

Final Report 2018-2019 - Hayden Peak 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.

UNLOCK FINAL REPORT

Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2018 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2018-2019.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Remaining Funds (Carry-Over to 2019-2020)	\$676	N/A	\$3,031
Carry-Over from 2017-2018	\$10,372	N/A	\$13,926
Distribution for 2018-2019	\$79,304	N/A	\$83,825
Total Available for Expenditure in 2018-2019	\$89,676	N/A	\$97,751
Salaries and Employee Benefits (100 and 200)	\$84,000	\$77,892	\$77,832
Employee Benefits (200)	\$0	\$0	\$14,062
Professional and Technical Services (300)	\$5,000	\$2,826	\$2,826
Repairs and Maintenance (400)	\$0	\$0	\$0
RETIRED. DO NOT USE (500)	\$0	\$0	\$0
Printing (550)	\$0	\$0	\$0
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	\$0	\$0	\$0

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
General Supplies (610)	\$0	\$0	\$0
Textbooks (641)	\$0	\$0	\$0
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$0	\$0	\$0
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
Total Expenditures	\$89,000	\$80,718	\$94,720

Goal #1

Goal

Increase DIBELS (reading fluency) in grades K-3 by 5% by May 2019. Increase the Language Arts SAGE testing results by 4% in grades 3-6.

Academic Areas

- Reading

Measurements

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

DIBELS and Sage Assessment scores will be used to determine progress toward meeting our goal.

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

Our overall Language Arts Proficiency scores on Sage scores went from 50% proficient in 2017-18 to 48% proficient in 2018-19. This stayed relatively the same. Both 3rd and 4th grade saw an increase in proficiency scores. 3rd grade was 52% proficient, 4th grade was 50%, 5th grade was 44% and 6th was 45%. The percentage of our students making typical or better progress on the DIBELS test went from 59% in 2017-18 to 56% in 2018-19. K was 45% of their students making typical or better growth (that was 8% growth), 1st grade was 61%, 2nd was 58% and 3rd was 58%.

Action Plan Steps

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

Daily small-group reading instruction will be provided to all students in grades K-6 who are reading below grade level. Students on or above grade level will receive targeted small group instruction a minimum of two times per week. Literacy interventions will be provided to students who are below grade level by teachers and/or instructional assistants in small group settings 3 times per week. Instructional assistants and/or teachers will provide extension activities and rotation activities for all students while teachers and/or instructional assistants are doing instructional interventions with students who are below grade level. Some teachers will also provide before and after school tutoring for targeted students. Teachers will collaborate in PLCs to improve Tier I and Tier II instruction. Additional professional development will also be provided to staff using these funds to pay registration fees, provide substitutes and/or compensation to teachers for time or finished products.

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

Teachers continued to provide daily small group reading instruction to all students in grades K-6 who were reading below grade level. Students on or above grade level received small group reading instruction a minimum of two times per week. Teachers and/or instructional assistants in small group settings provided literacy interventions to students who were below grade level at least 3 days per week. Instructional assistants and/or teachers provided extension activities and rotation activities for all students while teachers and/or instructional assistants were doing instructional interventions with students who were below grade level. Some teachers also provided before and after school tutoring for targeted students. Teachers collaborated weekly in PLCs to improve Tier I and Tier II instruction. Teachers also attended multiple professional development trainings to improve their literacy instruction.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Total:		\$74,000	\$80,718	
Salaries and Employee Benefits (100 and 200)	Salaries and benefits for employees (1 half-time Literacy Specialist, 4 intervention assistants, 3 extension activity assistants, 20% of 1 Art Teachers Salary, other intervention assistants as needed.) Professional development compensation for class attendance, finished products, and/or peer coaching (salaries for employees and substitutes) Before and after school tutoring for targeted students.	\$69,000	\$77,892	As described
Professional and Technical Services (300)	Professional Development Training Opportunities and Conference Registrations for Employees	\$5,000	\$2,826	As Described

Goal #2

Goal

Increase math proficiency sage scores 2% by May 2019 in grades 3-6. Increase Math Benchmark Scores by 5% in grades K-6.

Academic Areas

- Mathematics

Measurements

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

SAGE scores and Math Benchmark scores will be used to determine progress toward this goal.

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

Hayden Peak's Math SAGE scores were 57% proficient in 2017-18 and 54% proficient in 2018-19. This dip in scores was likely due to our increased focus on language arts last year. 79% of students at Hayden Peak were proficient on their Math Benchmark tests at the end of the year. This represented an average growth from the beginning of year to the end of the year at 50%.

Action Plan Steps

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

All teachers will provide Tier 1 math instruction one hour per day in grades K-6 five days a week. Tier 2 math instruction will be provided by all teachers for a minimum of 30 minutes per day. Teachers will provide small group math interventions during weekly intervention times.

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

Teachers at Hayden Peak continued to allocate one hour per day for Tier 1 instruction. We also dedicated a minimum of 30 minutes per day of Tier 2 instruction for student interventions. Teachers collaborated in PLC's to insure their students were achieving at high levels.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Total:		\$0	\$0	
Salaries and Employee Benefits (100 and 200)	No monies will be expended for this goal. Salaries for instructional assistants listed in Goal 1 (Reading) will overlap for this goal.	\$0	\$0	As described

Goal #3

Goal

Increase technology use and writing proficiency scores from current level by 4% as measured on district benchmarks and end of year SAGE scores.

Academic Areas

- Writing
- Technology

Measurements

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

SAGE scores and Writing Benchmark scores will be used to determine progress toward this goal.

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

Hayden Peak realized a 2% decrease in Language Arts Sage results this year. Hayden Peak students were an average of 65% proficient on our end of year writing benchmark tests being a 23% growth for the school. While our SAGE scores do not show significant growth in the area of writing, students did show great growth in writing on our benchmark tests.

Action Plan Steps

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

All teachers in grades 3-6 will provide writing instruction during their daily literacy blocks. Computer literacy skills will be taught to all students in grades 1-6 for a minimum of 45 minutes per week. Instructional assistants will be hired to provide computer lab instruction and to assist in providing small group interventions to students who are below grade level. Additional professional development will also be provided to staff using these funds to provide substitutes and/or compensation to teachers.

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

Writing instruction was provided to students during literacy blocks (grades 3-6) and computer literacy skills were taught to all student in grades 1-6 for 45 minutes per week. 2 Instructional assistants were hired to provide computer lab instruction and to assist in providing small group interventions to students who are below grade level.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
	Total:	\$15,000	\$0	
Salaries and Employee Benefits (100 and 200)	Salaries and benefits for employees (2 Computer Lab Assistants) Professional development compensation (salaries for employees and substitutes)	\$15,000	\$0	As described in goal 1

Funding Changes (and Unplanned Expenditures)

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

In the event the school receives additional funds, or there are funds left over at the end of the school year, the additional funds will be used with other school funds to purchase computers, iPads, or computer software/hardware to support academic instruction in all grade levels. Funds may also be used to provide compensation and/or registration fees for staff professional development.

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:

- School newsletter
- School website

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

- School newsletter
- School website

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2019-10-20**