

Final Report 2016-2017 - Brockbank Elementary

Final Report Approved

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)
Remaining Funds (Carry-Over to 2017-2018)	\$0	N/A	\$210
Carry-Over from 2015-2016	\$0	N/A	\$3,453
Distribution for 2016-2017	\$40,937	N/A	\$44,422
Total Available for Expenditure in 2016-2017	\$40,937	N/A	\$47,875
Salaries and Employee Benefits (100 and 200)	\$34,637	\$31,997	\$29,738
Employee Benefits (200)	\$0	\$0	\$2,259
Professional and Technical Services (300)	\$1,500	\$3,266	\$3,266
Repairs and Maintenance (400)	\$300	\$235	\$235
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)	\$400	\$1,081	\$1,081

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	\$0	\$0
Library Books (644)	\$500	\$497	\$497
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$0	\$0	\$0
Software (670)	\$1,600	\$1,519	\$1,519
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$2,000	\$9,070	\$9,070
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
Total Expenditures	\$40,937	\$47,665	\$47,665

Goal #1

Goal

By the end of the 2016-2017 school year, Brockbank students, grades 1-3 will improve their Dibels end of year benchmark scores from 67% to 70%, and grades 3-6 will improve their SAGE Language Arts end of year scores from 52% to 55%.

Academic Areas

- Reading

Measurements

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

SAGE End of Year Assessment

DIBELS End of Year Assessment

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

Our SAGE Language Arts scores were at 42% at the end of the 2017 school year.

Our DIBELS scores were at 79% at the end of the 2017 school year.

Our focus was on our first grade students and the extra tutoring help and phonics program really helped in this area.

Action Plan Steps

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

1. We will continue to learn and improve teaching with the daily instruction grades K-6th (Journeys). This will be done grade level by grade level as teachers collaborate each week and assess assessments from running records, benchmarks, DIBELS, and literacy assignments.
 - Running records are assessed at least monthly on each student. Teachers also meet with Sherry Plaisted to review analyzed records and receive help for struggling readers. These records also help teachers guide their instruction.
 - Benchmarks are given 2 times per year and analyzed so teachers can determine specific needs for students.
 - DIBELS testing is administered 3 times per year for grades K-3. These assessments help teachers determine phonemic awareness, fluency, and accuracy for students.
 - Literacy assignments are given to whole class as well as in guided reading. These assignments help teachers know application of literacy skills taught.
 - We will continue to design instruction and build best teaching practice with the Language Arts Common Core in all grades. This will be done grade level by grade level as teachers review their curriculum map and receive help from our literacy specialist. We will also provide a book (yet to be determined) for a book study that will help teachers in designing their instruction.
 - We will use our data teams to analyze assessments and provide ideas and assistance to our teachers. These teams will meet 3 times/year.
 - We will continue to give teachers the opportunity to attend professional development trainings to improve literacy instruction as it becomes available through workshops and conferences.
 - We will provide technicians to assist struggling students, specifically focusing on first grade. These technicians could be STAR Tutors or overload technicians. We will provide STAR Tutoring for all grade levels.
 - We will provide guided reading for all students with support and help from our Literacy Specialist, Leslie Ewell. All teachers will include the essential components of guided reading and tailor those lessons to the specific needs of the students.
 - Students will be grouped according to their benchmarks and running records.
7. We will continue to build up our take-home and leveled libraries and provide those resources for our families.
8. We will provide computer programs, such as Raz Kids and Imagine Learning, as an intervention as well as good practice for all students, grades 2-4, as well as extra licenses for students in Kindergarten, and grades 5-6.
9. Our TAT team will meet twice a month to review students that need interventions. (Tier 2)
10. We hope to provide a summer school reading program for all students, if funds allow (after STAR tutoring and supplementing the leveled library technicians). We will also use At Risk funds to help with this effort.

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

Our teachers continued to learn and improve their daily instruction by sharing information at weekly collaboration, TAT meetings, as well as receiving help, suggestions, and professional development by our facilitator, instructional coach, principal, district people, and at professional conferences.

Running records and benchmarks were assessed and DIBELS data was reviewed with goals made to help students make progress. Individual meetings were held with each teacher and resources were given to teachers to help them in the areas of concern. Our book study provided ideas

for analyzing instruction and assessment. Teachers reviewed their curriculum maps and revamped areas that needed more focus. We concentrated on success criteria and with making students an active member in making goals for their progress.

We focused on our first grade students and especially those who were not on grade level. These students received one-on-one tutoring with our STAR Tutors. We kept track of their monthly progress and saw significant growth for the majority of the students. We did not have any 2nd grade students in Special Education at the beginning the the 2017-2018 school year. We also provided tutoring for our upper grades, having them receive a second guided reading experience/practice during their literacy block.

Our district introduced a new phonics program and our teachers found amazing results from using this program. The students transferred what they were taught into their reading.

We used computer programs, such as Raz Kids and Imagine Learning to give students extra practice at school and at home.

Students were also able to take home books from our take home library that were on their reading level.

We also provided a summer school experience for students to practice their reading skills and receive phonics, fluency, and comprehension experiences.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Total:		\$34,137	\$34,046	
Salaries and Employee Benefits (100 and 200)	Technicians assisting with reading instruction.	\$30,637	\$28,293	The actual use was \$28,293.
Professional and Technical Services (300)	Professional Development for teachers in the reading content area.	\$1,000	\$2,656	\$2656.00 was used for professional development and conferences.
Textbooks (641)	Professional Development books for teachers in the reading content area.	\$400	\$1,081	\$1081.00 was used for textbooks for our teachers for a book study for professional development.
Library Books (644)	Reading books for our Take Home and Leveled Libraries.	\$500	\$497	\$497.00 was used for our take home library and guided library books.
Software (670)	Reading software	\$1,600	\$1,519	\$1519.00 was used for Raz Kids reading software licenses.

Goal #2

Goal

By the end of the 2016-2017 school year, Brockbank students, grades 1-2, will improve in SAGE math proficiency scores from 83% to 86%, and grades 3-6 will improve in SAGE math proficiency scores from 43% to 46%.

Academic Areas

- Mathematics

Measurements

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

SAGE (3-6 grades)

District Year-end Testing (K-2 grades)

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

Our SAGE Scores for 1st and 2nd grades were at 83% for the 2016-17 school year.

Our SAGE scores for 3rd-6th grades were at 73% for the 2016-2017 school year.

We stayed the same in our younger grades, but saw a great increase in our upper grades.

Action Plan Steps

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

1. We will continue to design instruction and build best teaching practices with the Utah State Mathematics Core in all grades. This will be done grade level by grade level as teachers revamp and redesign their curriculum maps each year.
2. We will provide overload aides to assist teachers in helping struggling students in each grade level as needed.
3. Teachers will attend trainings and inservices as needed and as they are provided.
4. We will continue to inform parents about online math resources.
5. We will continue to collaborate and record data to help meet the needs of our students with reteach lessons or enrichment lessons.
6. We will use interventions to help students, such as Aleks, Planet Turtle, and Xtra Math.
7. We will monitor student progress through collaboration and our school data teams, in order to achieve specific grade level goals in math.

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

We used our collaboration time to review math data and planned reteaching and enrichment lessons to help students master, refine and learn math concepts. We concentrated on those students below mastery and tracked their progress as they were retaught. Teachers also focused on Depth of Knowledge 1,2,3 and 4 activities, and assessment questions.

We provided 2 math tutors to help students. These tutors came before school to give help to those who wanted an extra boost before school began. They then worked with students, rotating from grade level to grade level.

We held data meetings and had our district math specialist help us look at data and instruction. He helped teachers create lessons, looked at class work, analyzed data and developed DOK activities.

We provided online math programs such as ALEKS, Planet Turtle, and Xtra Math and helped parents learn the programs at SEP Conferences.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Total:		\$4,200	\$3,904	
Salaries and Employee Benefits (100 and 200)	Technicians assisting with math instruction.	\$4,000	\$3,704	\$3704.00 was used for our math tutor salaries.
Professional and Technical Services (300)	Professional development for teachers in math content.	\$200	\$200	\$200.00 was used for Professional Development.

Goal #3

Goal

By the end of the 2016-2017 school year, Brockbank Elementary will enhance classroom instruction through the use of technology by increasing the availability of devices in the classroom from 146 to 156.

Academic Areas

- Technology

Measurements

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

The purchase of classroom devices.

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

We were able to increase the number of devices from 146 to 168, including I Pads and Chrome Books.

Action Plan Steps

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

1. Compose a school technology committee with representatives from multiple grade levels to guide and direct the next steps in technology purchases for our school. We are primarily focused on purchasing additional Chrome Books, iPads, Kindle Fires and/or interactive whiteboards. We will work with the district technology department in making such decisions. We have dedicated our school fundraiser efforts and PTA matching funds with our school PTA for the next few years to move forward in this direction. We recognize this will take 3-5 years to place these items in all of our classrooms.
2. Continue to purchase replacement audio enhancement systems for outdated systems and maintain the current systems. It has been several years that we outfitted all of our classrooms and some classrooms are needing updating, especially those classrooms that have older systems that we did not install in our 2006-2009 installation process because they already had systems.
3. Purchase new technology that is needed for teachers and students. We will look for programs that will aid in language arts, mathematics, science, keyboarding, and fine arts. We will also continue to update outdated equipment, new programs, iPads, and maintain the technology that we have.

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

We reviewed the greatest needs for our school with our committee, looking at literacy, math, the Arts, science, and what would help to accommodate those needs with technology. We felt like more Chrome Books would help with our upper grade students and I Pads would be beneficial for our younger grade students. We are getting closer to at least 2:1 devices and will continue to work for 1:1 devices.

We sent teachers to the UCET conference and also received professional development from other conferences, district technology coaches, and teachers.

We looked at our audio enhancement systems and made minor repairs when needed.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
	Total:	\$2,600	\$9,715	
Professional and Technical Services (300)	Professional development for teachers.	\$300	\$410	\$410.00 was used for Professional Development.
Repairs and Maintenance (400)	Audio Enhancement repair and	\$300	\$235	\$235.00 was used for repairs and maintenance of

Category	Description	Estimated Cost	Actual Cost	Actual Use
	maintenance.			various technological items; Chromebooks, projectors, etc.
Equipment (Computer Hardware, Instruments, Furniture) (730)	Classroom devices (Chromebooks, iPads, and Kindle Fires)	\$2,000	\$9,070	\$9070.00 was used for new technology, including Chromebooks, Ipads, and Kindle Fires.

Increased Distribution (and Unplanned Expenditures)

The school plan describes how additional funds exceeding the estimated distribution would be spent. This is the description.
 Increased distribution would be used to purchase additional technological devices.

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