

# 2011 - 2012 Final Report

1. School's identified most critical academic need(s) addressed in the plan.

Please check only the primary area(s). Improvement in some academic areas may improve all other academic areas, but if the goal is to improve reading (or technology), please check only that area.

## Academic areas as identified in the plan

Mathematics

Reading

## Academic areas as implemented in the plan

Mathematics

Reading

**2. Financial proposal and report - This report is automatically generated from the School Plan entered in the Spring of 2011 and from the District Business Administrator's date entry of the School LAND Trust expenditures from the 2011 - 2012 school year.**

<b>Available Funds</b>	<b>Planned Expenditures (entered by the school)</b>	<b>Actual Expenditures (entered by the District Business Administrator)</b>
Carry-over from 2010 - 2011	\$9,751	\$8,348
Distribution for 2011 - 2012	\$25,644	\$31,720
<b>Total Available for expenditure in 2011 - 2012</b>	<b>\$35,395</b>	<b>\$40,068</b>
Salaries and Employee Benefits (100 and 200)	\$20,000	\$26,882
Professional Development and Technical Services (300)	\$0	\$0
Repairs and Maintenance (400)	\$0	\$0
Other Purchased Services (Admission / Printing) (500)	\$0	\$0
Travel (580)	\$0	\$0
General Supplies (610)	\$0	\$2,514
Textbooks (641)	\$0	\$0
Library Books / Periodicals / Audiovisual (644, 650, 660)	\$0	\$0
Software / Technology related Hardware / Other Equipment (670, 730)	\$10,000	\$8,347
<b>Total Expenditures</b>	<b>\$30,000</b>	<b>\$37,743</b>

Remaining Funds (Carry-over to 2012 - 2013)                      \$5,395                      \$2,325

**2. a Please describe all expenditures in Other Purchased Services (Admission / Printing) and Travel and how they supported the plan.**

**2. b Please describe each expenditure in General Supplies and how it supported the plan**

Everyday Counts Calendar Math for SMART Boards - \$551

DIBELS Data System - \$321

FAME Supplies - \$1642

**2. c Please explain the reason for the carry over to 2012 - 2013.**

**3. This is what the School Community Council or Trust Lands Committee planned to do and how they planned for the money to be spent**

Students will be targeted using data gathered through common assessments in reading and math (such as DIBELS, MBSP and other curriculum -based assessments). These assessments will be used to screen and progress monitor students on a regular, ongoing basis, in order to design effective interventions, adjust instructional groupings and measure student growth in identified areas.

In reading, students scoring at the intensive or strategic range of the DIBELS assessment will receive "Tier III" interventions in addition to whole group and differentiated instruction in their classrooms. DIBELS data will also be analyzed to determine individual and overall student growth and adjust whole group and small group reading instruction, as needed.

As a part of our total school improvement initiative, teachers will be involved in professional development through their PLC meetings and faculty trainings. We have developed a coaching model to ensure that teachers have the support and skills needed to effectively implement the core curriculum in their classrooms. These plans include ongoing training on topics related to reading and math instruction, side-by-side coaching from our math and reading specialists, along with opportunities for teachers to observe other teachers as they model effective methods in their classrooms.

**3. a What did the school do and how was the money spent to improve student academic performance? (Be specific)**

In 2011-12 we continued our focus on differentiating instruction in reading and math. We allocated our resources to support individualized and small group instruction, at our students' ability levels, which allowed us to meet students at their point of need (whether struggling, advanced, or in between).

**Our primary goal was that 80% of our students school wide score at or above benchmark in reading and math by the end of the year, as measured by DIBELS and our common assessment for math. Our secondary goal was for those students scoring below benchmark to decrease the gap between beginning and end of the year scores, by 50%.**

**The school paid for supplemental aide time to support teachers in differentiated instruction in reading and math. In addition, we purchased SMART Boards to support differentiated instruction in the classroom.**

**4. The following are the committee's specific goals for student improvement entered in the plan**

**In 2011-12 we will continue our focus on differentiating instruction in reading and math. We will allocate our resources to support individualized and small group instruction, at our students' ability levels, which will allow us to meet students at their point of need (whether struggling, advanced, or in between).**

**Our primary goal is that 80% of our students school wide score at or above benchmark in reading and math by the end of the year, as measured by DIBELS and our common assessment for math. Our secondary goal is for those students scoring below benchmark to decrease the gap between beginning and end of the year scores, by 50%.**

**The school will pay for supplemental aide time to support teachers in differentiated instruction in reading and math. In addition, we will purchase technology (e.g. interactive whiteboards, student response systems, etc.) and math manipulatives to support differentiated instruction in the classroom.**

**4. a Please explain how the goals described above were achieved or not achieved and why.**

**Students were targeted using data gathered through common assessments in reading and math (such as DIBELS, MBSP and other curriculum-based assessments). These assessments were used to screen and progress monitor students on a regular, ongoing basis, in order to design effective interventions, adjust instructional groupings and measure student growth in identified areas.**

**In reading, students who scored at the intensive or strategic range of the DIBELS assessment received "Tier III" interventions in addition to whole group and differentiated instruction in their classrooms. ; DIBELS data was also analyzed to determine individual and overall student growth and adjust whole group and small group reading instruction, as needed.**

**As a part of our total school improvement initiative, teachers were involved in professional development through their PLC meetings and faculty trainings. We utilized a coaching model to ensure that teachers had the support and skills needed to effectively implement the core curriculum in their classrooms. These plans included ongoing training on topics related to reading and math instruction, side-by-side coaching from our math coach and**

reading specialist, along with opportunities for teachers to observe other teachers as they modeled effective methods in their classrooms.

Through these efforts we were able to achieve our school goals in both reading and math.

5. The following is how the committee planned to measure/assess academic improvement

As stated above, our primary goal is that 80% of our students school wide score at or above benchmark in reading and math by the end of the year, as measured by DIBELS and our common assessment for math. Our secondary goal is for those students scoring below benchmark to decrease the gap between beginning and end of the year scores, by 50%.

The beginning and ending specific quantifiable measurements for progress on our target students will be DIBELS data and common assessments in math (may include, but not be limited to MBSP and other curriculum-based assessments).

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

Our primary goal was that 80% of our students school wide score at, or above, grade level in reading and math by the end of the year, as measured by DIBELS and our common assessments for math. Our secondary goal was for those students scoring below benchmark to decrease the gap between beginning and end of the year scores, by 50%.

Our end of year DIBELS scores placed 86% of our students at, or above, grade level, with the remaining students improving an average of 180%.

Our end of year math scores placed 81% of our students at, or above, grade level (scored 80% or above on their assessment), with the remaining students improving an average of 198%.

6. In the school plan, there was an opportunity to explain how additional funds, exceeding the estimated distribution would be spent. The following is what was approved by your school district.

If the actual funds distributed are more than estimated, the school will use the additional funds to make further technology purchases (e.g. interactive whiteboards, student response clickers, flip cameras, mobile mini-computer labs, etc.) to support differentiated instruction in the areas of reading and math.

6. a The distribution to schools in 2011 - 2012 was approximately 20% more than School Community Councils planned for in the approved School Plans. How were the additional funds spent?

Although it was anticipated that these funds would be spent on technology, \$3751 of the extra distribution was spent on aide salaries/benefits to provide supplemental reading and

**math instruction. This was due to the reduced funding of reading plan monies, along with higher costs associated with aide salaries and benefits.**

**The remaining \$2325 was carried over to 2012-13.**

**7. The school plan was advertised to the community in the following way:**

**School Newsletter**

**School Website**

**Other. Please Explain.**

**8. Please select from the pull down menus the policy makers the council/charter board has communicated with about the School LAND Trust Program.**

**State Leaders**

**State Senators**

**State Representatives**

**State School Board**

**U.S. Senators**

**U.S. Representatives**

**District School Board**

**Jon Ritchie**

**9. The State Board Rule requires reporting of the dates when local boards approved the other four plans community councils are responsible for. Please enter the most recent approval date for each plan listed. These approval dates are for plans being implemented in the 2012 - 2013 school year and require a 2012 date.**

**2012 - 2013 School Plans**

**School Improvement Plan**

**(required for all schools)**

**05/02/2012**

**Professional Development Plan**

**(required for all schools)**

**05/02/2012**

**Reading Achievement Plan**  
(required for all schools with K-3 grades)  
05/02/2012

**Child Access Routing Plan**  
(required for all elementary, middle & jr high schools)  
05/02/2012

**A summary of this Final Report must be provided to parents and posted on the website by November 15th of the 2012-2013 school year. When was this task completed?**

**11/15/2012**