

Final Report 2018-2019 - Eastmont MD

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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	\$6,186	N/A	\$6,037
Distribution for 2018-2019	\$71,502	N/A	\$76,235
Total Available for Expenditure in 2018-2019	\$77,688	N/A	\$82,272
Salaries and Employee Benefits (100 and 200)	\$69,000	\$77,485	\$66,863
Employee Benefits (200)	\$0	\$0	\$10,622
Professional and Technical Services (300)	\$0	\$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)	\$1,000	\$500	\$500
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)	\$6,000	\$3,872	\$3,872
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
Total Expenditures	\$76,000	\$81,857	\$81,857
Remaining Funds (Carry-Over to 2019-2020)	\$1,688	N/A	\$415

Goal #1 Goal

[EDIT ANSWERS](#)

55% of students in the below basic range on the R.I. (reading inventory) will achieve 1.5 times their expected growth, and 60% of the students in the basic range will achieve 1.5 times their expected growth.

Academic Areas

- Reading
- Writing

Measurements

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

Using the RI (reading inventory) data administered three times per year.

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

All students at the school were given the Reading Inventory (RI) in the Fall, Winter and Spring. Growth was determined by comparing students in the Fall who were identified as scoring in the basic or below basic range and their final score in the spring. Goals were not met. 24% of students in the basic range increased their scores by 1.5 of expected growth. 35% of students in the below basic range increased their scores by 1.5 of expected growth.

Action Plan Steps

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

- *Every teacher in the building needs to have a starter each day focusing on writing-to-learn. Patriot Time will be planned by department based on identified standard deficits.
- *Teachers will receive a copy of 'AVID Writing in the Content' areas from the copy center. PD will be provided.
- *We will plan and implement PD on high-yielding reading and writing strategies.
- *Targeted remediation/review will be provided during Patriot Time.
- Reading intervention classes are being provided during the regular school day.
- *We will review and share data with our staff and SCC after each administration of the RI.
- *Students who meet their benchmarks in both the R.I. and M.I, will receive a lanyard and pins. (\$500)

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

Teachers did not receive AVID writing in the content areas or professional development on the topic. Targeted remediation during Patriot Time occurred each Tuesday, Wednesday, and Thursday. Reading Intervention classes were held for students in the basic and below basic ranges. Students who met their benchmarks on the RI and MI, received their lanyard and pin for growth.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
General Supplies (610)	Lanyards and Pins for meeting student benchmarks. (not to exceed \$2/student)	\$500	\$500	As described
	Total:	\$500	\$500	

**Goal #2
Goal**

[EDIT ANSWERS](#)

Research shows a very distinct correlation between teacher student relationships and academic success. In order to support our academic growth goal by improving adult to student relationships, we will increase the behavioral positive to corrective ratio to 3:1 for 75% of our teachers. In addition, we will increase the percentage of students having a positive adult connection to 90% and the percentage of those feeling safe to 85%.

Academic Areas

- Reading
- Mathematics
- Writing
- Technology
- Science
- Fine Arts
- Social Studies
- Health

Measurements

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

- *Parental contact logs will be maintained by each teacher.
- *Student survey will be administered via TA once each semester (twice a year).
- *Academic vs. behavioral feedback observations will be conducted by the achievement coach at least once per semester.

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

Classroom Observation Feedback Form (COFF) observations were performed twice on teachers, once in the fall and once in the winter.

After observing each teacher, a spreadsheet was created to compare the data from the observations. The data indicated that as a school we have increased our behavioral feedback from 1:1 to 2:1.

Student survey data was administered at the beginning of the year to gather information from students. Unfortunately, this second survey of student data has not been provided to teachers by the administration.

Action Plan Steps

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

- *Academic vs. behavioral observations will be conducted by achievement coach
- *Teachers will send postcards to every student in one class period each quarter
- *Teachers will place a call to two student homes per week
- *Administer student survey
- *Provide and celebrate incentives for 'Aim High' Award and for students meeting behavioral benchmarks, Patriot of the Month and Persistent Patriot awards (\$500)

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

Academic and behavioral observations were conducted by the achievement coach. Teachers sent postcards to students. Student surveys were completed one time. Students received Patriot of the Month and Persistent Patriot awards.

Behavioral Component

Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	*By teachers increasing the use of specific feedback in both academic and behavioral areas, it is anticipated relationships will improve thus improving the positive climate of the school. *In addition, students will receive the 'aim high' award after each test administration *Patriot of the Month awards will continue *Persistent Patriot Awards will continue	

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
General Supplies (610)	Patriot of the Month and Persistent Patriot awards given each month, daily and weekly incentives for student progress. (not to exceed \$2/student)	\$500	\$0	Money to purchase these incentives was not taken from land trust, however the incentives were purchased out of other funding.
	Total:	\$500	\$0	

Goal

Over the 2018-19 school year, we will increase the percentage of our special education students who are on track to graduate with no D's or F's from 61% to 75% and increase our percentage low socioeconomic status students who are on track to graduate with no D's or F's from 71% to 75% as shown with the early warning systems (EWS) data on data dashboard.

Academic Areas

- Reading
- Mathematics
- Writing
- Technology
- Science
- Fine Arts
- Social Studies
- Health
- Foreign Language

Measurements

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

An academic vs. behavioral feedback observation tool will be used by achievement coach. Teachers will receive their individual data disaggregated by behavioral and academic as well as general and specific. Data from March 2018 will be used as baseline data. The goal for teachers will be 3:1 positive to corrective ratio as per lpop data by the end of the 2018-2019 school year.

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

From data collected through data dashboard from the 2018-19 school year, neither goal was achieved. Students in special education on track to graduate by measurement of D and F grades went from 61% in the first term to 65% in the 4th term. Students from low socio-economic households on track to graduate by measurement of D and F grades went from 65% in the first term to 54% in the 4th term.

Action Plan Steps

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

- *An academic vs. behavioral feedback observation tool will be used by achievement coach. Teachers will receive their individual data disaggregated by behavioral and academic as well as general and specific.
- *We will continue with four MTSS hourly para-educators. These para-educators will work with special education and low socioeconomic status students by pulling them out to reteach concepts, read tests aloud, and run Friday morning school. (2@\$9,000/each, 2@\$5,000 each) Total of \$28,000
- *A check-in/check-out system will also be implemented using licensed educators as facilitators. (\$1,000)
- *Teachers will participate in a book study on high yielding academic and behavior strategies for 2 hours of Professional Development (\$3000)
- *funds will be used to supplement .6125 FTE to reduce class sizes in the core areas (\$37,000)

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

4 MTSS hourly para-educators were hired to work with special education and low socio-economic status students by pulling them to reteach concepts and run Friday morning school.

A check-in/check-out system was developed using licensed educators as facilitators.

Teachers participated in a book study of 'Teach Like a Champion'.

Funds were used to reduce class sizes.

Behavioral Component

Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	It is expected that as teachers focus on more specific behavior feedback, relationships will improve impacting student progress in both academic and behavioral areas.	

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	*4 MTSS para-educators (17h, 17h, 20h) (\$28,000) *up to 2 hours of professional development for 29 teachers (\$3,000) *5 hrs/42 week for teachers to do .Check-in/Check-out off contract time (\$1,000) *partial FTE (.6125) to reduce class sizes in the core areas. (\$37,000)	\$69,000	\$77,485	Salaries and benefits for MTSS specialists and check-in/check-out off contract time, as well as additional FTE for class size reduction
	Total:	\$69,000	\$77,485	

Goal #4 Goal

[EDIT ANSWERS](#)

67% of students in the below basic range will achieve 1.5 times their expected growth, and 50% of the students in the basic range will achieve 1.5 times their expected growth.

Academic Areas

- Mathematics

Measurements

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

Using the MI which is administered three times per year.

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

Students at Eastmont were given the Math Inventory (MI) 3 times last year, Fall, winter and spring.

Of the students who in the Fall scored in the basic range, 40% of them made 1.5 times their expected annual growth.

Of the students who in the Fall scored in the below basic range, 63% of them made 1.5 times their expected annual growth.

Action Plan Steps

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

- *teachers will focus on high-yielding, standards-based instructional strategies
- *Patriot Time will be altered to including targeted standards-based sessions.
- *Teachers will identify student deficits by standard in order to provide targeted remediation.

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

Patriot time was used for targeted standards based reteaching.

Chromebooks were purchased to support the new math curriculum.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Equipment (Computer Hardware, Instruments, Furniture) (730)	*chromebooks to support the newly adopted math curriculum which is online.	\$6,000	\$3,872	Chromebook purchases
	Total:	\$6,000	\$3,872	

Funding Changes (and Unplanned Expenditures)

Edit

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

- 1. Additional funds will be used to increase the hours for the MTSS para-professionals up to 24 each. These para-professionals support Goal #3.
- 2. Two (2) additional hours of professional development training and pay will be available to teachers as described in Goal #3.

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

as described

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.
- School assembly
- School newsletter
- School website
- Other: Please explain.
 - Hard copies of the plan are given to S.C.C. members and the P.T.S.A. board.

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

- School newsletter
- School website
- Other: Please explain.
 - Hard copies were given to the SCC membership and the PTSA board.

Policy Makers

Please indicate the names of policymakers the council has communicated with about the School LAND Trust Program. Communication with Policy makers is encouraged and recommended. It is not required.

A summary of this Final Report was provided to parents and posted on the school website on **2019-09-13**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
8	0	1	2018-03-13

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

Review before Submitting
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.

This form is ready for display on the public website. Spelling and grammar are correct. Student names and individual data are not included.

[BACK](#)

[SUBMIT FOR REVIEW](#)