

Final Report 2018-2019 - Two Rivers HI

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	\$8,703	N/A	\$8,606
Distribution for 2018-2019	\$19,243	N/A	\$35,555
Total Available for Expenditure in 2018-2019	\$27,946	N/A	\$44,161
Salaries and Employee Benefits (100 and 200)	\$14,000	\$16,214	\$14,561
Employee Benefits (200)	\$0	\$0	\$1,175
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	\$3,974	\$22,315
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)	\$5,100	\$8,112	\$0
Software (670)	\$3,000	\$3,859	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$4,800	\$5,605	\$0
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
Total Expenditures	\$27,900	\$37,764	\$38,051
Remaining Funds (Carry-Over to 2019-2020)	\$46	N/A	\$6,110

Goal #1 Goal

While enrolled in Two Rivers High students will demonstrate grade level reading skills. It is our goal that every student enrolled at Two Rivers for at least one semester will take the Scholastic Reading Inventory (SRI) at least twice and score above one thousand on the SRI reading assessment, or they will be included in one of our academic intervention plans.

Academic Areas

- Reading

Measurements

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

All students arriving at Two Rivers will be given the SRI reading assessment. Students scoring below eight hundred on the SRI will be identified as Below Basic and placed in a remedial reading course. Students scoring between eight hundred and one thousand will be identified as Basic Level and teachers will be informed. They will implement specific strategies to assist these students to improve their reading skills. Students scoring above one thousand will be identified as Proficient and they will be monitored. Students will be retested each quarter. It is our goal that every student enrolled at Two Rivers for at least one semester will take the SRI at least twice and score above one thousand on the SRI reading assessment, or they will be included in one of our academic intervention plans.

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

The SRI reading assessment is no longer available for us to use in the 2018-2019 school year. The TABE test was used instead to determine reading and math levels for students.

232 students were tested in reading at least twice during the school year. Teachers had access to student scores in a google spreadsheet.

Reading scores: 6 students (2.6%) tested Below Basic, 27 students (11.6%) tested Basic, 46 students (19.8%) Proficient and 24 students (10.3%) Advanced. The lowest score average was 477.7 with the highest score average was 519.1. Student average growth was 41.5 points.

Action Plan Steps

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

Step one: Teachers will undergo regular professional development in effective reading strategies. At least once a quarter faculty will have an in-house training in a proven reading strategy. Additional funding may pay for professional development activities.

Step two: Teachers will be notified of student reading levels on a quarterly basis. They will implement the reading strategies learned in their classes to support students in making significant improvements. Fifty-one hundred dollars will be allocated to purchase instructional classroom technology (LCD projectors, Document cameras, etc.) and five hundred dollars will be made available for teachers to purchase specific resources to assist them in implementing reading strategies. Computer lab will be leased for \$4800 for teachers to help students research and implement strategies taught in core classes.

Step three: Students will be assessed at the beginning of the year, or when they register to attend Two Rivers. Students scoring below eight hundred on the SRI will be identified as Below Basic and placed in a remedial reading course. Students scoring between eight hundred and one thousand will be identified as Basic Level and teachers will be informed. They will implement specific strategies to assist these students to improve their reading skills. Students scoring above one thousand will be identified as Proficient and they will be monitored. Students will be retested each quarter. A student advocate will be employed for \$7000 to track student progress and academic success.

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

Step one: Teachers collaborated to discuss best practices in reading strategies. English teachers supported all faculty members in providing reading strategies for students.

Step Two: Technology was purchased (computers, wiring, projectors and document cameras) to support student growth and achievement. The full \$5,100 was spent on this technology. The full \$4,800 was spent on the computer lab lease.

Step three: Students were assessed at the beginning of the year. Teachers who had students with Below Basic and Basic reading scores implemented reading strategies in curriculum and instruction. A student advocate was employed to monitor student progress. (Actual cost \$8,107)

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Seven thousand dollars will be allocated to pay for a student advocate aide. This person will track at-risk students who are low in academics. The aide will also track progress towards passing courses and graduating.	\$7,000	\$8,107	As described
General Supplies (610)	Five hundred dollars will be set aside for teachers to apply for mini-grants to purchase materials for their class focusing on improving reading skills.	\$500	\$437	As described.
Technology Related Hardware/Software (< \$5,000 per item) (650)	Five thousand one hundred dollars will be allocated for Document Cameras, LCD projectors and other technology to assist teachers with classroom instruction.	\$5,100	\$5,100	As described.
Equipment (Computer Hardware, Instruments, Furniture) (730)	Four thousand eight hundred dollars will be earmarked for the lease on the computer lab. This will be used mainly as a research and writing lab.	\$4,800	\$5,605	As described
	Total:	\$17,400	\$19,249	

Goal #2 Goal

All students in traditional math courses will take the Test of Adult Basic Education (TABE) Math Assessment on a quarterly basis. Students scoring below sixty percent will be placed in a math essentials course to help bolster their basic math skills and support them in their regular curriculum. It is our goal that every student enrolled at Two Rivers for one semester will take the TABE at least twice and will either score above ninth grade level, or the group will show an average two grade level gains from the time they entered to the end of the year.

Academic Areas

- Mathematics

Measurements

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

All students in traditional math courses will take the TABE Math Assessment on a quarterly basis. Students scoring below sixty percent will be placed in a math essentials course to help bolster their basic math skills and support them in their regular curriculum. It is our goal that every student enrolled at Two Rivers for one semester will take the TABE at least twice and will either score above ninth grade level, or the group will show an average two grade level gains from the time they entered to the end of the year.

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

232 students were tested in math at least twice during the school year. Teachers had access to student scores in a google spreadsheet.

Math Scores: 2 students (0.9%) Beginning, 77 students (33.2%) Below Basic, 68 students (29.3%) Basic, 26 students (11.2%) Proficient, 8 students (3.4%) Advanced. The average lowest score was 5.4 and the highest average score was 5.6. The average start to end growth was 1.8.

Action Plan Steps

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

Step one: Teachers will undergo regular professional development in effective problem solving strategies. At least once a quarter faculty will have an in-house training in a proven problem solving strategy. Additional funds may be made available for teachers to attend out-of-district conferences/workshops.

Step two: Teachers will be notified of student math scores on a quarterly basis. They will implement the problem solving strategies learned to support students in making significant improvements. 500\$ dollars in funds will be made available for teachers to purchase specific resources to assist them in implementing problem solving strategies.

Step three: Students scoring below sixty percent will be placed in a math essentials class. This class will focus on building fundamentals and helping students progress through their curriculum successfully. 3000\$ dollars will be allocated to purchase licenses for a computer based math tutorial to support these struggling students. These computer based math supports will also be made available after school for students to spend additional time mastering difficult concepts.

Step four: Students will be retested on a quarterly basis to determine growth, as well as to determine if they need the math essentials course, or if they have progressed enough to attend the traditional math course.

Step five: Struggling students will be enrolled in an Options class specifically aimed at helping them strengthen basic skills and earn graduation credits. 7000\$ dollars will be allocated to hire an Options teacher for this class.

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

Step one: Teachers discussed problem solving strategies in faculty meetings and professional development time on how to work with students who are struggling.

Step two and three: Teachers were notified of students math scores from the TABE testing. Funds were used to support teachers with resources. Students who were below basic and basic were placed in a Math Decision Making course, ALEX math or an online Edgenuity remedial course.

Step four: Students were retested to determine growth. Their math class was changed if needed.

Step five: Students were enrolled in a personalized learning math course to help strengthen their skills if needed.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Seven thousand dollars will be allocated to hire an Options teacher to help struggling students strengthen basic skills and earn graduation credits.	\$7,000	\$8,107	As described
	Total:	\$10,500	\$12,403	

Category	Description	Estimated Cost	Actual Cost	Actual Use
General Supplies (610)	Five hundred dollars will be allocated for teachers to purchase curriculum, manipulatives or other classroom supplies geared towards improving student math skills.	\$500	\$437	As described
Software (670)	Three thousand dollars will be allocated for computer software licenses to assist with students math/problem solving skills. Right now we are planning either Carnegie or ALEX.	\$3,000	\$3,859	Another source of funding was used to cover ALEX licenses. These funds were used to cover the cost of technology for the classrooms. (computers, wiring, LCD projects). This supports goal #1.
	Total:	\$10,500	\$12,403	

Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of \$6,110 to the 2019-2020 school year. This is 17% of the distribution received in 2018-2019 of \$35,555. Please describe the reason for a carry-over of more than 10% of the distribution.

Additional LCD projectors were purchased but due to the processing time with our technical services department and finances this did not occur until after July 1st which brought the actual carry over to below \$3,000 which is within the 10% allowed.

Funding Changes (and Unplanned Expenditures)

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

If additional funds are distributed we will use these funds for the following: 1. Additional classroom technology, curriculum and course materials aimed at supporting reading or problem solving skills. 2. Additional licenses for the online math program. 3. Funding professional development activities for faculty. 4. Additional general supplies related to implementing math or reading strategies in the classrooms. 5. Teacher buyouts to add additional courses to reduce core subject class size and/or increase course options for students. 6. Increase hours for the aides working with struggling students improve their academics and progress towards graduation.

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

As described.

Unplanned Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
General Supplies (610)		\$0	\$3,100	Student workbooks for tracking academic progress and goals.
Technology Related Hardware/Software (< \$5,000 per item) (650)		\$0	\$3,012	Technology for the classroom
	Total:	\$0	\$6,112	

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- School newsletter
- School website
- School marquee

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

- School website

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2019-10-11**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
5	0	3	2018-03-01

No Comments at this time

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