

Final Report 2016-2017 - Franklin 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 2016 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2016-2017.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2015-2016	\$0	N/A	\$1,241
Distribution for 2016-2017	\$32,576	N/A	\$36,014
Total Available for Expenditure in 2016-2017	\$32,576	N/A	\$37,255
Salaries and Employee Benefits (100 and 200)	\$18,000	\$22,953	\$15,736
Employee Benefits (200)	\$0	\$0	\$7,217
Professional and Technical Services (300)	\$0	\$0	\$0
Repairs and Maintenance (400)	\$0	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0	\$0
Travel (580)	\$0	\$0	\$0
General Supplies (610)	\$0	\$0	\$640
Textbooks (641)	\$0	\$0	\$0
Library Books (644)	\$1,000	\$640	\$0
Periodicals, AV Materials (650-660)	\$0	\$0	\$0
Software (670)	\$13,576	\$12,490	\$12,490
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Total Expenditures	\$32,576	\$36,083	\$36,083
Remaining Funds (Carry-Over to 2017-2018)	\$0	N/A	\$1,172

Goal #1 Goal

The reading goal for the 2015-2016 school year stated that 90% of the 3rd through 6th grade students would increase one reading level in a computer program called Reading Plus. The data showed that 88% of the students made 2.87 years growth in Reading Plus. The grade level break down is as follows: 3rd grade - 100% of the students made an average grade level growth of 1.7 years. 4th grade - 100% of the students made an average grade level growth of 1.9 years. 5th grade - 80% of the students made an average grade level growth of 2.5 years. 6th grade - 71% of the students made an average grade level growth of 1.85 years. See Franklin 2015-2016 Data Attachment. Our focus for the 2016-2017 school year will be to increase reading achievement using the DIBELS and Star Test as our measurement tools. The goals are as follows: 80% of Kindergarten through 2nd grade students will benchmark according to DIBELS, by the End Of Year (EOY) 2017 assessment. 80% of 3rd through 6th grade students will make at least one year's growth on the Star Test, from August 2016 to May 2017.

Academic Areas

- Reading

Measurements

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

Using DIBELS and the Star test reading data, we will be able to measure the progress of our student's reading achievement.

Kindergarten through 6th grade students will be formally assessed three times a year using DIBELS - Beginning of the Year (BOY), Middle of the Year (MOY), and End of the Year (EOY). Those scores will be entered into our school-wide data tracking spreadsheet, as well as mClass and dibels.net.

DIBELS will be used to identify and progress monitor student reading achievement for Kindergarten through 2nd grade students. Students scoring in the intensive category will be progress monitored weekly. Students scoring in the strategic category will be progress monitored every two weeks. This timeline will ensure initial instruction and interventions are meeting the needs of the students. Teachers will use this data to drive reading instruction.

DIBELS Data: See attached chart

The Star test will be used to progress monitor reading achievement for 3rd through 6th grade students on a monthly basis. The data will be entered into our school-wide data tracking spreadsheet. Teachers will use this data to drive reading instruction.

Star Data: See attached chart

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

Our focus for the 2016-2017 school year was to increase reading achievement using DIBELS and the Star Test as our measurement tools. Our goals were as follows: 80% of Kindergarten through 2nd grade students will benchmark according to DIBELS, by the End of Year (EOY) 2017 assessment.

DIBELS

Our Kindergarten data shows the following at the Beginning of Year (BOY) Benchmark:

Well Below Benchmark: 36% or 28 students

Approaching Benchmark: 19% or 15 students

Achieved Benchmark: 8% or 6 students

Well Above Benchmark: 37% or 29 students

Our Kindergarten data shows the following at the Middle of Year (MOY) Benchmark:

Well Below Benchmark: 14% or 11 students

Approaching Benchmark: 22% or 17 students

Achieved Benchmark: 12% or 9 students

Well Above Benchmark: 52% or 40 students

Our Kindergarten data shows the following at the End of Year (EOY) Benchmark:

Well Below Benchmark: 5% or 4 students

Approaching Benchmark: 8% or 6 students

Achieved Benchmark: 33% or 25 students

Well Above Benchmark: 54% or 41 students

87% of the Kindergarten students met or exceeded our goal.

8% of the Kindergarten students were approaching our goal.

Our 1st Grade data shows the following at the Beginning of Year (BOY) Benchmark:

Well Below Benchmark: 17% or 9 students

Approaching Benchmark: 15% or 8 students
Achieved Benchmark: 17% or 9 students
Well Above Benchmark: 51% or 28 students

Our 1st Grade data shows the following at the Middle of Year (MOY) Benchmark:

Well Below Benchmark: 31% or 15 students
Approaching Benchmark: 19% or 9 students
Achieved Benchmark: 29% or 14 students
Well Above Benchmark: 21% or 10 students

Our 1st Grade data shows the following at the End of Year (EOY) Benchmark:

Well Below Benchmark: 26% or 12 students
Approaching Benchmark: 20% or 9 students
Achieved Benchmark: 26% or 12 students
Well Above Benchmark: 28% or 13 students

54% of the 1st Grade students met or exceeded our goal.
20% of the 1st Grade students were approaching our goal.

Our 2nd Grade data shows the following at the Beginning of Year (BOY) Benchmark:

Well Below Benchmark: 29% or 20 students
Approaching Benchmark: 6% or 4 students
Achieved Benchmark: 26% or 18 students
Well Above Benchmark: 39% or 26 students

Our 2nd Grade data shows the following at the Middle of Year (MOY) Benchmark:

Well Below Benchmark: 31% or 21 students
Approaching Benchmark: 1% or 1 student
Achieved Benchmark: 16% or 11 students
Well Above Benchmark: 52% or 34 students

Our 2nd Grade data shows the following at the End of Year (EOY) Benchmark:

Well Below Benchmark: 20% or 12 students
Approaching Benchmark: 12% or 7 students
Achieved Benchmark: 10% or 6 students
Well Above Benchmark: 58% or 35 students

68% of the 2nd Grade students met or exceeded our goal.
12% of the 2nd Grade students were approaching our goal

According to the DIBELS data, 70% of the students in Kindergarten through 2nd Grade met or exceeded our goal.
13% of the students in Kindergarten through 2nd Grade were approaching our goal.

STAR

80% of 3rd through 6th grade students will make at least one year's growth on the Star Test, from August 2016 to May 2017.

Our data shows the percent of students that have made one years growth this year, according to the Star Test:

3rd Grade Teacher A: 70%
The class made an average of .6 months growth.
3rd Grade Teacher B: 81%
The class made an average of 1.3 years growth.
3rd Grade Level Average: 76%
The grade made an average of 1.0 years growth.

NOTE:

47% of the 3rd Grade students met or exceeded our DIBELS goal.
16% of the 3rd Grade students were approaching our goal.

4th Grade Teacher A: 64%
The class made an average of .5 months growth.
4th Grade Teacher B: 84%
The class made an average of .8 months growth.
4th Grade Teacher C: 55%
The class made an average of .7 months growth.
4th Grade Level Average: 68%
The grade made an average of .6 months growth.

NOTE:
51% of the 4th Grade students met or exceeded our DIBELS goal.
17% of the 4th Grade students were approaching our goal.

5th Grade Teacher A: 75%
The class made an average of 1.1 years growth
5th Grade Teacher B: 90%
The class made an average of .9 months growth.
5th Grade Teacher C: 90%
The class made an average of 1.6 years growth.
5th Grade Level Average: 85%
The grade made an average of 1.2 years growth.

NOTE:
61% of the 5th Grade students met or exceeded our DIBELS goal.
25% of the 5th Grade students were approaching our goal.

6th Grade Teacher A: 72%
The class made an average of .2 months growth.
6th Grade Teacher B: 52 %
The class made an average of 0 months growth.
6th Grade Level Average: 62%
The grade made an average of .2 months growth.

NOTE:
76% of the 6th Grade students met or exceeded our DIBELS goal.
9% of the 6th Grade students were approaching our goal.

According to the STAR Test data, 73% of the students in 3rd through 6th Grade made one years growth. Students in 3rd through 6th Grade made an average of .7 months growth.

Action Plan Steps

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

The master schedule includes a 3-hour Literacy block for all students in Kindergarten through 6th grade.

Teachers will teach the identified District Essentials at each grade level, using the district adopted curriculum, targeting what students need to know to be prepared for the state standards.

In order to effectively meet the needs of each student, the art teacher will be hired full-time (she is currently a half-time teacher).

During the 30-minute differentiated instruction block, the students in each grade will be divided into groups, according to student need, based on DIBELS data. One group will go to art for 30 minutes while the other groups receive reading intervention and extensions with the classroom teacher. The teachers will use the, 'I've DIBEL'd, Now What? Next Edition' book. This book is designed to target interventions using the DIBELS Next data. The book has intervention activities for the following:

- Letter Naming Fluency (LNF)
- First Sound Fluency (FSF)
- Phoneme Segmentation Fluency (FSF)
- Nonsense Word Fluency (NWF)
- Oral Reading Fluency (DORF)
- Comprehension, Retell, Daze
- Vocabulary

Splitting the students into groups and having the Art Teacher teach art classes while the teacher is providing differentiated instruction will allow the teacher to focus on the individual reading needs based on the DIBELS data.

This differentiated model is not possible with our current half-time art teacher.

Approximate cost for the .5 FTE Art Teacher is \$18,000.

The teachers will enter their DIBELS and Star data into a school-wide data tracking spreadsheet. The spreadsheet will be shared with the grade-level teachers, the Special Education team, and the administration. The spreadsheet will be used during Friday Professional Learning Communities (PLC) to identify students needing remediation as well as extensions during Tier 2 instruction.

Through school-wide training, data meetings, and weekly Professional Learning Community (PLC) meetings, we will be able to monitor all students and ensure that they are reading at high levels.

We will provide access to computerized intervention/extension programs that allow students to work on their individual academic levels, while teachers pull small groups of students for Tier 2 and Tier 3 instruction (remediation and extension). Approximate cost for the iReady computer software program: \$4376 (\$4376 taken from Land Trust funds & \$4825 taken from Title One funds).

We will continue the monthly Principal Book Challenge. The principal chooses a book every month, promotes the book throughout the month, and then rewards those students that read the book and score 80% on the Accelerated Reader comprehension test. The approximate cost of books is \$1000. These books will be added to our Guided Reading library at the end of each monthly challenge.

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

The plan was implemented as outlined above.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	.5 FTE for Art Teacher	\$18,000	\$22,953	As Described
Library Books (644)	Books for Principal's Monthly Book Challenge	\$1,000	\$640	As Described
Software (670)	iReady Language Arts Computer Software - \$9200 (\$4376 taken from Land Trust funds & \$4824 taken from Title One funds)	\$4,376	\$4,376	As Described

Goal #2

Goal

The math goal for the 2015-2016 school year stated that 95% of the 1st through 6th grade students would show a retention rate of 90% of skills mastered in a computer program called SuccessMaker. Due to unexpected issues with SuccessMaker, an amendment to the plan was submitted, and we began using iReady in October 2015. iReady does not measure retention rates; it measures pass rates. The data showed that the average pass rate for 1st through 6th grade was 70%. The students completed 6,527 lessons in the iReady program, or an average of 960 lessons per grade level. The grade level break down is as follows: 1st grade - 85% pass rate 2nd grade - 71% pass rate 3rd grade - 70% pass rate 4th grade - 74% pass rate 5th grade - 68% pass rate 6th grade - 55% pass rate See Franklin 2015-2016 attachment. Our focus for the 2016-2017 school year will be to increase math achievement using the Franklin End of Year Grade Level Assessment or on the newly created District Interim Assessments as our measurement tools. The goal is as follows: 80% of students in Kindergarten through 6th grade will score 70% or higher on the Franklin End of Year Grade Level Assessment or on the newly created District Interim Assessments (currently being developed for the 2016-2017 school year). 80% of students in Kindergarten through 6th grade will score 70% or higher on the Franklin End of Year Grade Level Assessment or on the newly created District Interim Assessments (currently being developed for the 2016-2017 school year).

Academic Areas

- Mathematics

Measurements

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

Using the data from grade level common assessments, district interim assessments, SAGE assessments, and teacher assessments, we will continue to ensure students are meeting grade level expectations in mathematics.

If a student is not meeting grade level expectations, teachers will refer students to interventions (school and grade level) to address the needed skills. By tracking the data and providing remediation, the students will be prepared for the End of Year Grade Level Assessment or District Interim Assessments.

Math Interim Data: See attached chart

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

Our focus for the 2016-2017 school year was to increase math achievement using the Franklin End of Year Grade Level Assessment or the newly created District Interim Assessments as our measurement tools. Our goal was as follows: 80% of students in Kindergarten through 6th grade will score 70% or higher on the Franklin End of Year Grade Level Assessment or the newly created District Interim Assessments (currently being developed for the 2016-2017 school year).

Our data showed the following averages for Quarters 1, 2, 3, and 4 for Kindergarten through 2nd Grade and Quarters 1, 2, and 3 for 3rd Grade through 6th Grade:

Kindergarten: 82%
 1st Grade: 82%
 2nd Grade: 80%
 3rd Grade: 73%
 4th Grade: 59%

5th Grade: 60%
6th Grade: 68%

The average for Kindergarten through 6th Grade on the district interim assessment was 72%.

Action Plan Steps

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

The master schedule includes a 105 to 120 minute Math block for all students in Kindergarten through 6th Grade.

Teachers will teach the identified District Essentials at each grade level, using the district adopted curriculum, targeting what students need to know to be prepared for the state standards.

The teachers will enter their grade level, district interim, and SAGE assessment data into a school-wide spreadsheet. The spreadsheet will be shared with the grade-level teachers, Special Education team, and the administration. The spreadsheet will be used during Friday PLCs to identify students needing remediation or extension during Tier 2 instruction.

The teachers will enter their grade level re-teaching data from Tier 2 into the school-wide spreadsheet.

Through school-wide training, district training, data meetings, and weekly Professional Learning Community (PLC) meetings, we will be able to monitor all students and ensure that they are meeting grade level expectations in mathematics.

We will provide computerized intervention/extension programs that allow students to work on their individual academic levels, while teachers pull small groups of students for Tier 2 and Tier 3 instruction (remediation and extension). Approximate cost for iReady computer software program: Computerized Software - \$9200.

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

The plan was implemented as outlined above.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Software (670)	iReady Math Computerized Software - \$9200	\$9,200	\$8,114	As Described
	Total:	\$9,200	\$8,114	

Increased Distribution

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

Additional funds will be used to: cover more of the cost for the iReady software, purchase headphones for computerized software programs, purchase math manipulatives (depending on need).

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:

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

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 newsletter
- School website

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2017-10-20**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
8	0	1	2016-04-12

Plan Attachments

Upload Date	Title	Description
2017-10-07	District Math Interim Data 2016-2017	Graph of district math interim data 2016-2017
2017-10-07	DIBELS Data for 2016-2017	Graphs of the 2016-2017 DIBELS Data for Kindergarten - 6th Grade
2017-10-07	iReady Math Data 2016-2017	iReady Math Data for the 2016-2017, by grade and class
2017-10-07	iReady Reading Data 2016-2017	iReady Reading Data for the 2016-2017, by grade and class
2017-10-16	Graph of Star Test Data 2016-2017	Graph of Star Test Data 2016-2017

Please Note

Comments will only be visible for users that have logged in.

Comments

Date	Name	Comment
2016-06-27	Natalie Gordon	Goal #1 I am not sure if you are using trust land funds for incentives, but if so, please be aware of the new incentive rule. The board rule states that student incentives implemented as part of an academic goal in the School LAND Trust Program may not exceed \$2 per awarded student in an academic school year. This rule was passed on May 13, 2016. Karen Rupp
2016-06-28	Catherine Weight	Please make the changes the state has suggested.

BACK