

# Final Report 2018-2019 - Viewmont 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	\$0	N/A	\$1,756
Distribution for 2018-2019	\$54,637	N/A	\$57,752
Total Available for Expenditure in 2018-2019	\$54,637	N/A	\$59,508
Salaries and Employee Benefits (100 and 200)	\$49,000	\$52,575	\$43,007
Employee Benefits (200)	\$0	\$0	\$9,568
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	\$1,000	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
<b>Total Expenditures</b>	<b>\$49,000</b>	<b>\$53,575</b>	<b>\$52,575</b>
Remaining Funds (Carry-Over to 2019-2020)	\$5,637	N/A	\$6,933

## Goal #1 Goal

80% of our students will achieve 80% or better on standards aligned assessments, such as EADMS tests, or other teacher created assessment aligned to the Language Arts and Math Essential Standards as identified by the district.

## Academic Areas

- Reading

- Mathematics
- Science

## Measurements

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

We will use the EADMS testing system, or other district adopted program, to measure student achievement on the goal.

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

We were not able to fully assess our school's progress towards achieving this goal as our district assessment system changed multiple times. When this goal was first identified, EADMS was the tool in place for districtwide assessments. The district moved to the use of Focal Point and then, due to issues with the Focal Point platform, switched mid-year to the use of Illuminate. Our data is inconsistent and difficult to compare due to the use of multiple assessment platforms.

## Action Plan Steps

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

1. Hire a .5 teacher to lower class sizes and provide academic support.
2. Ensure that teacher knows the expectations are to teach Tier One Language Arts and Math.
3. The Building Leadership Team will follow through next year with implementing a school wide schedule that has built in time to provide Tier 2 supports and interventions.
4. All grade level teams will administer standards aligned tests to see what students have learned and provide additional Tier Two instruction for students who have not shown mastery.
5. Teachers in grades K-6 will provide Tier Two instruction for students that do not meet mastery on essential standards.

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

The school hired a .5 teacher for the second grade as this grade level was identified as most in need of additional academic support. She focused upon teaching Tier One ELA and Math. She also used classroom and grade-level data to help provide Tier Two academic support for ELA and Math.

The school BLT developed a schoolwide Master Schedule that had time built-in for additional Tier Two support as well as other interventions across grades K-4. Grades 5 and 6 implemented Tier Two supports within their individual classrooms as their schedules were also set up with this academic support time.

Grade level teams, in PLCs, developed ongoing standards-aligned assessments that provided consistent, real-time data. This information was used to create continually evolving groups for Tier Two interventions as well as enrichment for students who had mastered that essential standard. Reteaching took place and then a reassessment was given to determine individual student growth. Additional Tier Two supports were put into place based upon this new data indicating which students had still not achieved mastery.

All teachers taught core curriculum aligned the district identified essential standards and they developed CFAs and other summative assessments that would help indicate a student's level of proficiency. Tier Two instruction was provided to any student (grades K-6) who did not achieve mastery on the identified essential standards.

## 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)	We will purchase a .5 FTE teacher to provide Tier One instruction for the 2nd graders in the morning. The teacher will provide instruction for Language Arts and Math during that time.	\$37,500	\$43,007	A .5 teacher was hired to teach ELA and Math in 2nd grade for the 2018-2019 school year.
	Total:	\$37,500	\$43,007	

## Goal #2 Goal

90% of our Kindergarten through 3rd grade students will achieve proficiency on the End of Year (EOY) DIBELS assessment for the 2018/2019 school year.

## Academic Areas

- Reading

## Measurements

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

We will use the DIBELS Benchmark assessments to determine our progress towards this goal.

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

The goal was not met but there were improvements in some grade levels.

Our Composite DIBELS Scores for 2018-2019, by grade level, were:

Kindergarten: 88% Proficient

1st: 79% Proficient

2nd: 72% Proficient

3rd: 75% Proficient

Our Composite DIBELS Scores for 2017-2018 were:

Kindergarten: 74% Proficient

1st: 70% Proficient

2nd: 74% Proficient

3rd: 90% Proficient

Looking at data over several years has helped us to see that we need to do an intervention right at the beginning of the year on Phonemic Awareness. This is a gap in student mastery based upon our data analysis. We have implemented a program this year to begin addressing Phonemic Awareness on the 1st day of school.

## Action Plan Steps

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

1. Teachers will analyze reading data to determine what types of reading interventions are needed.
2. Teachers and staff will provide targeted reading interventions during Skills Lab and Power Hour times.
3. Teachers will continue to analyze individual student data to gauge progress towards proficiency.
4. The SLT funds will be used to hire a classroom aide to support the reading interventions being given during small group instruction.
4. Teachers will make needed adjustments to instruction and interventions to help each student progress towards reading mastery.

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

Teachers used multiple types of reading data to determine the necessary interventions for our K-3 students. This data included information from PASI & PSI, DIBELS progress monitoring, Lexia data, and individual classroom running records. This information was used to create intervention groups in both Skills Lab and Power Hour. This data was collected regularly and new groups were established every 8-10 weeks based upon student growth and mastery.

Grade level teams worked to analyze this reading data in their PLCs and when working with the academic coach and principal. Decisions were made as to the appropriate next steps after carefully analyzing individual student data. Teachers were then able to make appropriate classroom adjustments to their instruction and pacing so that ongoing, meaningful Tier One and Tier Two instruction took place on a consistent basis.

A 19-hour aide was hired to help provide support to students during Skills Lab and Power Hour and then by pushing into classrooms. She was able to provide both small group and 1:1 support to struggling students.

**Expenditures**

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	SLT funds will be used to hire a classroom aide to support reading interventions in the lower grades.	\$11,500	\$9,568	A 19-hour paraprofessional was hired to provide support in K-3 Skills Lab and Power Hour.
	Total:	\$11,500	\$9,568	

**Actual Carry-over**

In the Financial Proposal and Report, there is a carry-over of \$6,933 to the 2019-2020 school year. This is 12% of the distribution received in 2018-2019 of \$57,752. Please describe the reason for a carry-over of more than 10% of the distribution.

The cost of the teacher and her benefits and the cost of the paraprofessional were unknown at the time the plan was written. The cost of the paraprofessional was less than anticipated and what was budgeted for; this addresses the discrepancy.

**Funding Changes (and Unplanned Expenditures)**

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

We would also look at funding rewards/incentives supporting the school wide positive behavior support. We would also look at funding a part time aide to support the large class sizes in 5th grade.

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

The district hired a part-time aide to help address the large class sizes in 5th grade so no Land Trust monies were spent. No Land Trust monies were spent on rewards/incentives for PBIS.

## Unplanned Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Software (670)		\$0	\$1,000	The School Community Council amended this plan to purchase the Illuminate software for \$1,000. This software provided teachers (K-6) with a tool that allowed for assessment of student learning and data collection.
	Total:	\$0	\$1,000	

## Publicity

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

- 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 **2019-10-20**

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
10	0	2	2018-03-22

## Plan Amendments

### Approved Amendment #1

**Submitted By:**

Jennifer King

**Submit Date:**

2019-02-22

**Admin Reviewer:**

Karen Rupp

**Admin Review Date:**

2019-03-18

**District Reviewer:**

Jennifer Covington

**District Approval Date:**

2019-03-18

**Board Approval Date:**

2019-03-14

**Number Approved:**

8

**Number Not Approved:**

0

**Absent:**

3

**Vote Date:**

2019-02-13

**Explanation for Amendment:**

We are amending goal #1 by adding an expenditure. Viewmont's School Community Council voted to approve a \$1000 allocation for the purchase of Illuminate Ed for the remainder of the the 2018-19 school year. This tool will allow us to more effectively collect useful and meaningful data on our students in grades 1-6.

**Please Note**

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

**Comments**

Date	Name	Comment
2019-03-18	Karen Rupp	We are assuming you are decreasing the salaries and benefits by \$1,000 in goal #1.

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