

Final Report 2014-2015 - Butler 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)	Actual Expenditures (entered by the District Business Administrator)
Remaining Funds (Carry-Over to 2015-2016)	\$526	N/A	\$1,959
Carry-Over from 2013-2014	\$2,883	N/A	\$3,585
Distribution for 2014-2015	\$28,443	N/A	\$30,011
Total Available for Expenditure in 2014-2015	\$31,326	N/A	\$33,596
Salaries and Employee Benefits (100 and 200)	\$26,000	\$24,449	\$22,695
Employee Benefits (200)	\$0	\$0	\$1,875
Professional and Technical Services (300)	\$4,800	\$300	\$0
Repairs and Maintenance (400)	\$0	\$0	\$0
RETIRED. DO NOT USE (500)	\$0	\$0	\$75
Printing (550)	\$0	\$0	\$0
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	\$0	\$0	\$0
General Supplies (610)	\$0	\$0	\$150
Textbooks (641)	\$0	\$0	\$0
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	\$0	\$0

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Library Books (644)	\$0	\$0	\$0
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$0	\$0	\$0
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$6,842
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
Total Expenditures	\$30,800	\$24,749	\$31,637

Goal #1

Goal

80% of students will meet or exceed Reading CBM benchmarks. We will double the median rate of improvement for below benchmark students.

Academic Areas

- Reading

Measurements

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

We will use CBM data and Rate of Increase data to determine if we have reached our goal. We will also use progress monitoring data, Opportunity to Respond (OTRs), and IPOP evaluation feedback reports to determine if we are making progress toward the goal.

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

Fall 2014 Spring 2015

R-CBM DATA before and after:

		Fall 2014	Spring 2015
First Grade		70	91
Second Grade	77		85.4
Third Grade		84.8	81.1
Fourth Grade	79		72
Fifth Grade		82.8	80.6

From the data it is clear to see that we did reach our goal of having the school at 80% reaching or exceeding benchmark. Below you will see the data on the ROI for below benchmark students. We did not reach our goal to double the ROI but we did increase at every grade level.

		2013-2014 ROI	2014-2015 ROI
2nd Grade		.94	1.27
3rd Grade	.89		1
4th Grade	.89		.93
5th Grade	.61		.93
School total	.83		1.03

In conclusion, although our ROI did not increase as much as we would have liked, we were still able to reach our goal of 80% or more reaching or exceeding benchmark on the R-CBM.

Action Plan Steps

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

The instructional aides will help support Reading Street fidelity, iPop, and OTR walkthroughs to continue to make practice public. Professional development for the teachers will include training in how to increase student engagement during core instruction and to have fidelity in the Reading Street Program. All teachers will use small group instruction with push-in interventionist support.

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

Through principal and coach walkthroughs we were able to see which teachers were able to implement intervention time with fidelity. We observed that first grade was implementing with fidelity better than any other grade level. Their data supports that fidelity to the system makes a huge difference in the students success. Our other grades did much better than the year before with fidelity but still need to improve. Their data also bears this out. Our goal was to be at 80% or higher reaching or exceeding benchmarks on the CBM and that did happen. Every grade level was able to do this except for 4th grade. Their kids slid back a bit. When we look at the ROI of the below benchmark kids we also see that 4th grade had the smallest amount of growth. No grade level doubled their ROI but every grade level did increase the ROI for below benchmark students.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Total:		\$14,600	\$23,722	
Salaries and Employee Benefits (100 and 200)	Aides to assist with reading intervention.	\$13,000	\$23,522	\$23,522.36 was actually spent. It was spent as described.
Professional and Technical Services (300)	Professional development for our teachers to be trained in reading strategies as well as intervention strategies.	\$1,600	\$200	As described.

Goal #2

Goal

80% of students will meet or exceed Math CBM benchmarks. We will double the median rate of improvement for below benchmark students.

Academic Areas

- Mathematics

Measurements

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

We will use CBM data and Rate of Increase data to determine if we have reached our goal. We will also use CFA?s and topic tests to determine if we are making adequate progress toward our goal.

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

According to the data below we reached our goal of having at least 80% of our students reaching or exceeding benchmark on the M-COMP. In fact we had 89.2%. We did not reach our goal of having our students below benchmark double their ROI. All grade levels increased their ROI with one exception.

		Fall 2014	Spring 2015
First Grade	81		95.2

Second Grade	88		83
Third Grade		78	94
Fourth Grade	80.5		92.2
Fifth Grade		72	81.8
School Average	79.9		89.2

		2013-14 ROI	2014-15 ROI
2nd grade	.61		.78
3rd grade	.46		1.27
4th grade	.93		1.25
5th grade	1.04		.74
School wide	.76		1.01

In conclusion, although we did not double our ROI, we were able to reach our goal and had 89.2% reaching or exceeding benchmarks.

Action Plan Steps

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

Teachers will have fidelity to the Utah State Core and implement small group instruction time. In order to ensure program fidelity, we will have iPOP walkthroughs with the goal of increased OTR's. There will be math professional development for small group instruction time, as well as professional development for effective teaching skills in math. Math aides will be trained to know how to "push in" during small group math instruction to support the teachers.

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

We implemented an after school math tutoring program that we used our math intervention aides to run. The data shows that our students who took that program increased their M-comp scores significantly. We only invited those students who were below benchmark. At the end of the year, only 10.8% of students were testing below benchmark. We are hoping to continue this program in the future as well train teachers to use skill-based groups in math. Our goal of having at least 80% of the students meeting or exceeding m-comp benchmarks was met. Three of the grade levels ended up above 90%. The school average was 89.2%. The ROI data for the students below benchmarks shows we still need to work with those students more. 5th grade actually decreased their ROI but the average for the school was an increase of .21.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Total:		\$16,200	\$1,027	
Salaries and Employee Benefits (100 and 200)	Aides will be hired and assist the teachers with their small group instruction during the math block.	\$13,000	\$927	We used the aides during the after school tutoring.
Professional and Technical Services (300)	Professional development to help the teachers learn how best to teach math ,as well as how to use small group instruction time, will be provided to increase math understanding.	\$3,200	\$100	As Described

Funding Changes (and Unplanned Expenditures)

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

If we find we have additional funds, we will spend the money on more hours for our aides to help out in the classrooms and for professional development in reading and math. This may include materials and technology to support the professional development.

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

We purchased iPAD's so the teachers could implement the small groups in math. The teachers used them during this time in small groups.

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 assembly
- School newsletter
- School website

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2015-10-27**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
7	0	0	2014-03-17

Plan Amendments

Approved Amendment #1

		Number Approved
6		
		Number Not Approved
0		
		Absent
0		
		Vote Date
2015-04-01		
		Explanation for Amendment

As part of our land trust plan we were to hire aides to work with the kids during skill based instruction. We changed that a bit and hired them to work with the kids on the reflex math altogether after school instead of during their skill based instruction time. The results were amazing and we decided to discontinue the program since we were able to get the majority of kids to reach benchmark. Because the program didn't last as long we had anticipated, we did not spend as much of our land trust money as we thought we would need to. I have talked with the SCC and with the BLT and they agree that we should spend the remainder of the money on iPADS that can be used in the classrooms during the math skill based instruction time and continue to use the reflex math, since it was so successful. We will be spending approximately \$7,000.00 on iPADS.