883	N/A	\$51,077
Total Available for Expenditure in 2016-2017	\$46,883	N/A	\$51,077
Salaries and Employee Benefits (100 and 200)	\$40,551	\$32,137	\$32,137
Employee Benefits (200)	\$0	\$0	\$5,430
Professional and Technical Services (300)	\$3,000	\$1,971	\$1,971
Repairs and Maintenance (400)	\$200	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0	\$0
Travel (580)	\$0	\$0	\$0
General Supplies (610)	\$100	\$678	\$678
Textbooks (641)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0	\$3,740
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$3,032	\$3,740	\$0
Total Expenditures	\$46,883	\$38,526	\$43,956
Remaining Funds (Carry-Over to 2017-2018)	\$0	N/A	\$7,121

Goal #1 Goal

Our goal is for all students to be reading on benchmark by the end of third grade. In order to achieve that goal, 75% of our students in K-3 will reach benchmark by the end of the 2016-17 school year.

Academic Areas

- Reading

Measurements

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

2015-16 end of year DIBELS results will be compared to 2016-17 end of year results. Progress will be determined by comparing results from beginning of year, middle of year, and end of year results on the DIBELS assessments. Our teachers will also continue to assess students in DRA during the Fall, Winter, and Spring as a supplementary assessment to the DIBELS.

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

Our goal was to have 75% of our K-3 students reading at benchmark according to the DIBELS assessment. At the end of the 2016-17 year, 67% of our students were proficient in grades K-3. This is 1% better than the previous year, but we still did not reach our goal.

Action Plan Steps

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

Teachers will be paid to administer the DRA/DIBELS prior to the start of school thus enabling them to begin guided reading and working with students having specific needs at the beginning of the school year.

Teachers will be provided a substitute teacher during the school year. They will administer DRA and given the opportunity to perform inter-rater reliability exercises with DRA and grade level teams.

Funds will be set aside that will be matched by the district to provide early morning double dosing classes taught to 1st-6th grade tier two students who need support in literacy instruction.

An aide will be provided so teachers can give Double Dosing help during the school day for 1st and 2nd grade struggling readers.

1st, 3rd, and 5th grade teachers will be funded for 4 days during the summer to collaborate on using the new Wonders language arts program.

Eight iPads will be purchased for 2nd grade in order to utilize reading software for student instruction.

Music aides will be provided to help teachers implement the state music core. Research shows that music and the fine arts improve reading.

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

The action plan was implemented as described.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Teachers will be paid to administer the DRA/DIBELS. - \$3,000 Double dosing classes taught by certified teachers will be taught in the mornings before school. - \$4,800 An aide will be compensated to teaching Double Dosing during the school day as a pull out every week for 1st and 2nd grade struggling readers. - \$2,460 1st, 3rd, and 5th grade teachers will be funded for 4 days during the summer to collaborate. - \$10,321 A music aide will be provided to help teachers implement the state music core. - \$7,500 Including benefits	\$32,759	\$24,345	We were able to fund every part of the plan including 5,430 for benefits, but some was budgeted outside of the school land trust fund.
Professional and Technical Services (300)	Teachers will be compensated substitutes during the school year to administer DRA and given the opportunity to perform inter-rater reliability exercises with DRA and grade level teams. - \$3,000	\$3,000	\$1,971	Some of the teachers didn't take advantage of this. We underspent here.
General Supplies (610)	Materials will be purchased to help support the music aide and teachers implement more effectively the state music core. - \$100	\$100	\$678	We overspent in this category for the music program. This expenditure from the Materials & Repairs (400) category are recorded here.
Equipment (Computer Hardware, Instruments, Furniture) (730)	Eight iPads will be purchased for 2nd grade in order to supplement reading instruction. - \$3,032	\$3,032	\$3,740	The eight iPads cost more than expected. We overspent in this category.
	Total:	\$38,891	\$30,734	

Goal #2 Goal

The 2014-15 SAGE results told us that 52.75% of our students in 3-6 grade were proficient in math. We have not obtained the results of the 2015-16 results yet. However, our goal by the end of the 2016-17 school year is to improve 3-6 grade math proficiency levels by 10% based on end of year SAGE results.

Academic Areas

Measurements

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

We will compare Spring 2015-16 to Spring 2016-17 SAGE results. Students will be monitored by common assessments, daily flex time, and a benchmark test at least three times per year. 2016-17 end of year SAGE scores will be compared to Interim SAGE tests results in winter of 2017 to analyze student growth.

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

In comparing 2015-16 SAGE scores to 2016-17 SAGE scores, we decreased by 2% from 53% to 51%. We did not reach our goal.

Action Plan Steps

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

Teachers will monitor student growth on essential core concepts in math by giving common assessments and re-teaching students using a flex-time schedule.

Teachers will administer a bench math test at least three times during the school year. The last benchmark will be from the SAGE.

Teachers will be trained throughout the year through professional development, monthly faculty meetings, and teacher observations on ways to enhance student learning in math while incorporating 21st century and STEAM instruction.

Due to a 26% student proficiency on 6th Grade SAGE in math for 2014-15, an aide will be compensated for teaching Double Dosing during the school day for 6th grade struggling mathematicians.

We will also set aside money for technology repairs.

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

Action Steps were performed as described.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	An aide will be compensated for teaching Double Dosing during the school day for 6th grade struggling mathematicians including benefits. - \$7,792	\$7,792	\$7,792	As Described.
Repairs and Maintenance (400)	We will also set aside money for technology repairs. - \$200	\$200	\$0	We overspent in this category. Sometimes repairs cost more than budgeted. The expenditures for this category are recorded in the General Supplies Category (610).
	Total:	\$7,992	\$7,792	

Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of \$7,121 to the 2017-2018 school year. This is 14% of the distribution received in 2016-2017 of \$51,077. Please describe the reason for a carry-over of more than 10% of the distribution.

Much of the money budgeted for Teacher Salary and benefits was funded through a budget outside the school land trust fund accidentally. We will be more careful this coming year.

Increased Distribution

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

Any additional funds received will be allocated to cover hourly pay increases for music aides to \$10 an hour. Additional funds will also be allocated to purchasing additional iPads for 2nd grade. Additional funds will also be allocated towards purchasing Chromebooks and a cart.

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

Additional funds were used to purchase additional iPads and Chromebooks.

Publicity

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

- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School newsletter
- School website
- Other: Please explain.
 - Social Media

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 website
- Other: Please explain.
 - Social Media

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
13	0	0	2016-04-21

No Comments at this time

[BACK](#)

