Brockbank Elementary 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

<table>
<thead>
<tr>
<th></th>
<th>Planned Expenditures (entered by the school)</th>
<th>Actual Expenditures (entered by the District Business Administrator)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carry-Over from 2012 - 2013</td>
<td>$1,888</td>
<td>$2,802</td>
</tr>
<tr>
<td>Distribution for 2013 - 2014</td>
<td>$24,162</td>
<td>$32,349</td>
</tr>
<tr>
<td>Total Available for Expenditure in 2013 - 2014</td>
<td>$26,050</td>
<td>$35,151</td>
</tr>
<tr>
<td>Salaries and Employee Benefits (100 and 200)</td>
<td>$22,000</td>
<td>$30,631</td>
</tr>
<tr>
<td>Professional and Technical Services (300)</td>
<td>$0</td>
<td>$2,804</td>
</tr>
<tr>
<td>Repairs and Maintenance (400)</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other Purchased Services (Admission and Printing) (500)</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Travel (580)</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>General Supplies (610)</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Library Books (644)</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Textbooks (641)</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Periodicals, AV Materials (650-660)</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Software (670)</td>
<td>$1,000</td>
<td>$0</td>
</tr>
<tr>
<td>Equipment (Computer Hardware, Instruments, Furniture) (730)</td>
<td>$1,000</td>
<td>$2,500</td>
</tr>
<tr>
<td>Total Expenditures</td>
<td>$24,000</td>
<td>$35,935</td>
</tr>
<tr>
<td>Remaining Funds (Carry-Over to 2014 - 2015)</td>
<td>$2,050</td>
<td>($784)</td>
</tr>
</tbody>
</table>

### ITEM A - Report on Goals

**Goal #1**

Ensure that all students receive strong literacy instruction that meets their individual needs and monitor each student's progress in meeting grade level competency goals.

**Identified academic area(s).**

**Reading**

*This was the action plan.*

- Continue to learn and improve instruction with the new literacy adoption in daily instruction grades K-6th (Journeys). This will be done grade level by grade level as teachers redesign their curriculum maps. This is the second year with the new materials.
- 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 redesign their curriculum maps as they do each year.
- Assess (formally) the reading level of each student two or three times per school year, depending on funding for benchmarking. Assess (informally) the reading level of students with running records consistently during routine classroom teacher practice.
- Administer the Scholastic Reading Inventory to students in 3rd-6th grades to measure comprehension.
- Record data into NEAT (Nebo Education Assessment Tool) on all students several times throughout the year – we will enter and track data three times per year for all readers; we will enter and track data for below level readers monthly.
- Maintain our take-home leveled library and leveled library for student and teacher use. Include multiple examples of fiction and non-fiction text based on grade level.
- Provide a STAR tutoring program as an additional intervention for struggling readers.
- Utilize the Waterford, SuccessMaker, and Imagine Learning computer programs as additional interventions for struggling readers.
- Provide a summer school reading program for all students – with a decrease in Trust Land funds, this may not be possible.
- Provide peer tutoring for struggling lower grade students – selected 6th gr students work with selected students from kindergarten to 5th grade.

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

All of the items mentioned above were completed at 100% completion level with two exceptions.

1) Exception #1: The Scholastic Reading Inventory was not administered to students in 3rd-6th grades. We no longer have that computer program due to new computers in the computer lab that do not support the program. We chose not...
to purchase it for the new computers.

2) Exception #2: Our faculty did not record literacy interventions in the NEAT program each month. Instead, teachers recorded in SIS the reading interventions students had throughout the year. We will continue to use SIS rather than NEAT.

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

Teachers update NEAT each month where target students are identified, discussed and monitored rigorously. Also, teachers turn in benchmark levels and running record sheets for principal review in September, January (budget permitting), and May. Additionally, students in our intervention programs such as STAR, Waterford, and summer school are tracked by classroom teachers, our literacy specialist, the school facilitator, and the principal. Additionally, in grades 1 thru 3, DIBELS is administered 3 times per year and is used as a tool of measurement to determine students' reading skills.

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

Reading benchmark data (% of students on or above grade level May 2014):
- K - 80%
- 1st - 63%
- 2nd - 63%
- 3rd - 52%
- 4th - 56%
- 5th - 68%
- 6th - 85%
- Whole school combined - 67%

DIBELS data (% of students on or above grade level May 2014)
- 1st - 70%
- 2nd - 80%
- 3rd - 89%
- Combined gr 1 thru 3 - 79%

Spring 2013 data results:
- Benchmark data, whole school combined - 72% on or above grade level
- DIBELS Combined grades 1-3 - 79% on or above grade level

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

<table>
<thead>
<tr>
<th>Amount</th>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>22000</td>
<td>Salaries and Employee Benefits</td>
<td>$19,000 for reading tutors' salaries and benefits (7th bullet point listed in action plan above). $1000 for supplementing the funds received through another source for our take-home and leveled libraries (6th bullet point listed in action plan above). $1000 for a summer reading program (9th bullet point listed in action plan above). $1000 for professional development of our teachers - workshop and/or conference fees of trainings to help teachers improve their skills in reading and/or math instruction.</td>
</tr>
<tr>
<td>1000</td>
<td>Software</td>
<td>$1000 for SuccessMaker computer software.</td>
</tr>
</tbody>
</table>

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

$30,681 was spent on salaries for reading tutors and classroom aides to assist students in reading skills. Six aides performed these duties.

$1789 on workshop/trainings for professional development

$1015 was spent on Success Maker computer software licensing

Goal #2
Ensure that all students receive strong math instruction, monitor their progress in achieving grade level goals in math, and provide enrichment and/or intervention when needed.

Identified academic area(s): Mathematics

This was the action plan:

- Continue to design instruction and build best teaching practice with the Mathematics Common Core in all grades.
  - This will be done grade level by grade level as teachers revamp and redesign their curriculum maps as they do each year.
- Develop an “intervention plan” for each student that is not adequately making progress in math instruction.
- Place students on SuccessMaker for mathematics intervention as needed.

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

Each grade level completed several assessments throughout the year on math concepts. Each student who struggled had a plan created to help him/her reach competency. Students who struggled were placed in Success Maker, approximately 30 students.

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

Measurements of Success:
Each grade level team will turn in their curriculum map to the principal in August. Repeatedly throughout the year, each grade level will turn in common assessments, desired proficiency levels on each assessment, and plans of intervention, as well as identify students by name that are not meeting proficiency in a given concept. These things are recorded in weekly collaboration logs during PLCs turned in for review by the principal the last week of each month. Additionally, CRTs in grades 3 thru 6 and district-level assessments in grades K-2 (both administered year-end) will be used to determine students’ competency in mathematics.

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

In district level year-end tests administered May 2014 in 1st and 2nd grades, the results are as follows:
1st gr - math average district year-end test score 88%, 79% of students proficient
2nd gr - math average district year-end test score 88%, 83% of students proficient

For comparison purposes, here are May 2013’s year end test results:
1st gr - math average district year-end test score 85%, 75% of students proficient
2nd gr - math average district year-end test score 88%, 81% of students proficient

There are no state year-end test results released (SAGE test) at the due date of this report. There is no data at this time for 3rd thru 6th grades. The SAGE test replaced the CRT tests for the year-end assessment.

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

<table>
<thead>
<tr>
<th>Amount</th>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Salaries and Employee Benefits (100 and 200)</td>
<td>$1000 for professional development of our teachers - workshop and/or conference fees of trainings to help teachers improve their skills in reading and/or math instruction. (This was mentioned above in goal #1 - this is NOT additional money being spent, it is the same $1000 mentioned in goal #1 expenditures).</td>
</tr>
<tr>
<td>0</td>
<td>Software (670)</td>
<td>$1000 for SuccessMaker computer software. (This was mentioned above in goal #1 - this is NOT additional money being spent, it is the same $1000 mentioned in goal #1 expenditures.)</td>
</tr>
</tbody>
</table>

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

There is no additional money spent in this category. Both expenditures in this category are listed in goal #1 as well and funds spent are outlined in goal #1 above.

Goal #3
Purchase and maintain technology to enhance each student’s classroom experience.

**Identified academic area(s).**

**Technology**

**This was the action plan.**

- Purchase iPads and/or doc cameras for classrooms. We anticipate being able to equip 8-10 classrooms this year. We will work with PTA in a joint effort with fundraisers for a few years until all of our classrooms are equipped. Purchasing 8-10 this year will get us to half of our classrooms being equipped with iPads and/or doc cameras.
- As a large majority of our staff has obtained iPads and document cameras through matching grants using Brockbank PTA funds and a combination of Nebo Foundation or other private organization grants, our next step with technology is to explore interactive white boards (Smart Boards, Promethian Boards, etc.). We will organize a team of teachers to explore the variety of products out there by touring schools in our district that have different products, visiting with sales representatives, and talking to our district technology team to find the best fit for our school.
- 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.
- 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 and programs.

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

With our Trust Lands funds, we purchased 6.25 iPads. We combined this money with school fundraiser money to purchase a total of 10 iPads and 14 Chromebooks.

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

Our school and district computer specialist will monitor needs and evaluate with the administrator what is needed for the school. Additionally, ongoing conversations with teachers about integrating technology within their classroom.

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

We have no direct measure to identify how iPads have enhanced the academic performance of students in the classroom. However, we can say that 100% of our classrooms have at least 1 iPad and/or document camera, most classrooms have 2 or 3. Students are able to use these items on a daily basis.

On an anecdotal level, each faculty members has felt like his/her instruction has been greatly enhanced at both a whole class level as well as on an individual level for students needing remediation.

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

<table>
<thead>
<tr>
<th>Amount</th>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>Equipment (Computer Hardware, Instruments, Furniture) (730)</td>
<td>$1000 on classroom technology needs that are either iPads, document cameras, or interactive white boards.</td>
</tr>
</tbody>
</table>

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

$2500 was spent on 6.25 iPads. This money was combined with school fundraiser monies.

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

If we get increased funding, we would like to use it towards providing iPads, document cameras, and/or interactive whiteboards for teachers.

The distribution was about 14% more that 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):**

- School newsletter
- School website

**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.**
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. 10/13/2014