

Final Report 2018-2019 - Bastian 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 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)
Carry-Over from 2017-2018	\$6,051	N/A	\$22,454
Distribution for 2018-2019	\$53,764	N/A	\$67,332
Total Available for Expenditure in 2018-2019	\$59,815	N/A	\$89,786
Salaries and Employee Benefits (100 and 200)	\$49,815	\$55,469	\$50,494
Employee Benefits (200)	\$0	\$0	\$4,975
Professional and Technical Services (300)	\$2,500	\$0	\$0
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
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)	\$7,500	\$28,763	\$28,763
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
Total Expenditures	\$59,815	\$84,232	\$84,232
Remaining Funds (Carry-Over to 2019-2020)	\$0	N/A	\$5,554

Goal #1 Goal

To increase the number of students proficient on their reading and math levels through working in their Professional Learning Community and by showing growth on benchmark assessments. Our teachers will be expected to work and collaborate with their Professional Learning Communities to process and review data and individual student progress weekly. Teachers will be able to work on their curriculum maps in reading, math and language arts as well as develop common assessments to drive their instruction. Teachers will be asked to always keep in mind the essential questions that will drive an effective Professional Learning Community: 1-What is it that we expect students to learn? 2-How will we know when students have learned it? 3-How will we respond when students have not learned it? 4-How will we respond when students already know it?

Academic Areas

- Reading
- Mathematics

Measurements

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

The math measurement will be the JSD Benchmark Assessments and the math common formative teacher assessments. Math RTI will also take place during the provided intervention time in their daily schedule.

Regular data dives for reading and math will be conducted by the teachers to regularly assess student growth and needs.

Teachers will develop together common formative assessments for reading as well as using JSD Language Arts Benchmark testing. The measurements will include individual data gathered during intervention times, Fountas & Pinnell, SAGE testing, running records, and dibels progress monitoring. Our literacy team is lead by a certified teacher who will also work very closely with the classroom teacher to make sure the teaching is being completed, recorded and used in PLC discussions to provide the best interventions for each student in math and reading.

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

Math proficiency went from 53% proficient in 2018 to 42.7% proficient.

ELA went from 46.1% proficient in 2018 to 41.7% proficient in 2019.

The state growth goal for 1st-3rd DIBELS was 60% of students showing typical or better growth and Bastian showed 66.5%.

Action Plan Steps

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

MATH

- 1-Groups in math will be identified through the math benchmarks and teacher observations. Once selected the teacher and the math aides will provide interventions for these students.
- 2-Enrichment groups will be run by assistants using BrainPop and ipad applications and STEM programs.
- 3-During the Professional Learning Community time, teachers will plan and monitor student growth and data.
- 4-The continuation of our faculty book club utilizing the 'Professional Learning Communities at Work' book will strengthen the PLC's throughout the school.

LITERACY

- 1-Provide assistants who will organize intervention needs, data gathering and Professional Learning Community time to refine instructional practices.
- 2-Train and support teachers with district literacy coaches, district inservice training, modeling and observing other classrooms using best practices. Professional development on Depth of Knowledge and Journeys will be provided.
- 3-Intervention goals for reading will be run by assistants during our Power Hour Blocks.
- 4-Teachers will have a block of time daily to work on enrichment and targeted interventions with individual students.

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

MATH

- 1-Groups in math will be identified through the math benchmarks and teacher observations. Once selected the teacher and the math aides will provide interventions for these students.
- 2-Enrichment groups will be run by assistants using BrainPop and ipad applications and STEM programs.
- 3-During the Professional Learning Community time, teachers will plan and monitor student growth and data.
- 4-PLC support was provided by the administration.

LITERACY

- 1-Provide assistants who will organize intervention needs, data gathering and Professional Learning Community time to refine instructional practices.
- 2-Train and support teachers with district literacy coaches, district inservice training, modeling and observing other classrooms using best practices. Professional development on Depth of Knowledge and Journeys will be provided.
- 3-Intervention goals for reading will be run by assistants during our Power Hour Blocks.

Behavioral Component

Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	Bastian Elementary has implemented a strong code of conduct and a behavior and leadership component. Students will receive weekly character education classes, encouraging responsibility, dependability and respect. These traits have proven to increase student academic success.	Bastian elementary created a school-wide management system to establish common rules and expectations for each area of our building. This helped create a culture of learning.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	These funds will provide for the hiring of several assistants to maintain our literacy and intervention programs. They will work directly with students to improve student success.	\$49,815	\$55,469	Assistants were hired to support student learning by providing intervention and enrichment opportunities.
Professional and Technical Services (300)	Teachers will be given the opportunity to attend conferences specializing in math and reading.	\$2,500	\$0	We did not use Land Trust funds to send anyone to conferences.
Technology Related Hardware/Software (< \$5,000 per item) (650)	Purchase computer programs and apps recommended by district specialists proven to increase math & reading success. These funds will also be used to purchase additional chromebooks with the goal to have labs available to all grades	\$7,500	\$28,763	We purchased chromebooks and carts to provide technology to teachers to begin utilizing blended learning to allow students opportunities to work on enrichment or remediation.
Total:		\$59,815	\$84,232	

Funding Changes (and Unplanned Expenditures)

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

All additional funds will be spent to hire additional assistants to run our intervention and enrichment programs.

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
- School marquee
- Other: Please explain.
 - Computer e-blasts and letters home.

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

- School website
- Other: Please explain.
 - e-blasts and letters sent home with oldest or only child in each family.

Policy Makers

The school community council has communicated with the following policy makers about the School LAND Trust Program.

State Leaders: Trust Lands Administration

Summary Posting Date

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

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
12	0	1	2018-01-24

Plan Amendments

Approved Amendment #1

Submitted By: Amanda Edwards

Submit Date: 2019-01-09

Admin Reviewer: Natalie Gordon

Admin Review Date: 2019-01-14

District Reviewer: Nadine Page

District Approval Date: 2019-01-14

Board Approval Date: 2019-01-08

Number Approved: 13

Number Not Approved: 0

Absent: 5

Vote Date: 2018-12-05

Explanation for Amendment: Allocating \$30,000, carried over from last year, to purchase Chromebooks. It was discussed at our December meeting and everyone in attendance approved. Official vote, by email, was responded to in favor of, by all but one member who didn't respond.

No Comments at this time

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