

# Final Report 2016-2017 - Draper 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 2016 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2016-2017.

Carry-Over from 2015-2016	\$61	N/A	\$1,520
Distribution for 2016-2017	\$49,753	N/A	\$54,615
Total Available for Expenditure in 2016-2017	\$49,814	N/A	\$56,135
Salaries and Employee Benefits (100 and 200)	\$38,200	\$39,454	\$36,335
Employee Benefits (200)	\$0	\$0	\$3,119
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)	\$11,500	\$16,677	\$16,677
<b>Total Expenditures</b>	<b>\$49,700</b>	<b>\$56,131</b>	<b>\$56,131</b>
Remaining Funds (Carry-Over to 2017-2018)	\$114	N/A	\$4

## Goal #1 Goal

[EDIT ANSWERS](#)

By May 2017, 90% of our students K-5 will be proficient (80% or above) on both Literacy CBM and ELA Unit test data.

## Academic Areas

- Reading
- Technology

## Measurements

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

Curriculum-Based Measures

- January 2016 Baseline: 83% proficient schoolwide

ELA Unit Tests

- January 2016 Baseline: 81% proficient schoolwide

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

The baseline data in January 2016:

ELA Unit tests were at 83%

The Curriculum-Based Measures are at 81%

The May 2017 data shows the following:

ELA Unit tests are at 86%

The Curriculum-Based Measures are at 86% as well

This shows they increased 3 percentage points for the ELA Unit tests and 5 percentage points for the Curriculum-Based Measures. They did not reach our goal of 90% but we did show growth.

## Action Plan Steps

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

1. Professional Development:

- a. Grade level standards
- b. Literacy Block
- c. Skill-Based Instruction
- d. Instructional Priorities
  - i. Scaffolded Instruction
  - ii. Acquisition, Automaticity, Application
  - iii. Explicit Instruction Cycle
- e. Reading Street curriculum
- f. HYPE classes

2. Public Practices:

- a. School-wide walkthroughs (2xs/year)
- b. Grade level (iPLC) walkthroughs
- c. Grade level (iPLC) Lesson Study
- d. Coaching cycles
- e. Collaborative planning
- f. Grade level (iPLC) Data Maps
- g. Schoolwide and Grade level Data Reviews

3. Structures:

- a. Master schedule
  - i. Protect core instruction
  - ii. Skill-Based Instruction time for Tier 1, 2, 3 interventions
  - iii. Brain Boosters for iPLC time: schedules, agendas, scope & sequence, data maps, etc.
- b. Fidelity checks per trimester

4. Resources:

- a. Inventory of ELA materials

- b. Curriculum maps
- c. Lesson plan templates
- d. Backwards Design Unit templates
- e. Moby Max licenses (Tier 1 practice opportunities)
- f. Lexia & Reading Plus licenses (Tier 2/3)
- g. HYPE Classes
- h. Chromebooks and carts
- i. 4 Computer lab intervention assistants
- j. 6 Intervention aides
- k. Substitutes for K/SpEd iPLC and Coaching cycles

5. Personnel:

- a. Instructional leader
- b. Effective teachers
- c. Literacy specialists
- d. Achievement Coach
- e. SpEd team
- f. EdTech
- g. 6 Intervention aides
- h. Problem Solving Team
- i. District specialists
- j. Computer lab intervention assistants

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

The action plan was implemented with fidelity. The achievement coaches ensured this by doing fidelity walkthroughs. We did not reach our goal but we did show growth.

**Expenditures**

Salaries and Employee Benefits (100 and 200)	6 Intervention & Support Aides (Literacy, Math, and/or Language) Substitutes for PD (Kindergarten/SpEd iPLC, Coaching Cycles)	\$37,000	\$39,259	As described.
Equipment (Computer Hardware, Instruments, Furniture) (730)	ChromeBooks and carts	\$11,500	\$16,677	As described
	Total:	\$48,500	\$55,936	

**Goal #2  
Goal**

[EDIT ANSWERS](#)

By May 2017, 90% of our students K-5 will be proficient (80% or above) on both Math CBM and Math CFA/Topic test data.

**Academic Areas**

- Mathematics
- Technology

**Measurements**

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

Curriculum-Based Measures

- January 2016 Baseline = 87% proficient schoolwide

Math Topic tests/CFAs

- January Baseline = 85% proficient schoolwide

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

Our January 2016 baseline data is as the following:

Math Topic Test-- 87%

Curriculum-based measures-- 85%

The May 2017 data is as follows:

Topic Test-- 75%

Curriculum-based measures-- 77%

The tests used for both of these measures changed from January 2016 to May 2017 so the data can not be compared. The new tests were thought to be much more difficult. We did not reach the goal but the measurements were not valid.

## Action Plan Steps

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

1. Professional Development:

- a. Grade level standards
- b. Math Block
- c. Concrete-Representational-Abstract model
- d. Skill-Based Instruction
- e. Instructional Priorities
  - i. Scaffolded Instruction
  - ii. Acquisition, Automaticity, Application
  - iii. Explicit Instruction Cycle
- f. EnVision 2.0 curriculum
- g. HYPE classes

2. Public Practices:

- a. School-wide walkthroughs (2xs/year)
- b. Grade level (iPLC) walkthroughs
- c. Grade level (iPLC) Lesson Study
- d. Coaching cycles
- e. Collaborative planning
- f. Grade level (iPLC) Data Maps
- g. Schoolwide and Grade level Data Reviews

3. Structures:

- a. Master schedule
  - i. Protect core instruction
  - ii. Skill-Based Instruction time for Tier 1, 2, 3 interventions
  - iii. Brain Boosters for iPLC time: schedules, agendas, scope & sequence, data maps, etc.
- b. Fidelity checks per trimester

4. Resources:

- a. Inventory of Envision 2.0 Math materials
- b. Math manipulatives

- c. Curriculum maps
- d. Lesson plan templates
- e. Backwards Design Unit templates
- f. Moby Max licenses (Tier 1 practice opportunities)
- g. Reflex Math licenses (Tier1/2 practice opportunity)
- h. HYPE classes
- i. Chromebooks and carts
- j. 4 Computer lab intervention assistants
- k. Substitutes for K/SpEd iPLC and Coaching cycles

5. Personnel:

- a. Instructional leader
- b. Effective teachers
- c. Math Specialists
- d. Achievement Coach
- e. SpEd team
- f. EdTech
- g. Problem Solving Team
- h. District specialists
- i. 4 Computer lab assistants

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

The steps were done with fidelity. We did not reach our goal but that is because the baseline data used measurements that were no longer available to us.

**Expenditures**

Salaries and Employee Benefits (100 and 200)	4 Intervention Lab assistants	\$1,200	\$195	As described
	Total:	\$1,200	\$195	

**Increased Distribution**

Edit

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

If the actual distribution is more than the estimate, additional funds will be spent to increase intervention aide time, to purchase additional intervention technology (ChromeBooks), and/or to use for PD subs.

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

The additional money was spent on intervention aides.

**Publicity**

Edit

**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
- Other: Please explain.
  - Report out at annual local legislative meeting with state and local government representatives.

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

- School assembly
- School newsletter
- School website

**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 **2017-10-20**

**Council Plan Approvals**

8	0	0	2016-03-15
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**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**

2016-06-13	Karen Rupp	Goal #1 Aides, behavior is mentioned and unable to determine how much of the \$37,000 would involve behavior.
2016-06-14	Alice Peck	behavior money needs to be adjusted

**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.

BACK

SUBMIT FOR REVIEW