

Freedom EL Final Report 2012-2013

Financial Proposal and Report - This report is automatically generated from the School Plan entered in the spring of 2012 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2012-2013.

Available Funds	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2011 - 2012	\$3,068	\$2,325
Distribution for 2012 - 2013	\$30,674	\$35,550
Total Available for Expenditure in 2012 - 2013	\$33,742	\$37,875
Salaries and Employee Benefits (100 and 200)	\$24,000	\$26,492
Professional and Technical Services (300)	\$0	\$0
Repairs and Maintenance (400)	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0
Travel (580)	\$0	\$0
General Supplies (610)	\$2,000	\$306
Textbooks (641)	\$0	\$0
Library Books (644)	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0
Software (670)	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$7,000	\$8,684
Total Expenditures	\$33,000	\$35,482
Remaining Funds (Carry-Over to 2013 - 2014)	\$742	\$2,393

ITEM A - Report on Goals

Goal #1

In 2012-13 we will continue our focus on differentiating instruction in reading and math. We will allocate our resources to support individualized and small group instruction, at our students' ability levels, which will allow us to meet students at their point of need (whether struggling, advanced, or in between).

Our primary goal is that 80% of our students school wide score at or above benchmark in reading and math by the end of the year, as measured by DIBELS and our common assessment for math. Our secondary goal is for those students scoring below benchmark to decrease the gap between beginning and end of the year scores, by 50%.

The school will pay for supplemental aide time, as well as substitute teachers, to support teachers in differentiated instruction in reading and math and PLC time. In addition, we will purchase technology (e.g. interactive whiteboards, student response systems, etc.) to support differentiated instruction in the classroom.

Identified academic area(s).

Mathematics

Reading

This was the action plan.

Students will be targeted using data gathered through common assessments in reading and math (such as DIBELS, MBSP and other curriculum-based assessments). These assessments will be used to screen and progress monitor students on a regular, ongoing basis, in order to design effective interventions, adjust instructional groupings and measure student growth in identified areas.

In reading, students scoring at the intensive or strategic range of the DIBELS assessment will receive "Tier III" interventions in addition to whole group and differentiated instruction in their classrooms. DIBELS data will also be analyzed to determine individual and overall student growth and adjust whole group and small group reading instruction, as needed.

As a part of our total school improvement initiative, teachers will be involved in professional development through their PLC meetings and faculty trainings. We have developed a coaching model to ensure that teachers have the support and skills needed to effectively implement the core curriculum in their classrooms. These plans include ongoing training on topics related to reading and math instruction, side-by-side coaching from our math and reading specialists, along with opportunities for teachers to observe other teachers as they model effective methods in their classrooms.

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

Students were targeted using data gathered through common assessments in reading and math (such as DIBELS, MBSP and other curriculum-based assessments). These assessments were used to screen and progress monitor students on a regular, ongoing basis, enabling us to design effective interventions, adjust instructional groupings and measure student growth in identified areas.

In reading, students scoring at the intensive or strategic range of the DIBELS assessment received "Tier III" interventions in addition to whole group and differentiated instruction in their classrooms. DIBELS data was also analyzed, which enabled us to determine individual and overall student growth and adjust whole group and small group reading instruction, as needed.

As a part of our total school improvement initiative, teachers were involved in professional development through their

PLC meetings and faculty trainings. Teachers also received coaching, on an as-needed basis, to ensure that they had the support and skills needed to effectively implement the core curriculum in their classrooms. These plans included ongoing training on topics related to reading and math instruction, side-by-side coaching from our math and reading specialists, along with opportunities for teachers to observe other teachers as they modeled effective methods in their classrooms.

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

As stated above, our primary goal is that 80% of our students school wide score at or above benchmark in reading and math by the end of the year, as measured by DIBELS and our common assessment for math. Our secondary goal is for those students scoring below benchmark to decrease the gap between beginning and end of the year scores, by 50%.

The beginning and ending specific quantifiable measurements for progress on our target students will be DIBELS data and common assessments in math (may include, but not be limited to MBSP and other curriculum-based assessments).

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

Our primary goal was that 80% of our students school-wide score at or above benchmark in reading and math by the end of the year, as measured by DIBELS and our common assessment for math. 87% of our students were reading on grade level at year end, as measured by DIBELS. Our students fell short on their math goal with 75% of students K-3 scoring at grade level and 44% of our 4-6 students scoring on grade level at year end, as measured by our school-level common assessments in math. Overall 62% of our students scored at grade level in math at year end.

Our secondary goal was for those students scoring below benchmark to decrease the gap between beginning and end of the year scores, by 50%. Students not on grade level in reading at the end of the year achieved an average growth rate of 344% from beginning to end of the year, as measured by DIBELS. Our students fell short on our secondary math goal with 69% of students achieving a growth rate at, or above, 50% at the end of the year, as measured by our school-level common assessments in math.

As we have looked at the math data, and compared it to the overall score students in grades 3-6 achieved on the math portion of last year's CRT (students scored at 79% on CRT Math), we realized our school-level common assessments in grades 4-6 had very poor correlation with CRT results and will need to be adjusted in next year's plan. However, it is encouraging to note our student CRT scores in math have increased 8 percentile points in the past three years.

The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:

Amount	Category	Description
24000	Salaries and Employee Benefits (100 and 200)	Multiple aides assisting with math and reading instruction and substitutes for teacher PLC time.
2000	General Supplies (610)	Purchase of FAME curriculum materials to support substitutes during PLC time.
7000	Equipment (Computer Hardware, Instruments, Furniture) (730)	Purchase of SMART Boards or other technology to assist in math and reading instruction.

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.

\$26492 Salaries and Employee Benefits

Expended on multiple aides who assisted with math and reading instruction, as well as on substitutes for teacher PLC time

\$306 General Supplies

Expended on costs associated with DIBELS assessments

\$8684 Equipment-Computer Hardware

Expended on the purchase of SMART Boards

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

If we receive an increased distribution of funds we will allocate them toward the purchase of technology or additional aide hours to support differentiated instruction in reading and math.

The distribution was about 14% more than the estimate in the school plan. Please explain how the additional money was spent, if it was spent for items other than expenditures described in the approved goals above. If all expenditures were spent for items in the goals, please enter "Not applicable."

The increased distribution of funds we received was allocated toward the purchase of additional aide hours to support differentiated instruction in reading and math.

ITEM D - The school plan was advertised to the community in the following way(s):

- School newsletter
- School website

ITEM E - Please select from the pull down menus the names of policymakers the council has communicated with about the School LAND Trust Program. To choose more than one name on a list, use CTRL while selecting. To unhighlight a selected name, choose another name or use CTRL and select it.

State Leaders

U.S. Senators

State Senators

U.S. Representatives

State Representatives

District School Board

Sharilyn Gerber

Jon Ritchie

State School Board

Douglas R. Hurst

Dean Oborn

Scott Hansen

Brent Richardson

Rick Favero

ITEM F - The State Board Rule requires reporting of the dates when local boards approved the other plans school community councils are responsible for. Please enter the most recent approval date for each plan listed. These approval dates are for plans being implemented in the 2013-2014 school year and require a 2013 approval date.

2013 - 2014 School Plans

School Improvement Plan
(required for all schools)

05/01/2013

Professional Development Plan
(required for all schools)

05/01/2013

Reading Achievement Plan
(required for all schools with K-3 grades)

05/01/2013

Note for Charter Schools: Charter Schools are only required to have a Reading Achievement Plan, if they receive funding for the program. The other plans are not required.

ITEM G - A summary of this Final Report must be provided to parents and posted on the school website by November 15th of the 2013. When was this task completed?

Not required for Charter Schools.

11/15/2013