

Final Report 2015-2016 - Butler MD

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.

Carry-Over from 2014-2015	\$4,753	N/A	\$26,486
Distribution for 2015-2016	\$52,279	N/A	\$62,978
Total Available for Expenditure in 2015-2016	\$57,032	N/A	\$89,464
Salaries and Employee Benefits (100 and 200)	\$52,000	\$51,943	\$41,347
Employee Benefits (200)	\$0	\$0	\$10,348
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	\$2,112
Textbooks (641)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0	\$0
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$23,994
Total Expenditures	\$52,000	\$51,943	\$77,801
Remaining Funds (Carry-Over to 2016-2017)	\$5,032	N/A	\$11,663

Goal #1

Goal

Literacy 1: Increase school-wide reading proficiency, from current 66% to 80% in the advanced and proficient ranges as measured by the SRI, by the end of the 2015-2016 school year

Academic Areas

- Reading
- Writing

Measurements

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

1. SRI Reading Assessment, Winter 2015 Baseline: 66%
2. Continually analyze SRI scores from Fall, Winter, and Spring assessments aiming for school wide and grade level improvement each time.

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

SRI Reading Assessment Scores

Grade	Fall score	Spring Score
Whole School	60%/40%	74%/26%
6th	55%/45%	72%/28%
7th	55%/45%	68%/32%
8th	71%/29%	83%/17%

All grade levels saw growth throughout the school year with 12%-17% increases in the grade levels and an increase of 14% overall in the school. A 14% increase was 126 students who moved from below basic and/or basic in their reading to above proficiency in either the proficient or advanced categories. We had 93 students in the below basic reading range to start the school year and 48 in that same range at the end of the school. A decrease in our below basic students of 50%.

Action Plan Steps

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

1. We will spend \$5,000 to fund 200 hours of afterschool tutoring (Bruins Den) which will provide: a. 2 certified teachers, one of which is a certified English Language Arts teacher, to provide additional support in one on one and small group support in all subject areas, available to all students. b. Provide additional time and resources (computer access, teacher assistance, etc.) to all students to help attain mastery on concepts in all curricula. 2. We will spend \$10,000 to fund a full day August professional development for all teachers to provide: a. Professional development for teachers for literacy strategies in both reading and writing that will be used school wide. b. Professional development for teachers for using literacy strategies with complex texts in each curriculum. c. Professional development for teacher to learn and implement CANVAS digital learning platform in all classes to provide all students access to resources from class and assessments at any time. 3. We will spend \$3,750 on substitutes/aides one day a month to allow for; a. Teachers to provide planned scaffolded literacy and writing instruction to meet the needs of all students. b. Teachers to provide support and learning opportunities through precision grouping in centers. 4. We will spend \$12,000 on (1.5) 17 hour or (1) 25 hour Academic Mentors to provide support for students at risk of failing academically: a. Provide additional support for students identified by the academic team as being at risk and in need of additional support in literacy and writing skills. b. Support includes helping students with work completion, organizational skills, study skills development and mentoring in order to help students achieve academic success. c. Providing interventions, additional time and resources to increase literacy and writing skills.

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

There are four areas of implementation:

- 1) After school tutoring--3 days a week we provide after school homework support. About 30-40 students are there each evening receiving assistance to complete work or have access to computers.
- 2) Literacy Professional Development--we trained our teachers on various high impact literacy strategies for them to use in their curriculum. Teachers reported back each term on usage. Annotating while reading was the most used strategy.
- 3) Substitues for planned scaffolding and writing instruction was not implemented. Upon further discussion, teachers worked on their implementation of the literacy strategies and we put off grouping to 2016-2017.
- 4) Aides--we did have three aides who helped with students who struggled with work completion, organization, or needed additional supports. It was difficult to keep three people hired due to pay and hours. These aides were present at Bruins Den (after school help) as well. The aides worked specifically with 40 students throughout the year with varying results.

Expenditures

Salaries and Employee	1. 200 hours Afterschool Tutoring Bruins Den - \$5000 2. August PD - School-wide- Literacy, writing, CANVAS - \$10,000 3. Substitues/aides one day a	\$30,750	\$33,510	As Described. Short on aide hours due to hiring difficulties. We did put monies into the reading

Benefits (100 and 200)	month - \$3750 4. (1.5) 17 hour or (1) 25 hour Academic Mentors - \$12,000			class. We spent additional monies in technology as was written in our plan (\$24000)
		Total:	\$30,750	\$33,510

Goal #2

Goal

STEM 1. Increase our grade level Math CBM proficiency from current levels [MCAP Assessment, Winter 2014 Baseline: 75% (6th), 82% (7th), 78% (8th); MCOMP Assessment, Winter 2014 Baseline: 71% (6th), 80% (7th), 75% (8th)] to 80% as measured by the Math MCOMP and Math MCAP assessments, by the end of the 2015-2016 school year.

Academic Areas

- Mathematics
- Technology
- Science

Measurements

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

1. MCAP Assessment, Winter 2014 Baseline: 75% (6th), 82% (7th), 78% (8th) 2. MCOMP Assessment, Winter 2014 Baseline: 71% (6th), 80% (7th), 75% (8th) 3. Continually analyze Math CBM (MCAP & MCOMP) test in fall, winter, and spring. 4. Teacher data analysis reports from Common Formative Assessments.

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

Math Data--We saw good gains in our math benchmarks. 6th and 7th saw the most gains. We are looking to have specific grade level after school help in the coming year.

	Fall	Spring
6th Grade		
MCAP	124 (43%)	218 (75%)
MCOMP	156 (54%)	223 (77%)
7th Grade		
MCAP	101 (35%)	226 (76%)
MCOMP	163 (57%)	228 (77%)
8th Grade		
MCAP	123 (42%)	174 (60%)
MCOMP	152 (52%)	181 (62%)

Action Plan Steps

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

1. We will spend \$5,000 to fund 200 hours of afterschool tutoring (Bruins Den) which will provide: a. 2 certified teachers, one of which is a current math teacher, to provide additional support in one on one and small group support in all subject areas, available to all

students. b. Support is available 3 days of the week. c. Provide additional time and resources (computer access, teacher assistance, etc.) to all students to help attain mastery on concepts in all curricula. 2. We will spend \$3,750 on substitutes/aides one day a month to allow for; a. Teachers to provide planned scaffolded instruction in graphing and data analysis in their content areas. b. Teachers to provide support and learning opportunities through precision grouping in centers. 3. We will spend \$500 dollars to purchase site license for a math intervention and review program called Moby Max: a. Provides individual pacing for each student to practice math skills. b. Provides reviews for students who are on level in mathematics. c. Provides scaffolded interventions for students that need additional support. 4. We will spend \$12,000 on (1.5) 17 hour or (1) 25 hour Academic Mentors to provide support for students at risk of failing academically: a. Provide additional support for students identified by the academic team as being at risk and in need of additional support in math skills. b. Support includes helping students with work completion, organizational skills, study skills development and mentoring in order to help students achieve academic success.

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

There are four areas of implementation:

- 1) After school tutoring--3 days a week we provide after school homework support. About 30-40 students are there each evening receiving assistance to complete work or have access to computers.
- 2) Substitutes for planned scaffolding and writing instruction was not implemented. Upon further discussion, teachers worked on their implementation of math strategies and differentiation with special education and at-risk students. We put off grouping to 2016-2017.
- 3) Moby Max--students used this program in classes, math lab and at home to build math skills and to fill holes in prior learning.
- 4) Aides--we did have three aides who helped with students who struggled with work completion, organization, or needed additional supports. It was difficult to keep three people hired due to pay and hours. These aides were present at Bruins Den (after school help) as well. The aides worked specifically with 40 students throughout the year with varying results.

Expenditures

Salaries and Employee Benefits (100 and 200)	1. 200 hours Afterschool Tutoring Bruins Den - \$5000 2. Substitutes/aides one day a month - \$3750 3. Moby Max - \$500 4. (1.5) 17 hour or (1) 25 hour Academic Mentors - \$12000	\$21,250	\$18,433	As Described Aide hours were shorter due to hiring difficulties.
	Total:	\$21,250	\$18,433	

Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of \$11,663 to the 2016-2017 school year. This is 19% of the distribution received in 2015-2016 of \$62,978. Please describe the reason for a carry-over of more than 10% of the distribution.

We had difficulties hiring aides which lead to the roll over. In our long term plan we did want some additional monies to assist with technology and we will roll that over and spend it this coming year.

Increased Distribution

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

If additional funds are available it will be used for technology needs to increase students access and use of literacy technology, additional aid support to expand our efforts to help students with at-risk indicators, additional PD for teachers to increase skill sets in literacy skill development and scaffolded instruction & grouping.

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

As described.--We spent the additional funds on technology in buying Chromebook labs.

Publicity

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

- School newsletter
- School website
- School marquee

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

- School newsletter
- School website
- School marquee

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

7	0	3	2015-03-25

No Comments at this time

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