

# Final Report 2017-2018 - Good Foundations Academy

## Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2017 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2017-2018.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2016-2017	\$0	N/A	\$1
Distribution for 2017-2018	\$44,271	N/A	\$44,573
Total Available for Expenditure in 2017-2018	\$44,271	N/A	\$44,574
Salaries and Employee Benefits (100 and 200)	\$44,271	\$44,574	\$40,578
Employee Benefits (200)	\$0	\$0	\$3,996
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)	\$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	\$44,271	\$44,574	\$44,574
Remaining Funds (Carry-Over to 2018-2019)	\$0	N/A	\$0

## Goal #1 Goal

In 2017-2018 Good Foundations will use funding toward paying academic aides to serve tier 2 students and improve math and reading performance on state and local assessments. Aides will work in small (3-5 student) groups to guide students performing at at risk levels. We hope to see proficiency rates on local and state tests increase.

## Academic Areas

- Reading
- Mathematics
- Writing

## Measurements

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

50% of students receiving tier 2 services from our aiddeservices will improve from an intervention rating to a proficient rating: SAGE (3 or 4), STAR 360 (at or above benchmark), and DIBELS (at or above benchmark).

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

In Beginning of Year (BOY) Grade 1, 54% of students who received interventions in reading were below proficiency as measured by the DIBELS Composite Score. In End of Year (EOY), 50% were still below proficiency.

In Beginning of Year (BOY) Grade 2, 24% of students who received interventions in reading were below proficiency as measured by the DIBELS Composite Score. In End of Year (EOY), 34% were still below proficiency.

In Beginning of Year (BOY) Grade 3, 32% of students who received interventions in reading were below proficiency as measured by the DIBELS Composite Score. In End of Year (EOY), 29% were still below proficiency.

In 2017, Grade 3, 45% of students who received interventions in reading were Proficient in ELA as measured by the SAGE assessment. In 2018, Grade 3, 55% of students who received interventions in reading were Proficient in ELA as measured by the SAGE assessment.

In 2017, Grade 4, 30% of students who received interventions in reading were Proficient in ELA as measured by the SAGE assessment. In 2018, Grade 3, 47% of students who received interventions in reading were Proficient in ELA as measured by the SAGE assessment.

In 2017, Grade 5, 34% of students who received interventions in reading were Proficient in ELA as measured by the SAGE assessment. In 2018, Grade 3, 40% of students who received interventions in reading were Proficient in ELA as measured by the SAGE assessment.

In 2017, Grade 6, 31% of students who received interventions in reading were Proficient in ELA as measured by the SAGE assessment. In 2018, Grade 3, 44% of students who received interventions in reading were Proficient in ELA as measured by the SAGE assessment.

Writing scores, as measured by the writing category in SAGE, in grades 3 through 6, increased significantly (105 points on average) school wide

In summary, GFA, students receiving reading interventions in Grades 3 through 6, saw good gains in English Language Arts as measured by the SAGE. Although, our goals were probably too ambitious.

GFA, students receiving reading interventions in Grades 1 through 3, saw minimal gains in Reading as measured by the DIBELS scores. We will need to revamp our intervention strategy for the 2019 School and adjust our goals accordingly.

## Action Plan Steps

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

1. Hire one aide for grades K-6
2. Train aides on specific tier 2 teaching strategies as well as how to progress monitor student data.
3. Aides work with students in groups of 3-5 two times a week.
4. Continually review the program and progress/effectiveness of the aides.

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

We hired aides for grades K-6 2. We trained aides on specific tier 2 teaching strategies as well as how to progress monitor student data. Aides worked with students in groups of 3-5 two to four times a week. We continually reviewed the program and progress/effectiveness of the aides.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Hourly compensation for academic aides.	\$44,271	\$44,574	As Described
	Total:	\$44,271	\$44,574	

## Funding Changes (and Unplanned Expenditures)

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

With additional funds we will hire more aides to support our students and give them more professional development to support their growth.

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

As described.

## Publicity

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**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):**

- Letters to policy makers and/or administrators of trust lands and trust funds.
- School assembly
- School newsletter

**Council Plan Approvals**

Number Approved	Number Not Approved	Number Absent	Vote Date	Board Approval Date
5	0	0	2017-03-14	2017-03-14