

# Final Report 2015-2016 - DUCKWATER ELEMENTARY

**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 2015 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2015-2016.

| Description   | Planned Expenditures<br>(entered by the school) | Actual Expenditures<br>(entered by the school) | Actual Expenditures<br>(entered by the District<br>Business Administrator) |
|---|---|--|--|
| Carry-Over from 2014-2015                                   | \$368   | N/A  | \$884  |
| Distribution for 2015-2016                                  | \$33,267  | N/A  | \$43,635   |
| Total Available for Expenditure in 2015-2016                | \$33,635  | N/A  | \$44,519   |
| Salaries and Employee Benefits (100 and 200)                | \$28,000  | \$24,621                                       | \$22,887   |
| Employee Benefits (200)                                     | \$0   | \$0  | \$1,734  |
| Professional and Technical Services (300)                   | \$1,000   | \$2,612  | \$2,612  |
| Repairs and Maintenance (400)                               | \$300   | \$0  | \$0  |
| Other Purchased Services (Admission and Printing) (500)     | \$0   | \$0  | \$0  |
| Travel (580)  | \$0   | \$0  | \$0  |
| General Supplies (610)                                      | \$0   | \$0  | \$0  |
| Textbooks (641)   | \$300   | \$300  | \$300  |
| Library Books (644)   | \$500   | \$500  | \$500  |
| Periodicals, AV Materials (650-660)                         | \$0   | \$0  | \$0  |
| Software (670)  | \$1,452   | \$1,386  | \$1,386  |
| Equipment (Computer Hardware, Instruments, Furniture) (730) | \$1,700   | \$11,647                                       | \$11,647   |
| <b>Total Expenditures</b>                                   | <b>\$33,252</b>                                 | <b>\$41,066</b>                                | <b>\$41,066</b>  |
| Remaining Funds (Carry-Over to 2016-2017)                   | \$383   | N/A  | \$3,453  |

## Goal #1

### Goal

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. We will monitor student progress throughout the year and will reach our goal by the end of May, 2016.

### Academic Areas

- Reading

### Measurements

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

Teachers will update SIS Aspire, Student Interventions tab, each month where target students will be identified, discussed and monitored rigorously. Also, teachers will turn in benchmark levels and running record sheets for principal review in September, January, and May. Additionally, students in our intervention programs such as STAR, Waterford, and summer school will be tracked by classroom teachers, our literacy specialist, the school facilitator, and the principal. Additionally, in grades 1 thru 3, DIBELS will be administered 3 times per year and is used as a tool of measurement to determine students' reading skills. Baseline and Completed Measurements: Reading Benchmarks: Kindergarten: Fall-N/A, Winter-A, Spring-B; First Grade: Fall-B, Winter-F, Spring-I; Second Grade: Fall-I, Winter-J, Spring-L; Third Grade: Fall-L, Winter-M, Spring-O; Fourth Grade: Fall-O, Winter-P, Spring-R Fifth Grade: Fall-R, Winter-S, Spring-U; Sixth Grade: Fall-U, Winter-V, Spring-X. Dibels: Kindergarten: Fall-26, Winter-122, Spring-139; First Grade: Fall-113, Winter-130, Spring-155; Second Grade: Fall-141, Winter-190, Spring-238; Third Grade-Fall-220, Winter-285, Spring-330.

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

Benchmarks: (Percent on Grade level showing a full year's growth)

| From                          | Spring 2015 | Spring 2016 |
|-------------------------------|-------------|-------------|
| As 1st to 2nd grade students: | 70%         | 73%         |
| As 2nd to 3rd grade students: | 73%         | 66%         |
| As 3rd to 4th grade students: | 76%         | 72%         |
| As 4th to 5th grade students: | 79%         | 59%         |
| As 5th to 6th grade students: | 59%         | 67%         |

DIBELS Assessment:

(Same comparison as above, showing 1 full year's growth)

|         | Spring 2015 | Spring 2016 |
|---------|-------------|-------------|
| K       |             | 47%         |
| K-1st   | 42%         | 65%         |
| 1st-2nd | 60%         | 76%         |
| 2nd-3rd | 65%         | 67%         |

## Action Plan Steps

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

1. We will 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 fourth year with the new materials, and we are all becoming significantly more comfortable with how we are teaching reading.
2. 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 redesign their curriculum maps as they do each year.
3. We will assess (formally) the reading level of each student two or three times per school year, depending on funding for benchmark assessments. We will also assess (informally) the reading level of students with running records consistently during routine classroom teacher practice.
4. We will record data into SIS Aspire (Student Intervention tab) 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.
5. We will maintain our take-home leveled library and leveled library for student and teacher use. Include multiple examples of fiction, expository, and informational text. Specifically, as needed, replace books in the take-home library that are no longer in good

condition and beyond repair and replenish sets of books in the leveled library that have lost a book over time and are no longer complete sets and make them complete sets. Additionally, we will provide a technician to monitor both libraries and check books in and out for students and teachers. 6. We will provide a STAR tutoring program as an additional intervention for struggling readers and provide overload aides for large classrooms to rotate among large classrooms to provide assistance to students at teachers' discretion. 7. We will utilize one or more of the following, Waterford, Success Maker, Raz Kids or Imagine Learning computer programs, or something similar, as additional interventions for struggling readers and utilize our STAR tutors to monitor the students on the computers. We will continue to provide training for teachers on how to access and read Success Maker reports so they can monitor their students' progress. 8. We will provide a summer school reading program for all students-this may not be possible, however it is written in the plan as an option if funds allow after STAR tutoring and supplementing the leveled library technicians (both financial priorities for Trustlands). At-risk funds will be used, if available, to supplement Trustland funds in providing a summer school. If able, summer school will run several mornings a week throughout the summer and provide reading instruction two mornings per week throughout June and July. Summer school is intended to keep students from falling behind. 9. We will provide peer tutoring for struggling lower grade students-selected 6th gr students work with selected students from kindergarten and assist them in pre-reading skills such as letter and sound identification, rhyming, sight word recognition, etc., and/or reading take-home leveled library books. In addition we will plan professional development for teachers as follows: 1. Teachers will attend multiple trainings throughout 2014-15 school year. 2. Teachers will participate in a faculty book-study to increase teacher knowledge and skill. The exact book is yet to be determined, but will center on literacy and/or math instruction. 3. All new teachers participate in the district new teacher induction program which involves several days before school starts and several days within the school year for training and support with literacy curriculum development. 4. Teachers will be involved in professional learning communities to aid in student learning. 5. STAR tutors will be trained in the STAR tutoring program and Waterford and Success Maker software. 6. Teachers will attend various inservices and workshops as offered by state and national organizations throughout the year.

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

1. We continued to learn and improve in daily instruction, grades K-6th (Journeys). This was done grade level by grade level as teachers redesigned their curriculum maps. 2. We continued to design instruction and build best teaching practice with the Language Arts State Core in all grades. This was done grade level by grade level as teachers redesigned their curriculum maps as they do each year, as well as instruction with our instructional coach and professional development that focused on reading. 3. We assessed (formally) the reading level of each student two times during the school year. We also assessed (informally) the reading level of students with running records consistently during routine classroom teacher practice. 4. We recorded data into SIS Aspire (Student Intervention tab) on all students several times throughout the year and entered and tracked data three times per year for all readers; we entered and tracked data for below level readers monthly. 5. We maintained our take-home leveled library and leveled library for student and teacher use. We included multiple examples of fiction, expository, and informational text. We replaced books in the take-home library that were no longer in good condition and beyond repair and replenished sets of books in the leveled library that have lost a book over time and are no longer complete sets and made them complete sets. Additionally, we provided a technician to monitor both libraries and check books in and out for students and teachers. 6. We provided a STAR tutoring program as an additional intervention for struggling readers. 7. We utilized Raz Kids and Imagine Learning computer programs as additional interventions for struggling readers and utilized our STAR tutors to monitor the students on the computers. 8. We provided a summer school reading program for all students with the help of At-risk funds. 9. We provided 6th grade peer tutoring for struggling lower grade students. In addition we planned professional development for teachers as follows: 1. Teachers attended multiple trainings throughout 2015-16 school year. 2. Teachers participated in a faculty book-study to increase teacher knowledge and skill. The book was 'Rigorous Reading', by Nancy Frey and Douglas Fisher. 3. All new teachers participated in the district new teacher induction program which involved several days before school started and several days throughout the school year for training and support with literacy curriculum development. 4. Teachers were involved in professional learning communities to aid in student learning. 5. STAR tutors were trained in the STAR tutoring program and Imagine Learning. 6. Teachers attended various inservices and workshops as offered by state and national organizations throughout the year.

## Expenditures

| Category                                     | Description   | Estimated Cost | Actual Cost | Actual Use  |
|--|---|----------------|-------------|---|
| Salaries and Employee Benefits (100 and 200) | STAR Tutors, overload aides, and summer school teachers.                        | \$28,000       | \$24,621    | As Described; (Although it was listed as \$0 on our benefits (200), the amount of \$1734.00 was miscoded and was part of the Salaries and Employee Benefits (100 and 200) ) |
| Professional and Technical Services (300)    | Professional Development/teacher trainings and inservices.                      | \$1,000        | \$2,612     | As Described  |
| Textbooks (641)                              | Book study for professional development for teachers.                           | \$300          | \$300       | As Described  |
| Library Books (644)                          | Books for our leveled library   | \$500          | \$500       | As Described  |
| Software (670)                               | Reading Computer Programs, such as Successmaker, Raz Kids, or Imagine Learning. | \$1,000        | \$1,386     | As Described  |
|  | Total:  | \$30,800       | \$29,419    |   |

## Goal #2

### Goal

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. We will monitor this goal monthly and will reach our goal at the end of May, 2016.

## Academic Areas

- Mathematics

## Measurements

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

Teachers will continue working on curriculum maps throughout the year to stay consistent with core standards, monitor student work, develop strong assessments, interventions, and enrichment activities, and develop Depth of Knowledge content that aligns with the core. The formative and summative assessments will measure students' ongoing progress, and interventions, such as working with tutors or computer programs, will be used to help students who are needing extra help to make their necessary progress. Assessments will be analyzed and students will be grouped to help in the area of greatest need. The teachers will provide information in their PLC binders showing student progress as well as concepts that need to be reviewed. These will be given to the principal each month. At the end of the year students will be evaluated by SAGE testing. Students scoring a 4 or 3 are considered proficient, and the scores of 2 and 1 are below level.

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

| Math Sage Year-End Testing from Spring 2015-Spring 2016 |             |                                |
|---|-------------|--------------------------------|
|   | Spring 2015 | Spring 2016                    |
| As K to 1st   |             | 81%                            |
| As 1st-2nd  | 87%         | 79%                            |
| As 2nd-3rd  | 84%         | 34% (SAGE computer assessment) |
| As 3rd to 4th   | 45%         | 46%                            |
| As 4th to 5th   | 50%         | 41%                            |
| As 5th to 6th   | 43%         | 32%                            |

## 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 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. 2. We will provide overload aides for large classrooms to rotate among large classrooms to provide assistance to students at teachers' discretion. 3. Teachers will attend any trainings pertaining to the new math program. 4. Teachers will continue to involve parents with learning about online resources. 5. We will continue to document each student, by name and need, and plan for areas of deficiency of each student in the weekly PLC logs. Logs are kept in a binder for each grade level, reviewed by the principal monthly. 6. We will place students on Success Maker for mathematics intervention as needed.

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

1. We continued to design instruction and built best teaching practice with the Mathematics State Core in all grades. This was done grade level by grade level as teachers revamped and redesigned their curriculum maps as they do each year. 2. We provided overload aides for large classrooms to rotate among large classrooms and provided assistance to students at the teachers' discretion. 3. Teachers attended trainings pertaining to our math program. 4. Teachers continued to involve parents with learning about online resources. 5. We continued to document each student, by name and need, and planned for areas of deficiency of each student in our weekly PLC logs. Logs were kept in a binder for each grade level, reviewed by the principal monthly.

## Expenditures

| Category                                     | Description  | Estimated Cost | Actual Cost | Actual Use                            |
|--|--|----------------|-------------|---------------------------------------|
| Salaries and Employee Benefits (100 and 200) | Tutors and overload aides. (The expenditure was listed in Goal #1).        | \$0            | \$0         | As Described                          |
| Software (670)                               | Math software, such as Successmaker or another intervention type software. | \$452          | \$0         | We used other school allocated funds. |
| Total:                                       |  | \$452          | \$0         |                                       |

## Goal #3

## Goal

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Purchase and maintain technology to enhance each student's classroom experience.

## Academic Areas

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- Technology

## Measurements

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

Our 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 and purchasing technology devices as funds allow.

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

Our computer specialist took time during faculty meetings and collaboration to discuss technology needs and would also share any new information she had learned. She was good to speak to grade levels and gave suggestions to me as to what teachers were needing. She also set up a google doc for me so that I was aware of apps that she was helping the teachers to purchase. We were able to purchase Chromebooks, iPads and Kindle Fires for teachers with Trustlands money and fundraiser money.

## Action Plan Steps

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

1. We will compose a school technology committee with representatives from multiple grade levels to guide and direct the next steps in technology purchases for our school -how many of what and where. We are primarily focused on purchasing additional Chrome Books 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. We will 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. We will 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.**

1. We composed a school technology committee with representatives from multiple grade levels that directed the way for technology purchases for our school -how many of what and where. We focused on purchasing additional Chrome Books, iPads, and Kindle Fires. We worked with the district technology department in purchasing the right equipment that met our needs. We dedicated our school fundraiser in getting enough Chromebooks for a classroom set. 2. We purchased replacement audio enhancement systems for outdated systems and maintained the current systems. 3. We purchased new technology that is needed for teachers and students. We also updated outdated equipment, new programs, iPads, and maintain the technology that we have.

**Expenditures**

| Category  | Description  | Estimated Cost | Actual Cost | Actual Use   |
|---|--|----------------|-------------|--|
| Repairs and Maintenance (400)                               | Repair and maintenance of audio enhancement systems.                   | \$300          | \$0         | We used school allocated funds for repairs and maintenance of our audio enhancement systems. |
| Equipment (Computer Hardware, Instruments, Furniture) (730) | Chrome Books, iPads, Document Cameras, and/or interactive whiteboards. | \$1,700        | \$11,647    | As Described   |
| Total:  |  | \$2,000        | \$11,647    |  |

**Increased Distribution**

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

If there are additional funds we will purchase more Chromebooks, iPads, document cameras, and/or interactive boards. These items will enhance teacher instruction, provide opportunities for students to practice their reading, writing, and math skills, and will help them stay up with current trends in technology. With this additional amount of money, we could purchase one more Chromebook, or mini-iPad, or document camera.

**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:**

- Letters to policy makers and/or administrators of trust lands and trust funds.
- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School newsletter
- School website

**The school plan was actually publicized to the community in the following way(s):**

- School newsletter
- School website

## Policy Makers

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The school community council has communicated with the following policy makers about the School LAND Trust Program. Communication with Policy makers is encouraged and recommended. It is not required.

**State Senators:** Dist. 7 Deidre M. Henderson

**State Representative:** Dist. 65 Gibson, Francis D.  
Dist. 66 McKell, Mike K.

## Summary Posting Date

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A summary of this Final Report was provided to parents and posted on the school website on **2016-10-20**

## Council Plan Approvals

| Number Approved | Number Not Approved | Number Absent | Vote Date  |
|-----------------|---------------------|---------------|------------|
| 8               | 0                   | 0             | 2015-04-14 |

### Please Note

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

## Comments

| Date       | Name          | Comment   |
|------------|---------------|---|
| 2015-05-19 | Heather Gross | NOTE: Goal #1- Textbooks, title of book(s) to be purchased for teacher study may be helpful to include. NOTE: Goal #3 Note- Repair and Maintenance to Audio Systems is only eligible if they were originally purchased with Trust Land Funds. |

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