

Final Report 2017-2018 - 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 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	\$1,172
Distribution for 2017-2018	\$44,389	N/A	\$44,115
Total Available for Expenditure in 2017-2018	\$44,389	N/A	\$45,287
Salaries and Employee Benefits (100 and 200)	\$31,900	\$33,193	\$25,067
Employee Benefits (200)	\$0	\$0	\$8,126
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	\$818
Textbooks (641)	\$0	\$0	\$0
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	\$0	\$0
Library Books (644)	\$1,000	\$818	\$0
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$0	\$0	\$10,850
Software (670)	\$4,000	\$4,000	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$7,480	\$6,850	\$0
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
Total Expenditures	\$44,380	\$44,861	\$44,861
Remaining Funds (Carry-Over to 2018-2019)	\$9	N/A	\$426

Goal #1 Goal

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. Our data shows the following at the Beginning (BOY) and Middle of the Year (MOY) Benchmark: Kindergarten Teacher A = 28% Benchmarked at BOY 56% Benchmarked at MOY, Kindergarten Teacher B = 64% Benchmarked at BOY 67% Benchmarked at MOY, Kindergarten Teacher C = 50% Benchmarked at BOY 70% Benchmarked at MOY, 1st Grade Teacher A = 79% Benchmarked at BOY 25% Benchmarked at MOY, 1st Grade Teacher B = 77% Benchmarked at BOY 67% Benchmarked at MOY, 1st Grade Teacher C = 57% Benchmarked at BOY 58% Benchmarked at MOY, 2nd Grade Teacher A = 75% Benchmarked at BOY 81% Benchmarked at MOY, 2nd Grade Teacher B = 68% Benchmarked at BOY 65% Benchmarked at MOY, 2nd Grade Teacher C = 55% Benchmarked at BOY 55% Benchmarked at MOY, *The end of year benchmark will occur the first few weeks of May. 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 year growth this year, according to the Star Test: 3rd Grade Teacher A = 60%, 3rd Grade Teacher B = 62%, 3rd Grade Level Average = 61%, 4th Grade Teacher A = 64%, 4th Grade Teacher B = 84%, 4th Grade Teacher C = 55%, 4th Grade Level Average = 67%, 5th Grade Teacher A = 75%, 5th Grade Teacher B = 76%, 5th Grade Teacher C = 79%, 5th Grade Level Average = 77%, 6th Grade Teacher A = 69%, 6th Grade Teacher B = 52%, 6th Grade Level Average = 61%, Average for 3rd through 6th Grade is

67%. * The end of year Star Test will occur the first few weeks of May. Our focus for the 2017-2018 school year will be to increase reading achievement. We will use DIBELS, the Star Test, and Imagine Learning as our measurement tools. The goal is as follows: 80% of Kindergarten through 6th grade students will benchmark according to the DIBELS End Of Year (EOY) 2018 assessment OR make at least one year's growth on the STAR Test or in Imagine Learning from August 2017 to May 2018.

Academic Areas

- Reading

Measurements

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

Using DIBELS, the Star test, and Imagine Learning reading data, we will be able to measure our students' 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.

DIBELS will be used to identify and progress monitor student reading achievement for Kindergarten through 6th grade students. Students scoring in the intensive category will be progress monitored every two weeks. Students scoring in the strategic category will be progress monitored every four 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.

The Star test will be used to progress monitor reading achievement for 3rd through 6th grade students on a monthly basis.

Imagine Learning will be used to progress monitor reading achievement for Kindergarten through 2nd grade three times a year.

The data will be entered into our school-wide data tracking spreadsheet. Teachers will use this data to drive reading instruction.

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

Our focus for the 2017-2018 school year was to increase reading achievement using DIBELS, the Star Test, and Imagine Learning as our measurement tools. Our goals were as follows:

80% of Kindergarten through 6th-grade students will benchmark according to the DIBELS End of Year (EOY) 2018 assessment OR make at least one-year growth on the STAR Test or in Imagine Learning from August 2017 to May 2018. Our DIBELS data is outlined below.

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

Well Below Benchmark: 62% or 40 students

Approaching Benchmark: 14% or 9 students

Achieved Benchmark: 9% or 6 students

Well Above Benchmark: 15% or 10 students

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

Well Below Benchmark: 16% or 10 students

Approaching Benchmark: 34% or 21 students

Achieved Benchmark: 21% or 13 students
Well Above Benchmark: 29% or 18 students

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

Well Below Benchmark: 8% or 5 students
Approaching Benchmark: 15% or 9 students
Achieved Benchmark: 32% or 19 students
Well Above Benchmark: 45% or 26 students

At MOY:

50% of the Kindergarten students met or exceeded our goal.
34% of the Kindergarten students were approaching our goal.

At EOY:

77% of the Kindergarten students met or exceeded our goal.
15% 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: 25% or 17 students
Approaching Benchmark: 12% or 8 students
Achieved Benchmark: 13% or 9 students
Well Above Benchmark: 50% or 35 students

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

Well Below Benchmark: 29% or 19 students
Approaching Benchmark: 17% or 11 students
Achieved Benchmark: 11% or 7 students
Well Above Benchmark: 43% or 28 students

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

Well Below Benchmark: 27% or 17 students
Approaching Benchmark: 14% or 9 students
Achieved Benchmark: 13% or 8 students
Well Above Benchmark: 46% or 30 students

At MOY:

54% of the 1st Grade students met or exceeded our goal.
17% of the 1st Grade students were approaching our goal.

At EOY:

59% of the 1st Grade students met or exceeded our goal.
14% 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: 42% or 22 students
Approaching Benchmark: 6% or 3 students
Achieved Benchmark: 29% or 15 students
Well Above Benchmark: 23% or 12 students

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

Well Below Benchmark: 31% or 16 students
Approaching Benchmark: 6% or 3 students
Achieved Benchmark: 12% or 6 students
Well Above Benchmark: 51% or 26 students

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

Well Below Benchmark: 23% or 11 students

Approaching Benchmark: 10% or 5 students
Achieved Benchmark: 13% or 6 students
Well Above Benchmark: 54% or 26 students

At MOY:

63% of the 2nd Grade students met or exceeded our goal.
6% of the 2nd Grade students were approaching our goal.

At EOY:

67% of the 2nd Grade students met or exceeded our goal.
10% of the 2nd Grade students were approaching our goal.

Our 3rd Grade data shows the following at the Beginning of Year (BOY) Benchmark:

Well Below Benchmark: 43% or 25 students
Approaching Benchmark: 3% or 2 students
Achieved Benchmark: 22% or 13 students
Well Above Benchmark: 32% or 19 students

Our 3rd Grade data shows the following at the Middle of Year (MOY) Benchmark:

Well Below Benchmark: 36% or 22 students
Approaching Benchmark: 11% or 7 students
Achieved Benchmark: 13% or 8 students
Well Above Benchmark: 40% or 24 students

Our 3rd Grade data shows the following at the End of Year (EOY) Benchmark:

Well Below Benchmark: 27% or 16 students
Approaching Benchmark: 10% or 6 students
Achieved Benchmark: 19% or 11 students
Well Above Benchmark: 44% or 26 students

At MOY:

53% of the 3rd Grade students met or exceeded our goal.
11% of the 3rd Grade students were approaching our goal.

At EOY:

63% of the 3rd Grade students met or exceeded our goal.
10% of the 3rd Grade students were approaching our goal.

Our 4th Grade data shows the following at the Beginning of Year (BOY) Benchmark:

Well Below Benchmark: 53% or 25 students
Approaching Benchmark: 9% or 4 students
Achieved Benchmark: 15% or 7 students
Well Above Benchmark: 23% or 11 students

Our 4th Grade data shows the following at the Middle of Year (MOY) Benchmark:

Well Below Benchmark: 60% or 31 students
Approaching Benchmark: 8% or 4 students
Achieved Benchmark: 13% or 7 students
Well Above Benchmark: 19% or 10 students

Our 4th Grade data shows the following at the End of Year (EOY) Benchmark:

Well Below Benchmark: 46% or 23 students
Approaching Benchmark: 16% or 8 students
Achieved Benchmark: 12% or 6 students
Well Above Benchmark: 26% or 13 students

At MOY:

32% of the 4th Grade students met or exceeded our goal.
8% of the 4th Grade students were approaching our goal.

At EOY:

38% of the 4th Grade students met or exceeded our goal.
16% of the 4th Grade students were approaching our goal.

Our 5th Grade data shows the following at the Beginning of Year (BOY) Benchmark:

Well Below Benchmark: 31% or 18 students
Approaching Benchmark: 29% or 17 students
Achieved Benchmark: 5% or 3 students
Well Above Benchmark: 35% or 21 students

Our 5th Grade data shows the following at the Middle of Year (MOY) Benchmark:

Well Below Benchmark: 27% or 16 students
Approaching Benchmark: 14% or 8 students
Achieved Benchmark: 19% or 11 students
Well Above Benchmark: 40% or 24 students

Our 5th Grade data shows the following at the End of Year (EOY) Benchmark:

Well Below Benchmark: 22% or 12 students
Approaching Benchmark: 18% or 10 students
Achieved Benchmark: 13% or 7 students
Well Above Benchmark: 47% or 26 students

At MOY:

59% of the 5th Grade students met or exceeded our goal.
14% of the 5th Grade students were approaching our goal.

At EOY:

60% of the 5th Grade students met or exceeded our goal.
18% of the 5th Grade students were approaching our goal.

Our 6th Grade data shows the following at the Beginning of Year (BOY) Benchmark:

Well Below Benchmark: 15% or 9 students
Approaching Benchmark: 15% or 9 students
Achieved Benchmark: 33% or 20 students
Well Above Benchmark: 37% or 23 students

Our 6th Grade data shows the following at the Middle of Year (MOY) Benchmark:

Well Below Benchmark: 13% or 8 students
Approaching Benchmark: 22% or 13 students
Achieved Benchmark: 27% or 16 students
Well Above Benchmark: 38% or 23 students

Our 6th Grade data shows the following at the End of Year (EOY) Benchmark:

Well Below Benchmark: 11% or 6 students
Approaching Benchmark: 16% or 9 students
Achieved Benchmark: 26% or 15 students
Well Above Benchmark: 47% or 27 students

At MOY:

65% of the 6th Grade students met or exceeded our goal.
22% of the 6th Grade students were approaching our goal.

At EOY:

73% of the 6th Grade students met or exceeded our goal.

16% of the 6th Grade students were approaching our goal.

The Utah Uniform DIBELS Growth Goal for the 2017-2018 school year was 48% of 3rd-grade students would make typical or better progress on their DIBELS Pathways of Progress (POP). Our DIBELS Pathways of Progress (POP) is outlined below.

Kindergarten - 83% of the students made typical or better progress
1st Grade - 66% of the students made typical or better progress
2nd Grade - 90% of the students made typical or better progress
3rd Grade - 86% of the students made typical or better progress
4th Grade - 66% of the students made typical or better progress
5th Grade - 83% of the students made typical or better progress
6th Grade - 72% of the students made typical or better progress
School Wide Total - 72% of the students made typical or better progress

Franklin Elementary exceeded the Utah Uniform DIBELS Growth Goal for the 2017-2018 school year.

Our STAR data is outlined below.

2nd Grade

Teacher A

22/24 (92%) students made 0.9 months growth or more as of May 2018

Average growth for class: 1.2 years as of May 2018

Teacher B

17/23 (74%) students made 0.9 months growth or more as of May 2018

Average growth for class: 1.0 years as of May 2018

2nd Grade Average - 83%

3rd Grade

Teacher A

15/17 (88%) students made 0.9 months growth or more as of May 2018

Average growth for class: 1.0 years as of May 2018

Teacher B

18/20 (90%) students made 0.9 months growth or more as of May 2018

Average growth for class: 1.6 years as of May 2018

Teacher C

16/20 (80%) students made 0.9 months growth or more as of May 2018

Average growth for class: 1.2 years as of May 2018

3rd Grade Average - 86%

4th Grade

Teacher A

15/24 (63%) students made 0.9 months growth or more as of May 2018

Average growth for class: 0.4 months as of May 2018

Teacher B

13/24 (54%) students made 0.9 months growth or more as of May 2018

Average growth for class: 0.8 months as of May 2018

4th Grade Average - 59%

5th Grade

Teacher A

15/17 (88%) students made 0.9 months growth or more as of May 2018

Average growth for class: 1.2 years as of May 2018

Teacher B

13/20 (65%) students have made 0.6 months growth or more as of May 2018

Average growth for class: 0.9 months as of May 2018

Teacher C

14/18 (78%) students made 0.9 months growth or more as of May 2018

Average growth for class: 1.2 years as of May 2018

5th Grade Average - 77%

6th Grade

Teacher A

13/18 (72%) students made 0.9 months growth or more as of May 2018

Average growth for class: 0.4 months as of May 2018

Teacher B

4/17 (24%) students made 0.9 months growth or more as of May 2018

Average growth for class: 0.4 months as of May 2018

Teacher C

9/19 (47%) students made 0.9 months growth or more as of May 2018

Average growth for class: 0.2 months as of May 2018

6th Grade Average - 48%

2nd Grade - 6th Grade Average - 71%

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 only a .5 FTE teacher. The approximate cost of the art teacher is \$19,500.

During the 30-minute differentiated literacy skills 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 DIBELS resources provided during a training by Sara Wiebke, Utah Board of Education K-3 Reading Specialist. The training explained how to sort students into quadrants based on their assessment data. It also provided resources for lessons in the following areas: Phonemic Awareness, Phonics, Fluency, and Comprehension.

Splitting the students into groups and having the art teacher teach art classes while the classroom 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 without a full-time art teacher.

The teachers will enter their DIBELS, STAR, and Imagine Learning 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 PLC meetings to identify students needing remediation as well as extensions.

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

20 iPads will need to be purchased for student literacy intervention during the day and for the teachers to use in order to benchmark and progress monitor students in DIBELS. The approximate cost is \$7,480.

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	\$19,500	\$20,793	As Described
Library Books (644)	Books for Principal's Monthly Book Challenge	\$1,000	\$818	As Described
Equipment (Computer Hardware, Instruments, Furniture) (730)	20 iPads for student literacy interventions, DIBELS benchmarking and weekly progress monitoring.	\$7,480	\$6,850	As Described
	Total:	\$27,980	\$28,461	

**Goal #2
Goal**

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%, Average for Kindergarten through 6th Grade is 72%. Our focus for the 2017-2018 school year will be to increase math achievement. We will use the district interim assessments, grade level common assessments, and/or computerized math programs as our measurement tools. The goal is as follows: 80% of students in Kindergarten through 6th grade will score 70% or higher on the district interim assessments or grade level common assessments OR make a year's growth in the computerized math programs.

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 (grade level and school) to address the needed skills. By tracking the data and providing remediation, the students will be prepared for the district interims and grade level common assessments.

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

Our focus for the 2017-2018 school year was to increase math achievement using the district interim assessments, grade level common assessments, and/or computerized math programs as our measurement tools. Our goal was as follows:

80% of students in Kindergarten through 6th grade will score 70% or higher on the district interim assessments or grade level common assessments OR make a year growth in the computerized math programs.

Our district math interim 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 91%
- 1st Grade 73%
- 2nd Grade 92%
- 3rd Grade 66%
- 4th Grade 25%
- 5th Grade 36%
- 6th Grade 77%
- Average for Kindergarten through 6th Grade is 85%

Our Moby Max data is shown below.

- Kindergarten - 0.3 months growth
- 1st Grade - 0.6 months growth
- 2nd Grade - 0.6 months growth
- 3rd Grade - 0.5 months growth
- 4th Grade - 0.5 months growth
- 5th Grade - 1.5 years growth
- 6th Grade - 1.0 years growth

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.

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

Through school-wide training, district training, data meetings, and weekly 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 remediation and extension. Approximate cost for computer software programs:

iXL - \$2700

Moby Max - \$1300

We will hire one para-educator that will specifically work with students to remediate and extend (including STEM) math concepts chosen by the teacher.

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)	One paraprofessional to provide remediation and extension (including STEM) math concepts	\$12,400	\$12,400	As Described
Software (670)	iXL & Mobly Max Computerized Software	\$4,000	\$4,000	As Described
	Total:	\$16,400	\$16,400	

Increased Distribution (and Unplanned Expenditures)

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

Additional funds will be used to: purchase headphones for computerized software programs and 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 website
- School marquee

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

- School website
- School marquee

Policy Makers

The school community council has communicated with the following policy makers about the School LAND Trust Program. Communication with Policy makers is encouraged and recommended. It is not required.

State Leaders: Governor: Gary R. Herbert.

U.S. Senators: Orrin Hatch

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2018-10-20**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
9	0	1	2017-03-14
10	0	1	2017-03-14

Plan Attachments

Upload Date	Title	Description
2018-10-18	DIBELS Data for 2017-18	DIBELS Data for 2017-2018
2018-10-18	Imagine Learning Data 2017-2018	Imagine Learning Data 2017-2018
2018-10-18	Star Test Data for 2017-2018	Star Test Data for 2017-2018
2018-10-18	Math Interim Data 2017-2018	Math Interim Data 2017-2018
2018-10-18	Moby Max Data for 2017-2018	Moby Max Data for 2017-2018

No Comments at this time

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