

Final Report 2017-2018 - Centerville EL

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Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2017 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2017-2018.

| Description | Planned Expenditures (entered by the school) | Actual Expenditures (entered by the school) | Actual Expenditures (entered by the District Business Administrator) |
|--------------------------------------------------------------------|-------------------------------------------------|------------------------------------------------|----------------------------------------------------------------------------|
| Carry-Over from 2016-2017 | \$0 | N/A | \$13,638 |
| Distribution for 2017-2018 | \$43,767 | N/A | \$43,272 |
| Total Available for Expenditure in 2017-2018 | \$43,767 | N/A | \$56,910 |
| Salaries and Employee Benefits (100 and 200) | \$9,500 | \$10,560 | \$8,416 |
| Employee Benefits (200) | \$0 | \$0 | \$644 |
| Professional and Technical Services (300) | \$0 | \$0 | \$700 |
| Repairs and Maintenance (400) | \$0 | \$0 | \$0 |
| RETIRED, DO NOT USE (500) | \$0 | \$0 | \$0 |
| Printing (550) | \$0 | \$0 | \$0 |
| Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580) | \$0 | \$0 | \$0 |
| General Supplies (610) | \$5,267 | \$5,216 | \$4,517 |
| Textbooks (641) | \$500 | \$52 | \$52 |
| Textbooks (Online Curriculum or Subscriptions) (642) | \$0 | \$0 | \$0 |
| Library Books (644) | \$0 | \$0 | \$0 |
| Technology Related Hardware/Software (< \$5,000 per item) (650) | \$0 | \$0 | \$35,370 |
| Software (670) | \$3,500 | \$4,456 | \$5,412 |
| Equipment (Computer Hardware, Instruments, Furniture) (730) | \$25,000 | \$35,370 | \$0 |
| Technology Equipment > \$5,000 (734) | \$0 | \$0 | \$0 |
| Total Expenditures | \$43,767 | \$55,654 | \$55,111 |
| Remaining Funds (Carry-Over to 2018-2019) | \$0 | N/A | \$1,799 |

Goal #1 Goal

Increase the percent of K to 3 students scoring at/above benchmark on middle of year DIBELS by 2% (from 80% to 82%).

Academic Areas

• Reading

Measurements

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

Middle of year (MOY) DIBELS composite scores.

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

As measured by DIBELS BOY, we started out at 76% proficient for our school. At DIBELS MOY, we were still at 76%, so we didn't reach our goal, but by DIBELS EOY we had moved up to 80% proficiency.

Action Plan Steps

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

We will continue to implement PLCs at our school. This will allow a forum to discuss the needs of students in each classroom. Through the analysis of data, non-proficient and below proficient students will be targeted with interventions. LAND Trust funds will be used to purchase a part-time aide. The aide will provide supervision during computer adaptive instruction in K-2 classrooms while teachers provide interventions to students. The I Can Read Program will be implemented with 3rd grade. This will provide an avenue for below-proficient students to receive additional support. Additionally, we will provide a reading incentive program at our school. When students achieve personal reading goals, reinforcement will be provided.

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

All steps in our Action Plan were followed. We utilized our part-time aides to facilitate intervention time for teachers and students, discussed DIBELS data in PLCs, implemented our I Can Read program with our language arts coordinator, Mrs. Shaver, and we conducted a school-wide reading reinforcement plan.

Expenditures

| Category | Description | Estimated Cost | Actual Cost | Actual Use |
|-------------------------------------------------------------|--------------------------------------------------------------------------------------|----------------|-------------|----------------------------------------------------------------------------------------------|
| Salaries and Employee Benefits (100 and 200) | Software Intervention Aides | \$4,000 | \$4,530 | Actual Use |
| General Supplies (610) | Supplies for I Can Read, other intervention supplies, and nominal student incentives | \$2,634 | \$2,608 | Supplies for I Can Read Nominal Student Incentives Blended Learning Training for Teachers |
| Software (670) | Data-Tracking Software | \$1,750 | \$1,750 | Actual Use |
| Equipment (Computer Hardware, Instruments, Furniture) (730) | Mobile Technology | \$12,500 | \$17,685 | Actual Use |
| | Total: | \$20,884 | \$26,573 | |

Goal #2 Goal

In the area(s) of mathematics, students will earn a 55-median growth percentile (MGP) score. The goal will be achieved by May of 2016 and measured by the MGP reported on the PACE Report.

Academic Areas

- Mathematics

Measurements

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

PACE Report

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

Our school goal should actually read, 'In the area(s) of mathematics, students will earn a 55 median growth percentile (MGP) score. The goal will be achieved by May of 2018 and measured by the MGP reported on the PACE Report.' Our school was able to achieve a MGP of 60 in both math and language arts.

Action Plan Steps

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

We will continue to implement PLCs at our school. This will allow a forum to discuss the needs of students in each classroom. Through the analysis of data, non-proficient and below proficient students will be targeted with interventions. LAND Trust funds will be used to purchase a part-time aide. The aide will provide supervision during computer adaptive instruction in all classrooms while teachers provide interventions to students.

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

All Action Steps in our plan were followed. PLCs consistently occurred and math data was discussed. Teacher utilized aides to provide interventions to struggling students and they also used data-tracking software to inform their instruction. Our school also utilized computer adaptive math software called iReady and ALEKS.

Expenditures

| Category | Description | Estimated Cost | Actual Cost | Actual Use |
|-------------------------------------------------------------|---------------------------------------------------------|----------------|-------------|-------------------------------------------------|
| Salaries and Employee Benefits (100 and 200) | Software Intervention Aides | \$4,000 | \$4,530 | Actual Use |
| General Supplies (610) | Supplies for math classes, other intervention supplies. | \$2,633 | \$2,608 | Supplies Blended Learning Training for Teachers |
| Software (670) | Data-Tracking Software | \$1,750 | \$2,706 | Actual Use |
| Equipment (Computer Hardware, Instruments, Furniture) (730) | Mobile Technology | \$12,500 | \$17,685 | Actual Use |
| | Total: | \$20,883 | \$27,529 | |

Goal #3 Goal

Centerville Elementary will provide an opportunity for teachers to participate in at least 1 of 3 activities that will target the professional development of staff members. This may include a series of teacher observations and collegial discussions that occurs during the year, a teacher-created, open-ended survey that will be submitted to both students and parents, or teachers may choose to have school administration video-record their teaching practices and through a guided reflection after the observation, identify effective teaching strategies.

Academic Areas

- › Reading
- › Mathematics
- › Writing
- › Technology
- › Science
- › Fine Arts
- › Social Studies
- › Health
- › Foreign Language

Measurements

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

Completion of observation forms by teachers, completion of PLC agendas, completion of informal surveys submitted to students, and parents, and/or completion of meetings with school administration to analyze video-recorded teaching practices of staff members.

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

All teachers participated in observations, surveys, or had their teaching practices video-recorded and discussed with a school administrator. Surveys were conducted in the spring and observation days occurred on 11/15/17, 2/8/18, and 4/11/18.

Action Plan Steps

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

School administration will target the professional development of our teachers by providing the opportunity for teachers to participate in at least one of the following activities:

First, teachers may observe their peers and analyze their instruction using the same evaluative standards that they are held accountable to. Through a guided reflection after the observation, effective teaching strategies will be identified. Secondly, teachers may choose to create an informal, open-ended survey that will be given to students and parents so that they can receive feedback regarding their current teaching practices. Third, Teachers may choose to have school administration video-record their teaching practices and through a guided reflection. After the observation, effective teaching strategies will be identified. Lastly, each grade-level will determine a curricular or pedagogical area that they would like to improve in. This topic will be discussed in PLC (Davis Collaborative Team) meetings as they study a textbook aligned to their grade-level improvement goal.

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

At the beginning of the year, we allowed teachers to choose which professional development activity they would participate in: observations, surveys, or video-recording. About 40% of teachers chose observations and 40% chose surveys. The remaining group of teachers (1/5) chose video-recording.

Expenditures

| Category | Description | Estimated Cost | Actual Cost | Actual Use |
|----------------------------------------------|--------------------------------------------------------------------|----------------|-------------|------------|
| Salaries and Employee Benefits (100 and 200) | Substitutes to allow for class visits and professional development | \$1,500 | \$1,500 | Actual Use |
| Textbooks (641) | Textbooks for DCT study | \$500 | \$52 | Actual Use |
| | Total: | \$2,000 | \$1,552 | |

Increased Distribution (and Unplanned Expenditures)

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

If we receive additional funding, it will be spent on technology.

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

As described.

Publicity

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

- School website

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

- 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 **2018-10-20**

Council Plan Approvals

| Number Approved | Number Not Approved | Number Absent | Vote Date |
|-----------------|---------------------|---------------|------------|
| 7 | 1 | 0 | 2017-04-18 |