

# Final Report 2015-2016 - Sandy EL

## Please Finish your Final Report Submission

Your Final Report has been reviewed and the reviewers and or/board have made comments. Please scroll to the bottom of the plan, review the comments and make any requested changes. If the changes are substantive, the council will need to vote and a vote will need to be entered. When you are finished, please resubmit and notify the district that you are finished.

## Print Instructions

Please use the print option in your browser.

## 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	\$4,464	N/A	\$2,906
Distribution for 2015-2016	\$30,982	N/A	\$36,998
Total Available for Expenditure in 2015-2016	\$35,446	N/A	\$39,904
Salaries and Employee Benefits (100 and 200)	\$44,000	\$37,273	\$34,369
Employee Benefits (200)	\$0	\$0	\$2,904
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
<b>Total Expenditures</b>	<b>\$44,000</b>	<b>\$37,273</b>	<b>\$37,273</b>
Remaining Funds (Carry-Over to 2016-2017)	-\$8,554	N/A	\$2,631

## Goal #1

### Goal

[EDIT ANSWERS](#)

By May of 2016, all students will improve their literacy levels by at least a year's growth, based on the difference between the fall and spring Reading Curriculum Based Measurements (R-CBM) for 1st-5th grades and the winter and spring Phonemic Segmentation Fluency (PSF) for kindergarten.

## Academic Areas

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- Reading

## Measurements

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

Our current averages for each grade based on the 2015 winter reading CBM (1st-5th grades) and PSF (Kindergarten) are as follows: Kindergarten: 79.5% of students are at benchmark 1st Grade: 56% of students are at benchmark 2nd Grade: 66% of students are at benchmark 3rd Grade: 46% of students are at benchmark 4th Grade: 53% of students are at benchmark 5th Grade: 55% of students are at benchmark \*By May of 2016, all students will improve their literacy levels by at least a year's growth, based on the difference between the fall and spring Reading Curriculum Based Measurements for 1st-5th grades and the winter and spring Phonemic Segmentation Fluency for kindergarten. Student increase will be based on the information below by spring benchmark 2016: Kindergarten? Each student will grow by 40 sounds, with 90% of students on benchmark 1st Grade? Each student will grow by 42 wpm, with 70% of students on benchmark 2nd Grade? Each student will grow by 37 wpm with 70% of students on benchmark 3rd Grade? Each student will grow by 42 wpm with 70% of students on benchmark 4th Grade? Each student will grow by 31 wpm with 70% of students on benchmark 5th Grade? Each student will grow by 29 wpm with 70% of students on benchmark

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

Kindergarten	
Fall (*FSF) 30% on benchmark	Spring: (*PSF) 88% on benchmark
First Grade	
Fall (RCBM) 56% on benchmark	Spring (RCBM) 72% on benchmark
Second Grade	
Fall (RCBM) 63% on benchmark	Spring (RCBM) 56% on benchmark
Third Grade	
Fall (RCBM) 74% on benchmark	Spring (RCBM) 69% on benchmark
Fourth Grade	
Fall (RCBM) 53% on benchmark	Spring (RCBM) 57% on benchmark
Fifth Grade	
Fall (RCBM) 54% on benchmark	Spring: (RCBM) 53% on benchmark

As you can see from the data listed above, kindergarten raised their scores from 30% of their students on benchmark to 88% of their students at benchmark. First grade was able to raise theirs from 56 to 72% meaning that both Kindergarten and 1st grade were able to meet their goals of getting an overall percentage of students at benchmark above or beyond 70% of their students. Second, third, and fifth grades dropped in the number of students who were proficient and this is being addressed during the current 2016-2017 school year. Although fourth grade was able to increase the number of students who were proficient, they did not meet the goal of at least 70% of the students meeting benchmark.

## Action Plan Steps

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

Category	Description	Estimated Cost	Actual Cost	Actual Use
Student Scaffolded Supports	What strategies and/or structures will be implemented to ensure core instruction meets the diverse needs of students? Improve Core Instruction/Tier 1 Increase teachers' knowledge and skills on Explicit Instruction Complete Coaching Cycles Use walk throughs and IPOP's to scaffold for individual teacher needs Continue work on PBIS and OTR's Support Interventionists teaching the Gold Standard What will be implemented to promote continued growth for proficient students? Skill-based instruction based on quadrant sorts with opportunities for extension activities in independent practice stations, using DOK levels 3 & 4 What will be implemented to accelerate learning of students who are not proficient? Skill based instruction based on quadrant sort with laser like focus on Individual needs using the Gold Standard for Intervention			Instructional Priorities: Explicit Instruction

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

We focused on Tier I instruction and more specifically on explicit instruction. Administration and our achievement coach did several walk-throughs throughout the school year and provided feedback to the teachers. Our achievement coach did the same with our Tier II interventionists that were hired using our Land Trust funds. Our teachers met regularly and used quadrant sorts to place students in skill specific groups to work with either the classroom teacher or interventionists. Those students who needed the most assistance, met with both the teacher and the interventionists. Student specific needs were identified and supports to address those needs were put in place through different reading programs (based upon grade level).

**Expenditures**

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Salaries and Employee Benefits (100 and 200) ? LANDTrust funds will be used to pay for interventionist to work with students during reading time. Their work could be in small groups or one-on-one. Every teacher will receive support from an interventionist based on the class's data. LANDTrust money to be used: \$44,000.00.	\$44,000	\$37,273	Allocated \$39,904.00 Salaries and Employee Benefits (100 & 200) \$34,369 Employee Benefits (200) \$2,904
	Total:	\$44,000	\$37,273	

**Increased Distribution**

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

Goal #1: Any increased funds will be used to support the reading progress of our students by hiring additional reading interventionists.

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

Sandy Elementary used the additional funds we had to hire a fourth interventionist. Three were hired at the beginning of the year, but the amount of funds we received allowed for an additional hire later in the year due to all of the original hours allotted to our interventionists not being used. These hours were not used in their entirety due to illness, family business, etc. A fourth aid was hired to provide additional support to our students and teachers.

**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 website

State	Name	Number Approved	Number Not Approved	Comment	Number Absent	Vote Date
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**The school plan was actually publicized to the community in the following way(s):**

- School assembly
- School website
- School marquee
- Other: Please explain.
  - The plan was publicized to the community by placing it on our school website, posting it in front of our school near the office, sharing through the SCC meeting minutes, and at our Literacy Parent Night. Unfortunately, letters were not sent out to policy makers as originally planned.

### Policy Makers

Please indicate the names of policymakers the council has communicated with about the School LAND Trust Program. Communication with Policy makers is encouraged and recommended. It is not required.

### Summary Posting Date

[Edit](#)

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	5	2015-04-22

### Need to add an attachment?

You may add documents here that support the text description in the Measurement section of each goal.

### Please Note

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

### Comments

Date	Name	Comment
2015-05-26	Karen Peterson	Please address the following items in this plan: 1. The Action Plan includes items that appear will need funding, but no funding is listed to support those items. Also, the Action Plan is very difficult to read. 2. The plan does not state the number of interventionists that will be hired. 3. The plan exceeds the expected funds by \$8,554.

### Required for Submission

**Please review before submitting. There will be no review page. Once submitted the report may only be revised through the review process by the School LAND Trust Section or the District. Once the review is complete, the report may not be edited.**

- Content is appropriate for display on a public website, including any attachments. Student names and individual data are not included.

- Comments have been read through and considered/addressed
- Spelling and grammar is correct.

I have reviewed this Final Report. It is ready to be displayed on the public website.

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[BACK](#)

[SUBMIT FOR REVIEW](#)