

Final Report 2015-2016 - Bloomington Hills EL

Please Finish your Final Report Submission

Print Instructions

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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	\$2,862	N/A	\$7,334
Distribution for 2015-2016	\$31,588	N/A	\$37,305
Total Available for Expenditure in 2015-2016	\$34,450	N/A	\$44,639
Salaries and Employee Benefits (100 and 200)	\$33,800	\$23,366	\$18,719
Employee Benefits (200)	\$0	\$0	\$4,702
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	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$10,000
Total Expenditures	\$33,800	\$23,366	\$33,421
Remaining Funds (Carry-Over to 2016-2017)	\$650	N/A	\$11,218

Goal #1

EDIT ANSWERS

Goal

Our goal is to increase the reading scores for students in 1st-3rd grade by 10% as measured by the Dibels reading assessment. We will reach this goal by the end of the 2015-16 school year.

Academic Areas

- Reading

Measurements

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

To determine student progress of this goal we will use the Dibels state assessment. The baseline measure will be given in September to all K-3 students. Growth will also be monitored in January using the mid-year assessment. The final growth will be measured at end of the school year to determine our overall student progress.

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

The K-3 students were given the Dibels Assessment 3 times during the year to measure progress.

Year to Year Overall Comparison for Dibels
between 14-15 and 15-16 School Year:

School 70% to 78%--Gain 8%
Kindergarten 56% to 86%--Gain 30%
First Grade 63% to 65%--Gain 2%
Second Grade 78% to 81%--Gain 3%
Third Grade 78% to 80%--Gain 2%

Grade Level Growth Comparison From BOY to EOY 2015-16 Dibels:

School 69% to 78%--Gain 9%
Kindergarten 72% to 86%--Gain 14%
First 60% to 65%--Gain 5%
Second 71% to 81%--Gain 10%
Third 73% to 80%--Gain 7%

Action Plan Steps

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

Teachers will identify at-risk students using the Dibels and other reading assessments. The school will hire two part-time reading paraprofessionals to work with at-risk readers in 1st-3rd grades. As well as small group classroom instruction, at-risk students will receive instruction four times a week for 30 minutes using Fountas and Pinnell's Leveled Literacy Intervention program. Students will be progressed monitored monthly using the Amplify program to identify progress and determine areas of weakness to modify instruction. Teachers will work with students during small group instruction on needed skills. Teachers will collaborate with paraprofessionals to monitor student growth and concerns.

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

1. Hired 2 part-time paras to provide support for at-risk readers.
2. Administered Dibels Assessment 3 times during the year to identify at-risk readers in 1st-3rd grade.
3. Progress monitored students throughout the year.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Hire 2 part-time reading para-professionals to teach at-risk reading groups in 1st-3rd grade.	\$10,800	\$6,036	Same as described.
	Total:	\$10,800	\$6,036	

Goal #2

Goal

EDIT ANSWERS

All students in 1st-3rd grade will increase their reading levels 10% through increased on-level reading with support from using of the Take-Home library. We will reach this goal by the end of the 2015-16 school year

Academic Areas

- Reading

Measurements

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

To determine student progress of this goal we will also use the Dibels state assessment. The baseline measure will be given in September to all 1st-3rd grade students. Growth will also be monitored in January using the mid-year assessment. The final growth will be measured at end of the school year to determine our overall student progress. For students that are able to read at a high enough proficiency level we will also use the Scholastic Reading Inventory to determine growth. This assessment will be given to students every six weeks.

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

The K-3 students were given the Dibels Assessment 3 times during the year to measure progress.

Year to Year Overall Comparison for Dibels
between 14-15 and 15-16 School Year:

School 70% to 78%--Gain 8%
Kindergarten 56% to 86%--Gain 30%
First Grade 63% to 65%--Gain 2%
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First 60% to 65%--Gain 5%
 Second 71% to 81%--Gain 10%
 Third 73% to 80%--Gain 7%

Action Plan Steps

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

We will hire a Take-Home Librarian that will work 12 hours a week to prepare the books to be sent home. Students in grades K-3 will receive books to take home and read 4 nights a week. These books will be at their individual independent reading level and will help them increase their fluency and their comprehension. Teachers will monitor their fluency weekly and their reading levels throughout the year.

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

1. Hired a Take-Home Librarian.
2. Sent books home 4 days a week with students in K-3.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Hire a Take-Home librarian to work 12 hours a week preparing the books for K-3 students.	\$4,200	\$4,060	As Described
	Total:	\$4,200	\$4,060	

Goal #3

[EDIT ANSWERS](#)

Goal

Students in 1st-5th grade will be taught the Fine Arts core by participating in weekly art and music lessons. This will provide students with a greater appreciation for the arts. This goal will be completed at the end of the 2015-16 year.

Academic Areas

- Fine Arts

Measurements

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

Student growth will be measured by participation in weekly rotations, grade level programs, and art projects from individual students, as well as, class projects.

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

1. Students in 1-5 participated in weekly lessons provided by specialists.
2. School Program held at the end of the year in conjunction with Music/Art Night where student work was displayed.

Action Plan Steps

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

To meet this goal we will hire an Art and a Music Specialist that will work 14 hours a week. Each 1st-5th grade student will participate in art and music classes 30 minutes weekly. Students will learn basic art elements and create projects using a variety of mediums. Students will also learn to play a variety of instruments, vocal numbers, and perform programs for the school and parents. The culminating activity will be a school-wide fine arts night displaying student artwork and live performances by each grade-level and individual students by invitation.

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

1. Hired an art and music specialist to provide weekly instruction 1st-5th grade.
2. School Art/Music night held in May for parents to view art and class musical performances.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Hire an Art and Music specialist to teach weekly rotations to students in 1st-5th grade.	\$18,800	\$13,270	As Described
	Total:	\$18,800	\$13,270	

Actual Carry-over

Edit

In the Financial Proposal and Report, there is a carry-over of \$11,218 to the 2016-2017 school year. This is 30% of the distribution received in 2015-2016 of \$37,305. Please describe the reason for a carry-over of more than 10% of the distribution.

One reason for the carry-over is one of the paraprofessionals we hired was diagnosed with cancer and was not able to work as much as anticipated. The other reason was the art teacher salary was figured with benefits, but did not actually have benefits included in her salary.

Increased Distribution

Edit

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

If we receive additional funds it will be used for technology. This technology would be used to support at-risk readers. It could include computers, iPads, programs, or other devices that would be used by students in small groups or the classroom to improve reading. We would also use it to update and improve the Take-Home library books or add e-books and readers if there was enough money for both. The books in the Take-Home Library get a lot of use and many are in need of being replaced due to their worn condition. With the availability of e-books we may use any extra money in providing students with e-readers if possible.

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

As described for technology.

Publicity

Edit

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):

- 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 assembly
- School website

Policy Makers

Edit

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 Leaders: Governor: Gary R. Herbert.

U.S. Senators: Orrin Hatch

State Senators: Dist. 29 Steve Urquhart

State Representative: Dist. 74 Snow, V. Lowry
Dist. 75 Ipson, Don L.

Summary Posting Date

Edit

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
7	0	1	2015-03-03

Need to add an attachment?

You may add documents here that support the text description in the Measurement section of each goal.

No Comments at this time

Required for Submission

Please review before submitting. There will be no review page. Once submitted the report may only be revised through the review process by the School LAND Trust Section or the District. Once the review is complete, the report may not be edited.

- Content is appropriate for display on a public website, including any attachments. Student names and individual data are not included.
- Spelling and grammar is correct.

I have reviewed this Final Report. It is ready to be displayed on the public website.

BACK

SUBMIT FOR REVIEW