

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

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2014-2015	\$5,000	N/A	\$1,720
Distribution for 2015-2016	\$44,593	N/A	\$52,482
Total Available for Expenditure in 2015-2016	\$49,593	N/A	\$54,202
Salaries and Employee Benefits (100 and 200)	\$48,953	\$34,150	\$31,448
Employee Benefits (200)	\$0	\$0	\$2,675
Professional and Technical Services (300)	\$0	\$0	\$0
Repairs and Maintenance (400)	\$0	\$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)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0	\$0
Software (670)	\$0	\$0	\$42
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$14,410
Total Expenditures	\$48,953	\$34,150	\$48,575
Remaining Funds (Carry-Over to 2016-2017)	\$640	N/A	\$5,627

Goal #1

Goal

Southland Elementary will increase the number of students reading on or above grade level by 2% during the 2015-2016 school year. We also desire that all students will achieve one years growth no matter what level they begin the year.

Academic Areas

- Reading

Measurements

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

Southland Elementary will use School Land Trust money to hire three Literacy Assistants to provide small group Tier II reading intervention for struggling readers. Small group instruction will be provided by Reading Assistants during grade level guided reading block. They will use the research based intervention programs, Success Maker, My Sidewalks and Read Naturally. Students who are reading below grade level will spend twenty to thirty minutes of their sixty minutes of daily guided reading time reading with a Tier II reading assistant, twenty minutes time receiving guided reading instruction with the classroom teacher, and ten minutes of time doing an identified language arts activity. Each grade-level teacher will address student improvement in reading by implementing the school goal of continuing to provide Tier I instruction in guided reading and providing Tier II intervention to below reading level students. These groups are evaluated on a monthly basis and students enter and exit the program as determined by the classroom teacher's data from Fountas & Pinnell assessments given at the beginning, mid and end of year. Teachers will also assess students monthly using PALS Benchmarks & Quick Checks for K-2, SRI, DIBELS Benchmarks & progress monitoring, and Running Records to direct instruction.

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

Category	Description	Estimated Cost	Actual Cost	Actual Use
Southland Elementary Teachers used	classroom data in PLC meetings to assign students to small group Tier II reading intervention. The reading assistants used research based intervention programs including Success Maker, My Sidewalks, and Read Naturally. During the 2015-16 school year we had a 6% school-wide increase for students reading on or above grade level, as measured by the Fountas & Pinnell Guided Reading Level Assessment. This assessment was given at the beginning of the year, with 81% of Southland students reading on or above grade level. When it was given at the end of the year 87% of Southland students were reading on or above grade level. We also had a 6% school-wide increase on the DIBELS assessment (from 73% at the beginning of the year to 79% at the end of the year); a 19% school-wide increase on the PALS assessment (from 76% to 95%) and a 14% school-wide increase on the SRI assessment (from 57% to 71%). See attachment for grade-level data.			

Action Plan Steps

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

1. Teacher will administer the Fountas & Pinnell assessment to obtain accurate reading levels at the beginning, mid and end of year. 2. Teachers will group students according to level for instruction. 3. Teachers will identify students reading below grade level. 4. Teachers will determine students who will participate in Tier II interventions with reading assistants. 5. Teachers will assess students monthly using Fountas & Pinnell or Running Records. 6. Teachers will discuss student's reading levels monthly in PLCs. 7. Teachers will report student levels monthly

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

1. Teachers administered the Fountas & Pinnell assessment to obtain accurate reading levels at the beginning, middle, and end of the year. 2. Teachers grouped students according to level for instruction. 3. Teachers identified students reading below grade level. 4. Teachers determined students who participated in Tier II interventions with the reading assistants. 5. Teachers assessed students monthly using either Fountas & Pinnell or Running Records. 6. Teachers discusses student reading levels monthly in PLCs. 7. Teachers reported students levels monthly.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Three 17 hour weekly Literacy Assistants to provide small group and Tier II reading intervention.	\$20,300	\$20,500	As Described
	Total:	\$20,300	\$20,500	

Goal #2

Goal

Hire one half-time Computer Teacher and one 17 hour assistant to work with teachers to provide keyboarding instruction, facilitate grade level technology projects, assist with technology support and monitor computer based testing. Southland Elementary students will increase keyboarding skills by increasing accuracy and speed. Our goal is for 60% of our fourth grades to be able to type 25+ words per minute, 70% of our 5th graders to type 25+ words per minute and 80% of our 6th graders to be able to type 30 words per minute or better.

Academic Areas

- Technology

Measurements

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

Southland will hire one half-time computer teacher who will work 20 hours weekly and one 17-hour assistant to work with students in the computer lab focusing on keyboarding skills. Students will receive weekly instruction and/or practice using the Keyboarding for Kids? software to teach and assess students on a

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

Category	Description	Estimated Cost	Actual Cost	Actual Use
Southland Elementary	hired two 17 hour assistants to work with teachers to provide keyboarding instruction. These assistants administered timed tests at the end of the year using the Keyboarding for Kids program. Southland students ended the year with 55% of 4th grade students typing 25 or more words per minute, 71% of 5th grade students typing 25 or more words per minute, and 69% of 6th grade students typing 30 or more words per minute. We did not meet the benchmarks we set out in our goal.			

Action Plan Steps

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

1. Computer Assistants will administer timed tests at the beginning of the year using the Keyboarding for Kids program. 2. Students will receive weekly instruction and/or practice using the Keyboarding for Kids program. 3. Computer Teacher and Assistant will administer timed tests mid year and end of the year. 4. Classroom teachers, computer teacher and computer assistant will work together to plan content-specific projects and to find websites to support grade level core.

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

Southland had the half-time computer teacher transfer to a full-time position within JSD. We hired two 17 hour assistants to provide keyboarding instruction, facilitate grade level technology projects, assist with technology support, and monitor computer based testing. These assistants worked with students in the computer labs with a focus on keyboarding skills. Students received weekly computer instruction and/or practice using the Keyboarding for Kids software. Classroom teachers and computer assistants worked together to plan content-specific projects and to find websites to support grade level core.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Hire one half time computer teacher and one 17 hour assistant to work with teachers to provide keyboarding instruction.	\$28,653	\$13,650	Instead of hiring a half time computer teacher and a 17 hour assistant we hired two 17 hour assistants.
	Total:	\$28,653	\$13,650	

Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of \$5,627 to the 2016-2017 school year. This is 11% of the distribution received in 2015-2016 of \$52,482. Please describe the reason for a carry-over of more than 10% of the distribution.

There is a carry-over because we budgeted for a part-time computer teacher, but she transferred to a full-time job at another school. Southland instead hired two 17 hour computer lab assistants.

Increased Distribution

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

Additional funds would be used for additional computers or technology software needs in the computer lab or grade level classrooms, pay for substitutes to cover classes while teachers engage in professional development, and/or add leveled reading books to improve reading and language arts instruction.

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

As described.

Number Approved	Title	Number Not Approved	Number Absent	Description	Vote Date
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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.
- School newsletter
- School website

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

- School newsletter
- School website
- Other: Please explain.
 - Southland publicized the Plan to the community through the following: School Community Council meetings, Parent Teacher Organization meetings, School newsletter, School website, conversations with JSD board member Matt Young.

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2016-10-19**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
11	0	2	2015-04-09

Plan Attachments

Upload Date	Title	Description
2016-10-17	Southland Elementary ELA data	Grade by grade break down of ELA test scores.

Plan Amendments

Approved Amendment #1

Submitted By:

Michele Daly

Submit Date:

2015-10-22

Admin Reviewer:

Karen Rupp

Admin Review Date:

2015-11-03

District Reviewer:

Nadine Troxel

District Approval Date:

2015-12-10

Board Approval Date:

2015-12-08

Number Approved:

11

Number Not Approved:

0

Absent:

4

Vote Date:

2015-09-17

Explanation for Amendment:

Southland's half time computer teacher transferred to a full time position within JSD. We are planning to use the funding to provided for a half time computer teacher to hire an additional 17 hour assistant for our second computer lab. We will then have two 17 hour computer lab assistants, one for each lab. (Estimated \$14,200.) We will purchase 2 Chromebook mobile computer labs and management licenses to be used for keyboarding and writing instruction within the classrooms. (Estimated \$17,223.18)

Final Explanation for Amendment:

We purchased two Chromebook mobile computer labs for \$14410.

No Comments at this time

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