

Final Report 2018-2019 - Taylor 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 2018 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2018-2019.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2017-2018	\$2,446	N/A	\$0
Distribution for 2018-2019	\$36,010	N/A	\$38,063
Total Available for Expenditure in 2018-2019	\$38,456	N/A	\$38,063
Salaries and Employee Benefits (100 and 200)	\$25,000	\$25,964	\$25,964
Employee Benefits (200)	\$0	\$0	\$1,991
Professional and Technical Services (300)	\$0	\$0	\$0
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)	\$0	\$0	\$0
Textbooks (641)	\$0	\$0	\$0
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	\$6,251
Software (670)	\$3,000	\$1,346	\$1,346
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Technology Equipment > \$5,000 (734)	\$10,000	\$6,251	\$0
Total Expenditures	\$38,000	\$33,561	\$35,552
Remaining Funds (Carry-Over to 2019-2020)	\$456	N/A	\$2,511

Goal #1 Goal

K-3 students will show a 5% growth in proficiency on the DIBELS end-of-year benchmark when compared with the beginning-of-year benchmark.

Academic Areas

- Reading

Measurements

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

K-3 DIBELS composite benchmark scores.

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

Beginning of Year DIBELS composite scores for grades K-3 averaged out to be 73% of students at or above proficiency. End of year composite scores averaged out to be 70% for an increase of 6%. This met and exceeded our goal of 5% growth.

Action Plan Steps

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

Hire aides to support teachers in targeted interventions and differentiating instruction to meet all student needs.

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

We did hire aides who supported teachers by working with students and helping teachers implement targeted interventions and differentiating instruction to meet all student needs.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Aide time to support small group instruction and differentiation for students in each classroom.	\$6,500	\$6,491	As described
	Total:	\$6,500	\$6,491	

Goal #2 Goal

4th-6th grade students will show a 5 % growth in proficiency on the SRI end-of-year benchmark when compared with the beginning-of-year benchmark.

Academic Areas

- Reading

Measurements

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

SRI comprehension scores.

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

At the BOY benchmark, 56% were either proficient or advanced. The EOY benchmark showed that 77% of students were either proficient or advanced for an increase of 19% in proficiency.

Action Plan Steps

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

Hire aides to support teachers in targeted interventions and differentiating instruction to meet all student needs.

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

Aides were hired. They worked with students in a large group setting using software programs such as Imagine Learning and Moby Max while classroom teachers pulled small groups of students for reteaching and targeted intervention using data based on formative and summative assessments.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Aide time to support small group instruction and differentiation for students in each classroom.	\$6,500	\$6,491	As described.
	Total:	\$6,500	\$6,491	

Goal #3 Goal

On average, there will be a 2% increase in the number of students meeting proficiency on the 2019 end of level CRT and SAGE math assessments when compared with the previous year.

Academic Areas

- Mathematics
- Technology

Measurements

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

Growth in proficiency of students on CRT and SAGE math assessments.

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

The specific measurements used were K-2 CRT math scores for 2017/2018 and 2018/2019 scores and RISE scores for grades 3-6. K-2 math scores in 2018 were 82.3% proficient in 2018 and 80.6% in 2019 for a drop of 2%. In grades 3-6 we had 71% of students proficient in 2018 and 68.5% in 2019. Scores especially RISE scores need to be read with caution as there were a lot of issues with the company doing the testing. While the goal was not reached, math scores are still high and we feel as if academic performance has improved and is still improving.

Action Plan Steps

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

Hire aides, and provide appropriate software and hardware, to support teachers in targeted interventions and differentiating instruction to meet all student needs.

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

Action plan steps were followed as described above. We used aides to work with students generally using math software such as Imagine Math and ST Math. Aides worked in the classroom as well as in the lab while teachers worked with small groups of students. Software data and teacher assessments determined targeted interventions and how to differentiate instruction.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Aide time to support instruction and differentiation for students in each classroom.	\$12,000	\$12,982	Same as description.
Software (670)	Software licenses to support instruction and differentiation.	\$3,000	\$1,346	As described.
Technology Equipment > \$5,000 (734)	Technology hardware and equipment to support continued instruction and differentiation.	\$10,000	\$6,251	As described
	Total:	\$25,000	\$20,579	

Funding Changes (and Unplanned Expenditures)

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

The funds may be used for classroom supplies, and technology, to improve instruction in individual classrooms. Funds may be used to pay an aide if class sizes in a classroom or grade level are larger than expected and a district aide is not provided.

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 newsletter
- School website

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

- School newsletter
- School website

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2019-10-20**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
9	0	0	2018-04-10

No Comments at this time

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