

Final Report 2018-2019 - Willow Springs Elementary

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.

Carry-Over from 2017-2018	\$1,265	N/A	\$18
Distribution for 2018-2019	\$69,684	N/A	\$74,447
Total Available for Expenditure in 2018-2019	\$70,949	N/A	\$74,465
Salaries and Employee Benefits (100 and 200)	\$54,800	\$59,756	\$54,382
Employee Benefits (200)	\$0	\$0	\$5,374
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	\$0
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$12,000	\$13,773	\$13,773
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
Total Expenditures	\$66,800	\$73,529	\$73,529
Remaining Funds (Carry-Over to 2019-2020)	\$4,149	N/A	\$936

Goal #1 Goal

By spring of 2019 Willow Springs students in grades 3, 4, and 5 who are below basic, basic, and proficient in the Reading Inventory (RI) will increase from fall to spring by an average of 130 points. Advanced students will maintain level or show growth. By spring of 2019 Willow Springs students in grade 2 who are well below, below, and at benchmark will increase proficiency in Dibels Oral Reading Fluency (DORF) from fall to spring by an average of 48 words. Above benchmark will maintain level or show growth. By spring of 2019, 90% of students in grade 1 will read an average of 60 words in Dibels Oral Reading Fluency (DORF) as measured from winter to spring. By spring of 2019, 90% of students in Kindergarten will meet the benchmark of 28 correct letter sounds in Dibels Nonsense Word Fluency (NWF) as measured from winter to spring.

Academic Areas

- Reading

Measurements

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

Students in grades 3, 4, and 5 will use the Reading Inventory (RI) scores from fall to spring.
We will use RI in winter to measure our progress towards this goal.
Students in grade 2 will use the Dibels Oral Reading Fluency (DORF) scores from fall to spring.
Students in grade 1 will use the Dibels Oral Reading Fluency (DORF) scores from winter to spring.
Students in K will use Dibels Nonsense Word Fluency (NWF) scores from winter to spring.

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

Kindergarten Correct Letter Sound -
Fall Winter
75% 84% +9
82% or 101/123 kindergarten students knew 28 correct letter sounds.

1st Grade - Oral Reading Fluency
Winter Spring
77% 79% +2
70 % of first grade students read 60 words per minute

2nd Grade - Oral Reading Fluency
Fall Spring
81% 90% +9
Students in grade 2 read an average of 48 words per minute

3rd Grade - Reading Inventory (RI)
Fall Spring
42% 64% +22
59/120 increased 130 points or more. 7 students started Advanced and remained Advanced

4th Grade - Reading Inventory
Fall Spring
39% 64% +25
Students in grade 4 increased an average of 116 points.

5th Grade - Reading Inventory
Fall Spring
53% 67% +14
60/136 increased 130 points or more. 41 students started Advanced and remained Advanced

Action Plan Steps

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

We will spend Land Trust money on six Literacy Aides to work with below benchmark students at \$50,000.
PD on phonemic awareness- grade level
Teacher Clarity (Instructional Priorities) - whole group
PD on Concept talk and the importance of oral language and structured classroom discussion (instructional priority) - whole group
PD on vocabulary and explicit vocabulary instruction and Explicit instruction (Instructional Priority) - grade level
PD on phonics, word study, and spelling- grade level Maximizing OTRs and Feedback cycle and Instructional heirarchy AAA (Instructional Priorities) - whole group
PD on skill and strategy, comprehension
PD on skill based groups and protocols - whole group
Scaffolded instruction and grouping. (Instructional Priority) - grade level
PD on the importance of reading every day and using the five required readings per week.
PD on close reading

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

We did spend the money on Literary Aides to work with below benchmark students. We had professional development on structured classroom discussion, teacher clarity, explicit vocabulary routines. We added professional development on Dyad reading, based on new information and data about its success in the classrooms.

Expenditures

Salaries and Employee Benefits (100 and 200)	We will spend Land Trust money on six Literacy Aides to work with below benchmark students.	\$50,000	\$54,382	As described.
	Total:	\$50,000	\$54,382	

**Goal #2
Goal**

By spring 2019 Willow Springs will achieve 82% in math as measured by SAGE.

Academic Areas

- Mathematics

Measurements

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

We will progress monitor our progress towards the school-wide goal of 82% proficiency on District Wide Standards Based Assessments (DWSBA) by analyzing DWSBA data in IPLC's each time they are administered. We will also monitor Before School Math Lab attendance as well as Reflex data as evidence of growth.

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

	SAGE 2018	RISE 2019	
3rd	77%	67%	-10
4th	77%	70%	-7
5th	68%	63%	-5

School average 67%

Action Plan Steps

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

- Before School Math Lab for invited students.
- PD on CRA (concrete, representational, abstract) model, manipulatives
- PD on small group instruction
- PD on Problem based Learning and using formative assessments to guide instruction.
- PD on problem solving for advanced students
- Inservice Rate for teachers to run the lab (\$4800).

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

We paid teachers to monitor a before school math lab for invited students. The students we felt should attend were unable to attend as we had hoped. We had math professional development on Concrete, representational, and abstract. We purchased chromebooks and iPads for use with Reflex math and AB math in first grade.

Expenditures

Salaries and Employee Benefits (100 and 200)	Before school supervised math practice lab for invited students. (Paid teacher at Inservice rate)	\$4,800	\$5,374	As Described
Equipment (Computer Hardware, Instruments, Furniture) (730)	We will purchase Chromebooks and/or iPads for students to use for Reflex Math practice.	\$12,000	\$13,773	As described
	Total:	\$16,800	\$19,147	

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 are allocated additional funds: Goal #1: We may use the funds to provide professional development for our teachers to support them in reaching this goal. We may use the funds to pay for substitute teachers to allow our teachers to attend outside professional development. We may use the funds to hire additional aides for the classrooms. We may use the funds to purchase technology and equipment to upgrade and enhance current computer labs and iPad labs to allow students to have more access to Reading Plus and Lexia. Goal #2: We may use additional funds to purchase technology and equipment to upgrade and enhance current computer labs and iPad labs to allow students to have more access to Reflex Math.

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

We had additional money because we had a higher enrollment than we had anticipated. We used the extra money to pay for substitute teachers for professional development. We also used some of the money to pay our literacy aides to work closer to the end of the school year. We spent extra money on purchasing iPads, chromebooks, and headphone.

Publicity

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

- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School newsletter
- School website

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

- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School newsletter
- School website

Summary Posting Date

Council Plan Approvals

10	0	0	2018-03-21
10	0	0	2018-03-21

Please Note

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

Comments

2018-05-17	Karen Rupp	We would encourage the SCC to review the schools needs and plan for the \$4,149 carryover for the benefit of the students in the 2018-19 school year.
2018-05-21	Alice Peck	The SCC will be reminded to spend this carryover in the 2018-19 school year.

[BACK](#)