

Adams EL Final Report 2013-2014

Financial Proposal and Report - This report is automatically generated from the School Plan entered in the spring of 2013 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2013-2014.

Available Funds	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2012 - 2013	\$4,352	\$11,588
Distribution for 2013 - 2014	\$20,133	\$24,890
Total Available for Expenditure in 2013 - 2014	\$24,485	\$36,478
Salaries and Employee Benefits (100 and 200)	\$17,000	\$4,479
Professional and Technical Services (300)	\$0	\$6,507
Repairs and Maintenance (400)	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0
Travel (580)	\$0	\$0
General Supplies (610)	\$1,485	\$3,884
Textbooks (641)	\$0	\$0
Library Books (644)	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0
Software (670)	\$3,000	\$2,527
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$3,000	\$635
Total Expenditures	\$24,485	\$18,032
Remaining Funds (Carry-Over to 2014 - 2015)	\$0	\$18,446

ITEM A - Report on Goals

Goal #1

Our goal for the 2013-2014 school year is to achieve 80% proficiency on End of Level assessments in Language Arts. This goal will be re-evaluated as we relieve the results from our end of year assessments to determine if this goal is reasonable.

Identified academic area(s).

Reading

This was the action plan.

Students are provided instruction on their level utilizing small groups. Students that are either at risk, or some risk, are monitored every other week and instruction is adjusted based on their outcomes.

We also want to provide students the opportunity to utilize software both before, during, and after school provide extended learning opportunities.

Teachers will be using a new phonics program to provide consistency across grade levels and targeted instruction.

Additional materials may be required to support this program.

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

Adams staff continued to implement power hour, math workshops, and intervention times to provide small group instruction. In reading, students below grade level were progress monitored every 2 weeks and instruction adjusted accordingly. In Math, teachers administered common formative assessments during each unit and adjusted instruction accordingly.

As part of our small group instruction, teachers used different software systems to provide students with individualized learning and extended learning opportunities. Some of these software titles include Raz-Kids (online ebooks, fluency practice, and quizzes), Science A-Z (online science content and leveled science readers), ScootPad (learning centers and tracking/monitoring software), Reflex Math (math fact fluency practice), and LearnZillion (video learning content), among others.

Teachers continue to use Wilson Phonics for 30 minutes of Tier 1 phonics instruction daily.

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

Adams Elementary will use the following assessment tools to measure progress

- DIBELS Next
- Scholastic Reading Inventory (SRI)

We do 3 screening assessments using DIBELS to identify readers that are 1) at risk 2) some risk 3) grade level.

Students also take a comprehension assessment 3 times per year called SRI, that data along with classroom data from guided reading is used to make instructional decisions.

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

The first chart shows student progress on DIBELS. Please note the DIBELS requirements to be considered "proficient"

get more and more difficult as the year goes on. For example, in 2nd grade if a student can read 52 words/minute they are proficient at the beginning of the year. By the end of the year they need to be reading 87 words/minute. So, when you see the percentage of proficient students increasing, not only are the proficient students keeping pace with DIBELS learning expectations but previously below grade level students are also catching up and making more than 1 year of learning progress.

Below is a table showing the percentage of students considered proficient in the DIBELS reading assessment at the Beginning of the Year (BOY), Middle of the Year (MOY), and End of the Year (EOY).

Grade Level	Beginning of Year	Middle of Year	End of Year	Difference
K	45%	56%	74%	+29 points
1	72%	84%	81%	+9 points
2	78%	74%	80%	+2 points
3	73%	90%	83%	+10 points
4	49%	58%	70%	+21 points
5	57%	62%	71%	+14 points
School Ave	62%	70%	77%	+15 points

Below is a table showing the percentage of students in each category of the Scholastic Reading Inventory assessment. This assessment primarily assess reading comprehension and vocabulary. Like the DIBELS assessment, the requirements to move from one level to the next increase in difficulty as the year goes on. However, this assessment only scores students in grade 2-5 at the beginning of the year and then adds 1st grade at the end of the year.

Scholastic Reading Level	Beginning of Year	End of Year
Advanced Proficient	4%	13%
Proficient	24%	36%
Basic	30%	30%
Below Basic	42%	21%

These results show that the Adams ES student population started the year with 28% of the students (Advanced Proficient and Proficient students) with a reading comprehension level at or above the beginning of the year expectation for their grade level. Not only did that 28% of students continue to be reading at grade level by the end of the year, an additional 21% of students made more than a years growth to also become proficient or advanced proficient raising the total reading comprehension proficiency rate from 28% to 49% by the end of the school year.

The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:

Amount Category

17000 Salaries and Employee Benefits (100 and 200)

Description

These funds will be used to support goals 1 & 2. Salary funds will be used to hire an AmeriCorps VISTA Volunteer and 1 Instructional Assistant to make small group and one-on-one support available to struggling students. These personnel will also make the computer lab available to students before and after school to give students access to educational software. Remaining personnel funding will be used to pay teachers to conduct small group and individual tutoring before and after school.

1485 General Supplies (610)

These funds will support both goals 1 & 2. Additional supplies and materials to support Phonics instruction and small group or individual tutoring instruction. This could include math manipulatives, phonics program materials, and novels. Funds could be used for incentives to reward student progress towards goals.

3000 Software (670)

These funds will support both goals 1 & 2. Educational web-based software. Ideally accessible from both school and home, will be purchased to support student learning in language arts and mathematics.

3000 Equipment (Computer Hardware, Instruments, Furniture) (730)

Equipment to maintain and support existing technology. This could include protective cases for iPods and iPads, storage cases, laptop battery replacements, projector lamp replacements, replacement iPads and iPods, and other materials identified over the course of the year necessary to maintain and support the use of existing instructional technology.

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.

Salaries & Benefits and Professional & Technical Services – (\$10,986) Adams ES hired an AmeriCorps VISTA volunteer to support literacy activities school-wide and in kindergarten. We also funded 3 teachers to provide after school tutoring to support both literacy and math interventions as well as keeping our computer lab open to allow students technology access since many families don't have Internet access in their home. We had planned to hire an additional aide to support math, however, we struggled to keep qualified aides in all our positions. The end result was the aide was never hired for this position. Our plan was amended in the Spring to use the excess funds in this category to upgrade aging technology in the form of mobile chromebook computer labs.

General Supplies (\$3,884) – Adams used some supply funds to support the Wilson Phonics implementation as outlined in our plan. As outlined in part of our amendment, Adams Elementary Community Council and Faculty recognized the need to provide students with more non-fiction reading material, particularly in science. Therefore, as part of the amendment, we used supply funds to purchase and print leveled readers for our science curriculum. This allowed us to focus on our reading goals and the need for more informational text to meet the new Utah Core requirements.

Software (\$2,527) – As part of our technology pilot and in an effort to provide student with more individualized instruction our school has purchased different software licenses including Raz-Kids, ScootPad, and Science A-Z. These software packages allow us to focus on student reading and help differentiate learning in all areas.

Equipment (\$18,635) – As part of our technology pilot and in an effort to replace aging technology Adams ES amended our plan to allow for the purchase of additional mobile labs. In this case, \$18,000 of Trustlands funds was allocated as part of an overall \$56,000 to purchase 162 Chromebooks and accessories. These devices will be used to as part of a 1:1 blended learning implementation to allow students a more differentiated learning experience and to build their skills with technology. These mobile labs allow us to better meet the needs of individual students in the areas of math.

The chromebook devices did not arrive until after the financial report was uploaded. Therefore the \$18,000 expense had not appeared, but the funds have been encumbered and the invoice should have been paid by the time this report is posted. This should result in a carry over of approximately \$450.

Goal #2

Achieve 80% proficiency on the End of Level Math assessment.

Identified academic area(s).

Mathematics

This was the action plan.

Students identified by classroom teachers as struggling or not meeting the 80% correct benchmark on end of unit tests in math will be provided extra instructional support in mathematics.

All students will be given access to Reflex Math software and monitored for usage and proficiency with math fact fluency.

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

Teachers used common formative assessments to monitor student progress in mathematics. Students who did not meet mastery requirements received extra time and support. This included intervention time during the school day as well as participation in after school club intervention groups.

All students received time on computers to practice math fact fluency. This Time was provided as part of the classroom 1:1 pilot or during computer specials and after school access to the computer lab.

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

We will use the following assessment tools to monitor progress towards our math goal:

- Reflex Math - use to measure mastery of Math Facts. Our goal is to have each student gain 100% fluency in addition and subtraction for students in grades 1-5 and 100% fluency in multiplication and division for students in grades 3-5.
- End of Unit math assessments - goal is to have 90% of students achieve 80% correct or higher on each end of unit test.

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

Reflex Math - Due to a data rollover in the database we do not have exact figures. Estimates suggest approximately 75% of students in grades 3-5 achieved at least 80% mastery of their math facts using Reflex Math.

End of Unit Math Assessments - Overall, we had 70% of students achieve an average of 80% correct on each end of unit test.

The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:

Amount	Category	Description
0	Salaries and Employee Benefits (100 and 200)	The school didn't select a category or financial amount. There was no explanation about what would be purchased to implement this goal.

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.

A portion of the software expenditure was used to purchase ScootPad software which also provided individualized student math practice based on the Utah Core standards.

The salary portion used to fund after school tutors also supported student needs for math support.

ITEM B - In the Financial Proposal and Report, there is a carry-over of \$18446 to the 2014-2015 school year. This is 74% of the distribution received in 2013-2014. Please describe the reason for a carry-over of more than 10% of the distribution.

As outlined earlier, our plan was amended to allow for the purchase of Chromebooks. \$18,000 was dedicated to this purpose. Although the funds had not been expended at the time the financial report was run the funds were encumbered awaiting arrival of the devices to fully expend the \$18,000 in funds.

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

Additional funds will be used to provide further support (supplies and materials) to the Phonics program, small group/1-on-1 tutoring, and maintaining technology.

The distribution was about 14% more than the estimate in the school plan. Please explain how the additional money was spent, if it was spent for items other than expenditures described in the approved goals above. If all expenditures were spent for items in the goals, please enter "Not applicable."

Not Applicable

ITEM D - The school plan was advertised to the community in the following way(s):

- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School newsletter
- School marquee
- Other: Please explain.

The plan was also advertised at our parent involvement nights.

ITEM E - Please select from the pull down menus the names of policymakers the council has communicated with about the School LAND Trust Program. To choose more than one name on a list, use CTRL while selecting. To unhighlight a selected name, choose another name or use CTRL and select it.

State Leaders

U.S. Senators

State Senators

U.S. Representatives

State Representatives

District School Board

James C. Blair

Lynn Hobbs

State School Board

Connie Morgan

Kristie D. Cooley

Ann Geary

ITEM G - A summary of this Final Report must be provided to parents and posted on the school website by October 20th of the 2014. When was this task completed?

Not required for Charter Schools.

10/17/2014