

Final Report 2018-2019 - 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 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	\$0	N/A	\$426
Distribution for 2018-2019	\$43,140	N/A	\$45,843
Total Available for Expenditure in 2018-2019	\$43,140	N/A	\$46,269
Salaries and Employee Benefits (100 and 200)	\$34,140	\$34,266	\$20,993
Employee Benefits (200)	\$0	\$0	\$8,273
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	\$2,239
Textbooks (641)	\$0	\$0	\$0
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	\$0	\$0
Library Books (644)	\$1,000	\$0	\$0
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$0	\$0	\$14,763
Software (670)	\$8,000	\$8,335	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
Total Expenditures	\$43,140	\$42,601	\$46,268
Remaining Funds (Carry-Over to 2019-2020)	\$0	N/A	\$1

Goal #1 Goal

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 DIBELS, by the End of Year (EOY) 2018 assessment, OR make at least one year growth on the STAR Test or in Imagine Learning. Our 2017-2018 Middle of the Year (MOY) data shows the following: 50% of the Kindergarten students met or exceeded our goal. 34% of the Kindergarten students were approaching our goal. 54% of the 1st Grade students met or exceeded our goal. 17% of the 1st Grade students were approaching our goal. 63% of the 2nd Grade students met or exceeded our goal. 6% of the 2nd Grade students were approaching our goal. 53% of the 3rd Grade students met or exceeded our goal. 11% of the 3rd Grade students were approaching our goal. 32% of the 4th Grade students met or exceeded our goal. 8% of the 4th Grade students were approaching our goal. 59% of the 5th Grade students met or exceeded our goal. 14% of the 5th Grade students were approaching our goal. 65% of the 6th Grade students met or exceeded our goal. 22% of the 6th Grade students were approaching our goal. *The end of year benchmark will occur the first few weeks of May. Our Middle of the Year (MOY) data shows the percent of students that have made one year growth this year, according to the Star Test: 2nd Grade Average = 75%, 3rd Grade Average = 88%, 4th Grade Average = 60%, 5th Grade Average = 61%, 6th Grade Average = 62%, Average for 2nd through 6th Grade is 70%. * The end of year Star Test will occur the first few weeks of May. Our Middle of the Year (MOY) data shows the percent of students that have made one year growth this year, according to Imagine Learning: Kindergarten On or Above Grade Level = 79%, 1st Grade On or Above Grade Level = 78%, 2nd Grade On or Above Grade Level = 55%, 3rd Grade On or Above Grade Level = 53% *See attached data reports for more detail. Our focus, for the 2018-2019 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: 70% of Kindergarten through 6th grade students will benchmark according to the DIBELS End Of Year (EOY) 2019 assessment OR make at least one year growth on the STAR Test or in Imagine Learning from August 2018 to May 2019.

Academic Areas

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 in 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.

As the new principal at Franklin Elementary, I am proud to say that the faculty and staff at Franklin worked really hard to achieve their goal of 70% on the EOY DIBELS Assessment and they actually surpassed their goal and were able to get 81% of their students who were proficient. The following before and after measurements are indicative of the hard work that the teachers put in.

Grade Level	MOY	EOY
Kinder	79%	92%
1st	36%	44%
2nd	82%	97%
3rd	77%	74%
4th	77%	91%
5th	71%	76%
6th	76%	92%
Whole School	70%	81%
1st-3rd	70%	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 a .5 FTE art teacher is \$29,000.

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. 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 (Phonemic Awareness, Phonics, Fluency, and Comprehension) 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.

We will purchase the yearly license for Reading Renaissance Accelerated Reader (including the STAR Test) computerized software program. This program will allow students to work on their individual academic reading levels while teachers pull small groups of students for remediation and extension. The approximate cost of the computer software is \$5,500.

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 for the school year 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.

In order to implement the action plan to help Franklin achieve their reading goal, the following steps occurred.

1. The art teacher's contract was increased from a .5 FTE to a 1.0 FTE. This allowed teachers to implement a differentiated instruction model that focused on meeting individual student needs, identified through DIBLES data, through a 30 minute extension/remediation block of time.
2. A yearly license to the Reading Renaissance Accelerated Reader software program was purchased. This included the STAR test which allowed teachers to track individual student data. AR fostered individual student growth through a computerized software program the focused on individual student needs.
3. Through the Principal's Book Challenge, the previous administrator fostered a love of learning, as well as literacy skill building through monthly reading challenges and rewards.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	.5 FTE for Art Teacher	\$29,000	\$29,266	As Described
Library Books (644)	Books for Principal's Monthly Book Challenge	\$1,000	\$0	A different account was used for the Principal's Challenge.
Software (670)	Computer Program - Reading Renaissance Accelerated Reader & Start Test	\$5,100	\$5,435	As Described
	Total:	\$35,100	\$34,701	

Goal #2 Goal

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 years growth in the computerized math programs. Our data showed the following averages for Quarters 1, 2, 3, and 4 (TBA) for Kindergarten through 2nd Grade and Quarters 1, 2, and 3 for 3rd Grade through 6th Grade: Kindergarten Average = 90%, 1st Grade Average = 75%, 2nd Grade Average = 84%, 3rd Grade Average = 73%, 4th Grade Average = 54%, 5th Grade Average = 56%, 6th Grade Average = 77%, Average for Kindergarten through 6th Grade is 73%. Our data showed the following averages for Moby Max, the computerized math program, for Kindergarten through 6th from September 2017 to February 2018 as follows: Kindergarten Average = 0.4 months growth, 1st Grade Average = 0.4 months growth, 2nd Grade Average = 0.5 months growth, 3rd Grade Average = 0.6 months growth, 4th Grade Average = 0.3 months growth, 5th Grade Average = 1 year growth, 6th Grade Average = 0.7 months growth, School-Wide Average Growth = 0.6 months *See attached data reports for more detail. Our focus, for the 2018-2019 school year, will be to increase math achievement. We will use the district interim assessments, grade level common assessments, and/or a computerized math program 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 years growth in the computerized math program.

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.

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

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

Franklin Elementary used a number of measurements for student success which included common formative assessments, the RISE assessment, and district interim assessments. Using the goal that 80% of kinder-6th grade students at Franklin would score 70% or higher on district interim assessments, Franklin students improved their academic performance through effective interventions.

	Quarter 1 Proficiency	Last Quarter Proficiency	Quarter 1 70% or higher	Last Quarter 70% or higher
K	87%	89%	81%	91%
1	84%	79%	89%	79%
2	95%	96%	100%	100%
3	63%	84%	43%	83%
4	75%	76%	65%	62%
5	67%	56%	55%	39%
6	71%	88%	65%	90%

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 a computerized intervention/extension program that will allow students to work on their individual academic levels while teachers pull small groups of students for remediation and extension. The approximate cost of the computer software, iXL Math, is \$2,900.

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

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

Franklin Elementary was able to implement the action plan for their math goal by doing the following:

1. Franklin established an instructional schedule that provided 105 to 120 minutes, depending on the grade level, for math instruction.
2. Student data was collected and then tracked using a school wide spreadsheet. This spreadsheet was used during weekly school wide PLC's to drive instruction.
3. A computerized Math program was purchased, iXL, to help student on an individualized learning level.
4. A part time para-educator was hired to help provide remediation/enrichment activities to students.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	One paraprofessional to provide remediation and extension math (including STEM) concepts	\$5,140	\$5,000	As described.
Software (670)	Computerized Program - iXL Math	\$2,900	\$2,900	As described
	Total:	\$8,040	\$7,900	

Funding Changes (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 support goals 1 and 2 in the following ways, depending on need: Goal #1 *Purchase headphones for computerized software programs *Purchase additional books for the Principal Book Challenge Goal #2 *Extend the hours of the Para-Educator *Purchase headphones for computerized software programs *Purchase math manipulatives

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

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

- School assembly
- School newsletter
- School website

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2019-10-19**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
10	0	1	2018-03-27

Plan Attachments

Upload Date	Title	Description
2018-03-31	DIBELS Data for 2017-18	DIBELS Data for 2017-18
2018-03-31	Star Test Data for 2017-18	Star Test Data for 2017-18
2018-03-31	Imagine Learning Data for 2017-18	Imagine Learning Data for 2017-18
2018-03-31	Math Interim Data for 2017-18	Math Interim Data for 2017-18
2018-03-31	Moby Max Math Data for 2017-18	Moby Max Math Data for 2017-18

No Comments at this time

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