

Final Report 2014-2015 – Sandy EL

Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2014 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2014-2015.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	
Remaining Funds (Carry-Over to 2015-2016)	\$2,684	N/A	\$2,906
Carry-Over from 2013-2014	\$6,713	N/A	\$10,033
Distribution for 2014-2015	\$30,971	N/A	\$31,431
Total Available for Expenditure in 2014-2015	\$37,684	N/A	\$41,464
Salaries and Employee Benefits (100 and 200)	\$35,000	\$32,094	\$35,554
Employee Benefits (200)	\$0	\$0	\$3,004
Professional and Technical Services (300)	\$0	\$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)	\$0	\$0	\$0
Textbooks (641)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0	\$0
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Total Expenditures	\$35,000	\$32,094	\$38,558

Goal #1

Goal

By May of 2015, Sandy Elementary will decrease the number of students below proficiency in reading by 25% based on the spring CBM benchmark for 1st ? 5th grades and First Sound Fluency for kindergarten.

Academic Areas

- Reading

Measurements

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

Sandy Elementary will use the Curriculum Based Measurement tool for reading for 1st through 5th grades and the First Sound Fluency assessment with Curriculum Based Measurement for kindergarten. Canyons School District sets a benchmark measure three separate times each year, fall, winter, and spring. Sandy will mark progress based on the number of students below proficiency in reading by the spring benchmark, with the goal of decreasing the number of students below proficiency by 25%.

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

Kindergarten (*FSF) Fall: 66% below benchmark;	Spring: (*PSF) 12% below benchmark
First Grade Fall: (RCBM) 54% below benchmark;	Spring: (RCBM) 38% below benchmark
Second Grade Fall: (RCBM) 37% below benchmark;	Spring: (RCBM) 28% below benchmark
Third Grade Fall: (RCBM) 52% below benchmark;	Spring: (RCBM) 59% below benchmark
Fourth Grade Fall: (RCBM) 44% below benchmark;	Spring: (RCBM) 51% below benchmark
Fifth Grade Fall: (RCBM) 45% below benchmark;	Spring: (RCBM) 36% below benchmark

Overall, we decreased the number of students below proficiency by 12%. We did not meet our goal for each grade level, but some improvements were made. We are especially excited about the growth made in kindergarten and believe we have established a good foundation for future years.

* FSF-First Sound Fluency PSF-Phonemic Segmentation Fluency (FSF is not administered in the Spring, but both First Sound Fluency and Phonemic Segmentation Fluency are measures of phonemic awareness. They are administered according to the developmental progression of skills in young children, so a comparison between the FSF in the Fall and the PSF in the Spring is a reliable way to measure students' progress.

*RCBM = Reading Curriculum Based Measurement

Action Plan Steps

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

Sandy Elementary will: *Provide professional development in preparation for regular school-wide walkthroughs and debriefing time for all teachers. The school will implement walkthroughs for Reading Street fidelity, Instructional Priorities, and SIOP. *Use Achievement Coach and EBL supports for walkthroughs and curriculum implementation. *Increase discussions during PLC's about proficient and non-proficient students and their literacy goals. *Hire art, music, and PE aides/teachers to teach students while teachers are in PLC's. PLC's provide the opportunity for teacher collaboration, data analysis and professional development to support teachers' efforts to increase achievement for all students. *Review rate of improvement in Progress Monitoring every 3 to 4 weeks and then adjust intervention as required. *Hire interventionists to provide skills-based instruction to students needing extensive supports.

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

Everything listed in our action plan was implemented as described. IPLCs took place at least 3 times a month and student data was monitored and discussed. An art, music, and PE teacher was hired to allow for our teachers to do progress monitoring and participate in professional development during the school day. Our staff also engaged in walkthroughs where they would observe other members of their teams teaching as well as other teams throughout the building. They were then given the time to debrief and talk about the teaching they were able to see. We used our Land Trust funds to hire interventionists to provide additional support for those students who needed it most.

Expenditures

Category	Description	Estimated Cost	Actual Cost	
Total:		\$35,000	\$32,094	
Salaries and Employee Benefits (100 and 200)	One aide for art, one aide for music, and one aide for PE to work with students while teachers are in PLC's. One aide for reading intervention.	\$35,000	\$32,094	One aide for art, one aide for music, and one aide for PE were hired to work with students while teachers were doing walkthroughs, attending professional development and holding IPLC meetings. One aide for reading intervention was also hired.

Increased Distribution [Edit](#)

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

If Sandy Elementary receives an increased distribution, the funds will be used to hire additional intervention aides to support students in skill-based instruction and reading comprehension. These aides will work directly with teachers to provide intervention and progress monitoring.

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

All funds were used to hire interventionist aides to support students in skill-based instruction and reading comprehension.

Publicity

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

- School newsletter
- School website

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

- School website
- School newsletter

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2015-10-30**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	
10	0	2	2014-03-13