

# Final Report 2017-2018 - Draper Park MD

**Final Report Approved**

## Final Report Approval Details

**Submitted By:** Alice Peck  
**Submit Date:** 2018-11-12  
**Admin Reviewer:** Karen Rupp  
**Admin Review Date:** Unknown  
**District Reviewer:** Alice Peck  
**District Approval Date:** 2018-11-26  
**Board Approval Date:** Unknown

## 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	\$10,000	N/A	\$2,018
Distribution for 2017-2018	\$144,131	N/A	\$140,747
Total Available for Expenditure in 2017-2018	\$154,131	N/A	\$142,765
Salaries and Employee Benefits (100 and 200)	\$66,000	\$36,226	\$33,129
Employee Benefits (200)	\$0	\$0	\$3,097
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)	\$74,000	\$96,270	\$96,270
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
<b>Total Expenditures</b>	<b>\$140,000</b>	<b>\$132,496</b>	<b>\$132,496</b>
Remaining Funds (Carry-Over to 2018-2019)	\$14,131	N/A	\$10,269

## Goal #1 Goal

Currently 63% of all students are scoring proficient on the 2015-2016 SAGE math. Our goal is that by the end of the 2017-2018 year, 68% of students will be proficient on the SAGE assessment. Progress toward this goal will be measured through formative assessments on the Scholastic Math Inventory (SMI) 3 times throughout the year. Math lab for Tier 2 intervention will be continued at all grade levels and students will be selected by using the following criteria; SAGE proficiency, SMI, and teacher recommendation.

## Academic Areas

- Mathematics

## Measurements

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

Progress will be measured at the end of the 2017-2018 year on the SAGE math assessment.

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

During the 2017-2018 school year, 6th grade math lab students, on average had a growth of 129 points on the Scholastic Math Inventory (SMI).

For seventh grade math lab students, on average had a growth of 238 points on the Scholastic Math Inventory (SMI).

For eighth grade math lab students, on average had a growth of 123 points on the Scholastic Math Inventory (SMI).

We had a growth of 5%, going from 61% to 66% of students testing proficient on the Math SAGE.

## Action Plan Steps

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

1. Weekly collaboration notes will include a pacing accountability section.
2. Informal observations on explicit instruction conducted by our internal coach will occur the first month of school (August/September).
3. Peer observations will be conducted during quarter 2 and quarter 4 focusing on explicit instruction and grouping. Achievement of this process will be met when 80% of teachers are able to demonstrate a level 3 or higher rating on the 1st indicator under the 'Y'all Do' section of the explicit instruction instrument by the 2nd informal observation and 80% of teachers will continue to demonstrate a level 3 or higher on peer observation 1 & 2. Data from the informal observations will be examined and PD for teachers below school standards will be provided by our internal and external coaches. Each teacher will receive feedback.
4. Intervention students will use Chromebooks for intervention software and all students will use Chromebooks for Tier 1 instruction and assessments.
5. Substitutes will be used to allow teachers time to perform peer observations twice during the year and meet to do additional data analysis to improve teacher instruction and student results totaling 5 days for the the math department over the year.

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

There were many things that we did to achieve the average gains for math lab students. We continued to provide support to our math lab students through pre-teaching and reteaching. We used the Chromebooks in the math lab class daily to implement a program called Imagine Math. This program identified learning gaps and re-taught concepts where students needed improvement.

To also help with the gain, we hired a certified math lab teacher to teach the 8th grade math lab course.

In addition, each math teacher was given a substitute for a day (three times per year) to grade, record, and evaluate their

target the areas where the students did not meet mastery. These concepts were also re-taught in the math lab.

To go along with the data collection, teachers were able to attend professional development to help with their teaching. Teachers also were able to observe their peers in their classrooms. This helped teachers foster collaboration, reflect on their practices, and gain new inspiration for their own classroom.

Furthermore, the math department met for vertical teaming in an effort to implement evidence-based, department-wide teaching strategies.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	1. Substitutes for peer observations. 2. Substitutes for data analysis.	\$5,500	\$3,682	Peer Observations (\$750) Substitutes to analyze data (\$2600) Benefits (\$332)
Equipment (Computer Hardware, Instruments, Furniture) (730)	Purchase 230 chromebooks and 6 chromebook carts for math instruction.	\$49,000	\$52,480	230 Chromebooks (\$40,585.06) 6 Chromebook Carts (\$11,895.00)
	Total:	\$54,500	\$56,162	

## Goal #2 Goal

Currently 76% of DPMS students are proficient on SAGE Science, scoring a 3 or 4. However, only 34% of our Special Education students are proficient on SAGE Science. Because the science curriculum is changing in 2017-2018 school year, our goal is that 77% of our overall student body will achieve proficiency on SAGE in science, while increasing proficiency of Special Education students to 40% in the 2017-18 school year. Progress will be measured by classroom unit summative assessment data.

## Academic Areas

- Science

## Measurements

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

Progress will be measured at the end of the 2017-2018 year on the SAGE science assessment.

Throughout the year benchmark progress will be monitored by using data from classroom unit assessments. Progress will be communicated following unit assessments during teacher collaboration, and shared with administration using a Google Document. It will also be communicated to parents and students using Skyward.

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

With the changes to the SAGE science test, data is unavailable at this time. We are going to analyze our classroom unit summative data to measure how science performance improved.

Throughout the year, we progress monitored our students by administering unit assessments. Overall, science students scored 88% on their end-of-unit science assessments. This exceeded our goal of 80% at mastery. School-wide, our resource students scored 62% on their end-of-unit science assessments. This surpassed our goal of having 40% of our special education students reaching mastery on science assessments. Additionally, 68% of our special education students in co-taught science class reached mastery on their end-of-unit science assessments.

## Action Plan Steps

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

Professional development and training will be provided prior to the start of the new school year for three 17-hour aides to assist in science classrooms. These 17-hour aides will be used specifically to assist with the individualized instruction of our special education students. We will provide substitutes for teachers so they can evaluate and analyze student performance assessments throughout the school year. We will provide necessary equipment and lab supplies for teachers to successfully implement the new science curriculum.

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

Professional development and training was provided in August 2017 for our 17-hour aides and their teachers. During this time, resource teachers met with the aides & general ed teachers to train how to work with resource students and implement their IEPs. Planning time was given to each classroom teacher and their aide to go over expectations and needs in their classroom. 17-hour aides were in the classrooms where resource and co-taught students were scheduled and help students by: teaching how to organize their science binder, reading tests aloud, re-teaching small groups, providing retakes, and sitting by students to help them focus during instruction. Aides also met with science teachers during planning time to forecast what students might need scaffolds and extra help from the science aide.

6th grade science teachers did a performance assessment and used substitutes for that day. Teachers also used planning days for looking at new core and mapping it out for the year and developing assessments for the year with the new science core.

New microscopes, blow torches, and other needed supplies were purchased to aid in teaching the new science curriculum.

**Expenditures**

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	1. Substitutes will be provided for data analysis. (6 days) (\$5000 - \$100 per day x 9 teachers x 6 days) 2. Three 17-hour aides will be hired to assist in science classrooms with special education students. (\$21,000 - \$7000 per aide per year) 3. Teachers will provide initial training for 17-hour classroom science aides. (\$1500)	\$27,500	\$17,805	Salary for 3 aides in science (\$12,600) Substitutes for data analysis (\$2490) Summer training of aides (\$1250) Benefits (\$1465)
Equipment (Computer Hardware, Instruments, Furniture) (730)	Science equipment will be purchased to support the instruction of new science curriculum.	\$20,000	\$31,000	Science equipment to support new curriculum (\$12462) Lego Education - Robots (\$18,538)
	Total:	\$47,500	\$48,805	

**Goal #3**  
**Goal**

62% of our students are proficient, scoring a level 3 or 4, on the Language Arts portion of SAGE (2015-2016). Our goal is that at least 68% of our students will be proficient on the Language Arts SAGE in 2017-2018.

**Academic Areas**

- Writing
- Social Studies

**Measurements**

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

Progress will be measured at the end of the 2017-2018 year on the SAGE English assessment.

Throughout the year benchmark progress will be monitored by using Common Formative Assessments at each grade level with similar rubrics that are standards-based and vertically aligned.

Language Arts teachers will collect common formative assessment data in Canvas using the Mastery Gradebook function (internal coach will be added as a moderator and will pull this data for the school at the end of each quarter). Language Arts teachers will create a list of assessments for coach to pull.

Social Studies teachers will have Common Formative Assessments at each grade level with similar rubrics to Language Arts, standards-based and vertically aligned.

Social Studies teachers will collect common formative assessment data in Canvas using the Mastery Gradebook function (internal coach will be added as a moderator and will pull this data for the school at the end of each quarter). Social Studies teachers will create a list of assessments for coach to pull.

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

According to the Social Studies and ELA data, students in 6th grade improved in thesis, evidence, and elaboration. In thesis development, 6th graders were given a common ELA/Social Studies pre-assessment at the beginning of the school year. On average, 18% of 6th graders were proficient on thesis for this assessment. By the end of the year, 74% of 6th graders were proficient on thesis, according to the last ELA District Wide Standards Based Assessment (DWSBA). For evidence, 2% of 6th graders were proficient at the beginning of the year. At the end of the year, this number had increased to 86%. For elaboration, at the beginning of the year, 3% of 6th graders were showing proficiency, which increased to 56% at the end of the year.

According to the Social Studies and ELA data, students in 7th grade improved in thesis, evidence, and elaboration. In thesis development, 7th graders were given a common ELA/Social Studies pre-assessment at the beginning of the school year. On average, 21% of 7th graders were proficient on thesis for this assessment. By the end of the year, 77% of 7th graders were proficient on thesis, according to the last argument ELA District Wide Standards Based Assessment (DWSBA). For evidence, 69% of 7th graders were proficient at the beginning of the year. At the end of the year, this number had increased to 78%. For elaboration, at the beginning of the year, 16% of 7th graders were showing proficiency, which increased to 79% at the end of the year.

According to the Social Studies and ELA data, students in 8th grade improved in thesis, evidence, and elaboration. In thesis development, 8th graders were given a common ELA/Social Studies pre-assessment at the beginning of the school year. On average, 31% of 8th graders were proficient on thesis for this assessment. By the end of the year, 89% of 8th graders were proficient on thesis, according to the last ELA District Wide Standards Based Assessment (DWSBA). For evidence, 22% of 8th graders were proficient at the beginning of the year. At the end of the year, this number had increased to 85%. For elaboration, at the beginning of the year, 36% of 8th graders were showing proficiency, which increased to 87% at the end of the year.

At the end of the year, students took the statewide SAGE ELA test. Overall, each grade-level increased student proficiency from the 2016-2017 assessment when compared to the 2017-2018 exam. 6th grade increased from 65.1% to 67.4% (+2.3%), 7th grade increased from 63.8% to 68.2% (+4.4%), and 8th grade increased from 65.7% to 72.6% (+6.9%).

## **Action Plan Steps**

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

1. ELA teachers will attend a summer meeting in June to create vertical alignment between 6th, 7th, and 8th grade.
2. Social studies teachers will attend a summer meeting in June to create vertical alignment between 6th, 7th, and 8th grade.
3. Social Studies teachers will attend a summer meeting in August to create and refine Common Formative Assessments after receiving vertical alignment information from ELA teachers.

5. Three 17-hour aides will be hired to work with struggling students in the social studies classrooms to support writing goals.
6. Substitutes will be provided to ELA & social studies teachers two times a year in order to provide specific feedback to students on writing goals.
7. iPads will be purchased to replace old iPads for ELA & social studies teachers to support writing instruction.

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

In social studies the action plan was implemented by vertically aligning writing goals between 6th, 7th, and 8th grade as well as creating common rubrics that were similar to English standards-based, vertically aligned rubrics. Social studies also utilized a 17-hour aide to provide support to students, and teachers met two times during the year using substitutes to provide specific feedback to students about their progress on the common formative writing assessments and to use data for reteaching and adjusting instruction.

In English, the action plan was implemented by meeting to vertically align instruction and assessment priorities from 6th-8th grade. English continued to work with social studies teachers to implement common teaching practices, academic vocabulary, and common writing rubrics. English used substitutes as needed to commonly grade assessments and use data to adjust instruction.

All English and Social Studies teachers received new teacher iPads, which were used to model the writing process, provide feedback to students, and evaluate products created by students in class.

A staple of the teachers success at Draper Park Middle School is the teaming philosophy where teachers meet weekly with content-area colleagues to plan common lessons and analyze data. Assisting with this process is the building Achievement Coach and the Assistant Principal who supervises the grade level. Targeted interventions, for students who many need extension or remediation are also discussed during the teaming meetings.

**Expenditures**

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	1. ELA teachers will attend a summer meeting in June to create vertical alignment. (\$2000) 2. Social studies teachers will attend a summer meeting in June to create vertical alignment. (\$2000) 3. Social Studies teachers will attend a summer meeting in August to create and refine Common Formative Assessments after receiving vertical alignment information from ELA teachers. (\$2000) 4. Substitutes for professional development led by ELA and social studies teachers to incorporate writing into all curriculum areas. (\$3000) 5. Three 17-hour aides will be hired to work with struggling teachers in the social studies classrooms to support writing goals. (\$21000) 6. Substitutes will be provided to ELA & social studies teachers two times a year in order to provide specific feedback to students on writing goals. (\$3000)	\$33,000	\$14,739	Three aides for Social Studies (\$12300) Summer curriculum alignment - English (\$1300) Summer curriculum alignment - Social Studies (\$1139)
Equipment (Computer Hardware, Instruments, Furniture) (730)	iPads for teachers	\$5,000	\$12,790	iPads (\$7750) iPad Pencils (\$1300) Headphones (\$3740)
	Total:	\$38,000	\$27,529	

**Funding Changes (and Unplanned Expenditures)**

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

An increase in distribution will be spent on more technology, instructional supplies, and paying teachers for work outside contract hours.

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

With the increased distribution, we purchased additional technology (\$22270)

## 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
- School marquee

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

- School newsletter
- School website
- School marquee

## Summary Posting Date

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A summary of this Final Report was provided to parents and posted on the school website on **2018-10-19**

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
11	0	3	2017-03-16

**No Comments at this time**

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