

# Final Report 2016-2017 - Park Lane EL

## Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2016 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2016-2017.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
<b>Remaining Funds (Carry-Over to 2017-2018)</b>	<b>\$2,000</b>	N/A	<b>\$1,253</b>
Carry-Over from 2015-2016	\$0	N/A	\$5,174
Distribution for 2016-2017	\$27,324	N/A	\$28,324
<b>Total Available for Expenditure in 2016-2017</b>	<b>\$27,324</b>	N/A	<b>\$33,498</b>
Salaries and Employee Benefits (100 and 200)	\$25,324	\$26,365	\$23,908
Employee Benefits (200)	\$0	\$0	\$2,129
Professional and Technical Services (300)	\$0	\$0	\$0
Repairs and Maintenance (400)	\$0	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0	\$0
Travel (580)	\$0	\$0	\$0
General Supplies (610)	\$0	\$0	\$328
Textbooks (641)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0	\$0

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$5,880
<b>Total Expenditures</b>	<b>\$25,324</b>	<b>\$26,365</b>	<b>\$32,245</b>

## Goal #1

### Goal

By May of 2017: - 95% of Kindergarten students will achieve benchmark on DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Nonsense Word Fluency (whole words read). - 85% of 1st & 2nd grade mainstream students will achieve benchmark on the DORF (DIBELS Oral Reading Fluency) Accuracy. - 75% of 3rd through 5th grade will achieve proficient or advanced proficiency level as measured by the SRI (Scholastic Reading Inventory).

### Academic Areas

- Reading

### Measurements

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

Current Achievement Level:

Currently 93% of Kindergarten students are demonstrating proficient performance on DIBELS Nonsense Word Fluency (whole words read).

Currently 76% of 1st & 2nd grade mainstream students are at benchmark on the DORF (DIBELS Oral Reading Fluency) Accuracy.

Currently 70% of 3rd through 5th grade are achieving proficient or advanced proficiency level as measured by the SRI (Scholastic Reading Inventory).

Assessment and Progress Monitoring:

Students will be assessed three times a year on both the SRI, and the DIBELS assessments.

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

Park Lane students continued to show progress, although, despite solid intervention, we did not achieve all the goals we had set out to reach. We are able to celebrate some strong progress. Specifically, 79% of 1st & 2nd grade mainstream students reached benchmark on the DORF. While we did not reach our goal of 85%, this is an increase of 3% from last year. 71% of students in 3rd-5th grades scored proficient or advanced proficient levels as measured by the SRI. This goal is 4% shy of our 75% goal, but is also higher than last year. Unfortunately, the tool we were intending to use for kindergarten students changed at the district/state level so we were not able to track that piece of data.

## Action Plan Steps

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

\$14,000 Tier 2/3 Interventions

Land Trust money will pay for two instructional aides to provide Tier 2/3 interventions for struggling students.

\$4,324 Stipends and/or Substitute Teachers to support Building Leadership and Public Practice.

Land Trust funds will be used to provide stipends and/or substitutes for Building Leadership Team members to examine progress toward school goals and make plans for public practice and professional development opportunities.

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

Due to the increased Land Trust allotment, we were able to hire two instructional aides to help with reading from the beginning of the year. These aides worked with struggling learners on a targeted intervention plan. We used the funds given to us to also provide stipends to teachers meet with the Building Leadership Team outside of contracted hours, as well as to provide subs for two full day meetings to examine progress towards school goals and also provide needed professional development to meet the needs of all learners.

## Behavioral Component

Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	Park Lane will update the school's PBIS (Positive Behavior Interventions and Supports) system. We believe that this will positively affect the school community and allow for more standards focused core instruction with less interrupted instruction time. The \$2,000 will be	Only \$328 was used for the PBIS component this time.

Category	Description	Final Explanation
	spent on school-wide student and teacher incentives, as well as stipends for teachers to work off-contract updating the system for 2016-17.	

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Total:		\$18,324	\$19,365	
Salaries and Employee Benefits (100 and 200)	\$14,000 - For two instructional aides to support the Park Lane CSIP (Continuous School Improvement Plan) goals. \$4,324 - Stipends and/or Substitute Teachers to Facilitate Public Practice and Meetings of the Building Leadership Team (BLT)	\$18,324	\$19,365	More than \$14,000 was used for instructional aides. Due to carryover and increased distribution we hired an additional aide. However, we spent less on stipends and substitutes teachers.

## Goal #2

### Goal

By May of 2017: - 90% of Kindergarten students will meet or exceed benchmark as measured by the Missing Number Measure. - 85% of 1st grade student will meet or exceed benchmark as measured by the Missing Number Measure. - 85% of 2nd through 5th grade mainstream students will meet or exceed benchmark as measured by the Math Computation assessment.

### Academic Areas

- Mathematics

### Measurements

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

Current Achievement Levels:

- Currently 88% of Kindergarten students are meeting or exceeding benchmark as measured by the Missing Number Measure.
- Currently 82% of 1st grade students are meeting or exceeding benchmark as measured by the Missing Number Measure.
- Currently 81% of 2nd through 5th grade mainstream students are meeting or exceeding benchmark as measured by the Math Computation assessment.

Assessment and Progress Monitoring:

Students in Kindergarten and 1st grade will be assessed three times per year using the Missing Number Measure. Students in 2nd through 5th grade will be assessed three times per year using the Math Computation Assessment.

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

Math data and measures were changed at the district level so some of the measures are hard to tack. However, we were able to continue to show progress in most areas. Kindergarten data was changed and the missing number measure was not used consistently. Only 69% of 1st grade students were at, or exceeded the final benchmark as measured by MNM. 76% of 2nd through 5th grade mainstream students. Neither area met the set goal. In fact, both of these scores decreased from the previous year, and have caused us to spend significant time self-reflecting. On the bright side, other scores improved and the students did very well on SAGE (earning an 'A' grade).

## Action Plan Steps

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

\$7,000: Tier 2/3 Interventions

Land Trust money will pay for one instructional aide to provide Tier 2 interventions to help struggling students.

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

As planned, we hired an additional aide to provide Tier 2 interventions.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
		Total:	\$7,000	\$7,000

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	One instructional aide to support the Park Lane CSIP goals.	\$7,000	\$7,000	As described

## Increased Distribution

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

If there is additional money allocated (beyond the projected budget), or a carry-over of funds Park Lane will use the money for either additional hours for instructional aides, or to purchase technology to support the two goals.

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

We were able to hire an additional aide for part of the year due to carryover and increased distribution. Additionally, we were able to purchase technology for students to utilize educational programs we are able to have from the state such as Lexia and Reading Plus.

## Publicity

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

- Letters to policy makers and/or administrators of trust lands and trust funds.
- School assembly
- 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 **2017-10-05**

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
11	0	1	2016-03-10

No Comments at this time