

Final Report 2018-2019 - Park Lane 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	\$3,064	N/A	\$420
Distribution for 2018-2019	\$37,872	N/A	\$40,063
Total Available for Expenditure in 2018-2019	\$40,936	N/A	\$40,483
Salaries and Employee Benefits (100 and 200)	\$35,000	\$33,034	\$30,163
Employee Benefits (200)	\$0	\$0	\$2,871
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)	\$2,000	\$1,037	\$1,037
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)	\$3,936	\$5,753	\$5,753
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
Total Expenditures	\$40,936	\$39,824	\$39,824
Remaining Funds (Carry-Over to 2019-2020)	\$0	N/A	\$659

Goal #1 Goal

By May of 2019: 90% of mainstream students in kindergarten will be proficient in literacy as measured by DIBELS nonsense word fluency: correct letter sounds (NWF-CLS). 85% of mainstream students in grades 1 & 2 will be proficient in literacy as measured by DIBELS composite scores. 80% of mainstream students in grades 3-5 will be proficient in literacy as measured by the Reading Inventory. 80% of Accommodated Core Classroom students in grade 1 will show at least 30% growth as measured by DIBELS NWF-CLS. 80% of Accommodated Core Classroom students in grades 2-5 will show greater than 20% growth as measured by DIBELS DORF scores.

Academic Areas

- Reading

Measurements

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

Students will be assessed three times a year on either the Reading Inventory, or the DIBELS assessments.

Current Achievement Levels:

Currently 89% of kindergarteners are proficient in First Sound Fluency (FSF). DIBELS composite scores are not available this school year for kindergarten. Currently 82% of students in grades 1-2 are proficient in literacy as measured by DIBELS composite scores. Currently 67% of mainstream students in grades 3-5 are proficient in literacy as measured by the Reading Inventory. Currently 56% of ACC students in grades 2-5 have shown greater than 50% growth as measured by DIBELS DORF scores. Currently 75% of ACC students in grade 1 have shown at least 75% growth as measured by DIBELS NWF-CLS.

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

We had many areas of growth. However, we were also reminded that each group of students is different and that sometimes we should watch for progress within the same group.

Our kindergarten goal was not reached, but progress was made from winter to spring. We had 78% of students in kindergarten score proficient in literacy as measured by DIBELS nonsense words: correct letter sounds.

Our first and second grade students almost reached their goal of 85% proficiency. The overall proficiency was 84% which shows a 2% increase from 82%.

Our third through fifth grade mainstream students also missed their goal by 1%. These students grew from 67% to 79% and almost reached the 80% goal.

Both of our growth goals for our Accommodated Core Classrooms were met and exceeded. 100% of tested first grade ACC students showed at least 30% growth, and 85% of second through fifth grade students in ACC showed at least 20% growth.

Action Plan Steps

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

\$33,000 will be used to provide four Multi-Tiered System of Supports (MTSS) Interventionists. These interventionists will work with students during Skills Based Instruction (SBI) with targeted skills instruction.

\$2,000 will be used to provide substitutes to support the school's Building Leadership Team (BLT) meeting and teacher professional development.

\$1,400 will be used for instructional materials such as workbooks to be used with students, as well as professional development books for teacher to support reading goals.

\$600 will be used for MTSS student incentives (less than \$2 per student)

\$3,936 will be used to purchase student technology, either hardware or software (as needed) to support literacy instruction. Park Lane students are not demonstrating adequate progress in literacy skills at rates we would like to see. On average, 69% of students are proficient in literacy, based on their grade level measures (DIBELS and Reading Inventory). This problem affects students across all grade levels. Standards based instruction is taking place in classrooms, however planning for instruction appears to be lacking. We hypothesize that we need to support teachers in planning for purposeful, engaging literacy instruction. We will plan for more targeted instruction, based upon the core standards, while better utilizing our evidenced-based curriculum including all of its standardized components.

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

We once again used nearly all of our Land Trust allotment this year. Funds were primarily used to hire MTSS interventionists as planned. We were able to hire up to four MTSS aides to help with reading interventions, and only had about 2% carried over.

We used the other funds as projected, and were also able to purchase necessary technology to help students access instructional technology such as literacy software provided by the State to our younger learners.

Behavioral Component

Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	To support teacher efficacy during direct and skills-based instruction we will also work to cultivate positive relationships between students and teachers through the use of morning meetings, restorative MTSS practices to address early warning indicators and support tier 2 and tier 3 behavior needs, and positive student feedback. \$600 will be spent on school-wide student incentives (MTSS rewards) not to exceed 2.00 per student	Only a small amount was used on student incentives due to other funding avenues being used for similar purposes.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
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Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Four instructional aides will be hired to provide MTSS and support the school's CSIP (Continuous School Improvement Plan) goals. Additionally, \$2,000 will be spent on stipends and/or Substitute Teachers to Facilitate Public Practice and Meetings of the Building Leadership Team (BLT)	\$35,000	\$33,034	As Described
General Supplies (610)	\$1,400 will be used for general supplies and printing costs to support instruction and for student workbooks or professional materials such as PD books for teachers. Additionally, \$600 at \$2 per student, will be used for school-wide student incentives as outlined in the behavior component.	\$2,000	\$1,037	As Described
Equipment (Computer Hardware, Instruments, Furniture) (730)	Technology, equipment, or other instructional materials to support school goals	\$3,936	\$5,753	As Described
	Total:	\$40,936	\$39,824	

Funding Changes (and Unplanned Expenditures)

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, unavailability of MTSS aides, or a carry-over of funds Park Lane will use the money towards the purchase of additional resources or technology to support the outlined goals.

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 **2019-10-16**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
11	0	2	2018-03-08

Please Note

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

Comments

Date	Name	Comment
2018-05-17	Karen Rupp	Goal #1. Please review the goal and revise. The beginning statement is not a goal. The goal appears to begin when it states percentages. The rest is either Measurements or Action Steps. Please copy and paste in the appropriate areas.
2018-05-21	Alice Peck	Changes to the goal need to be made

Date	Name	Comment
2018-05-21	Alice Peck	Changes have been made to reflect suggestions by Karen Rupp.

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