

Mill Creek 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	\$3,650	\$3,828
Distribution for 2012 - 2013	\$17,505	\$19,898
Total Available for Expenditure in 2012 - 2013	\$21,155	\$23,726
Salaries and Employee Benefits (100 and 200)	\$15,655	\$19,460
Professional and Technical Services (300)	\$2,500	\$1,000
Repairs and Maintenance (400)	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$1,500	\$0
Travel (580)	\$0	\$0
General Supplies (610)	\$0	\$0
Textbooks (641)	\$1,500	\$1,500
Library Books (644)	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0
Software (670)	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0
Total Expenditures	\$21,155	\$21,960
Remaining Funds (Carry-Over to 2013 - 2014)	\$0	\$1,766

ITEM A - Report on Goals

Goal #1

Improve academic proficiency in Literacy

Mill Creek received an overall Language Arts proficiency rating of 70% in grades 3-6 according to the Annual Adequate Yearly Progress Report or AYP for 2011. Our school goal is to increase Language Arts proficiency levels by 3% as measured by the Criterion Reference Testing or CRT summative assessment as needed to continue to achieve AYP.

Identified academic area(s).

Reading

This was the action plan.

- Baseline data will be collected to determine proficiency levels.
- Teacher Teaming/Collaboration will occur monthly to evaluate formative assessment data.
- Fluidity with student grouping based on formative assessment data, changing periodically.
- Paraprofessionals will work under the direction of the classroom teacher and/or reading coach for small group instruction or one on one with individual students to increase proficiency.
- Paraprofessionals organize and assist teachers in Dibels benchmark and progress monitor students for reading levels.
- Paraprofessionals will organize, schedule, provide training and monitor our volunteer reading program which serves students from all grade levels who are struggling with reading.
- Resource team will work with both teachers and reading coaches to support classroom success for students with IEP or who are far below proficiency levels.
- After school tutoring, enrichment programs, community nights, teacher professional development and collaboration will be funded to provide additional support for students who may not reach proficiency levels by end of year testing. Tutoring students who are not achieving benchmarks throughout the year will support their success at the end of level testing. Enrichment programs and community involvement will help to increase student success by providing new learning opportunities. Teacher collaboration provides
- Additional resources to support the Language Arts program to be purchased as needed which could include textbooks, technology enhancements and library books.
- Provide substitute teachers as needed for professional development and support during SEP conferences to increase student achievement by continuing educational opportunities for teachers.

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

Dibels testing was completed on students three times during the year. The first test was completed at the beginning of the year, giving the baseline data for use during the remainder of the year.

Teachers met formally for collaboration during regularly scheduled times throughout the year, reviewing student data and formulating plans to increase student achievement. Teachers reported meeting informally with their colleagues many time throughout the year to review student data. During these informal and formal meetings, teachers reviewed data to determine student achievement and adjust small group instruction for students. Paraprofessionals were used to support small group instruction, receiving directions from the classroom teacher with support from the Literacy Specialist. Paraprofessionals participated in Dibels testing throughout the year.

Paraprofessional organized, scheduled and provided training for the adult and student volunteers throughout the year. These volunteers worked with students on all grade levels to increase student literacy by reading with students, one on one or in small group settings.

Special Education teacher supported student achievement by using small group instruction within the classroom and during pull-out session in the resource room. Paraeducators, under the direction of the SPED teacher, provided small group and one on one instruction for students with an IEP.

Several teachers provided before and after school tutoring for struggling students. Teachers also supported students by providing additional enrichment programs such as Debate, Community Problem Solving and Future Problem Solving Scenario Writing to increase student achievement.

Substitute teachers were provided for teachers to attend professional development and support during SEP conferences.

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

We will progress monitor using Dibels Next K-6th grades and Acuity Language Arts 3-6th grades. Baseline data will be collected at the beginning of the year to determine student's proficiency levels. Benchmark data will be analyzed throughout the year to determine student progress and needs. Classroom assessments will also be utilized throughout the year to determine student progress as per teacher discretion.

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

Dibels Scores 2012-2013

	Begin (%)	End (%)	+/- (%)
Grade: K	53	50	-3%
1st	41	49	+8%
2nd	58	52	-6%
3rd	60	61	+1%
4th	38	39	+1%
5th	53	70	+17%
6th	66	70	+4%
Overall percentage			+22%

Acuity Universal Screener 2012-2013

	Beginning of Year %	End of Year%	+/- %
Grade: 3rd	11%	26%	+15%
4th	7%	12%	+5%
5th	19%	38%	+19%
6th	19%	39%	+20%
Overall percentage			+14.75%

Criterion Reference Test: Language Arts

	2012	2013	+/- %
Grade: 3rd	50	69.1	+19.1%
4th	65.3	56.1	-9.2%
5th	59.3	70.8	+11.5%
6th	72.9	70	-2.9%
Overall percentage			+19%

Mill Creek students showed an overall growth in the area of Language Arts demonstrated by the results from Dibels, Acuity and CRT's testing data. We attribute this overall growth to the use of Tier 1 Whole Group instruction and Tier 2 and Tier 3 Small Group instruction. The classroom teacher, para educators and literacy specialist worked collaboratively to identify Tier 2 and Tier 3 students who needed interventions with either small group instruction or one on one intervention. This Tier 2 and 3 interventions provided the needed support for student success. Classroom teachers were supported by the literacy Specialist in providing effective whole group instruction and data review from small group interventions. Data was regularly review by teachers, Para educators, and literacy specialist to determine the success of the intervention which helped to increase student achievement.

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

Amount	Category	Description
11741	Salaries and Employee Benefits (100 and 200)	3 aides assisting with reading instruction under the direction of the classroom teacher.

2500	Professional and Technical Services (300)	independent contractor story teller who teaches oral fluency using Improv Theater and writing through story telling.
1000	Other Purchased Services (Admission and Printing) (500)	printing needs for decodable books for use with students; field trips to extend the learning environment and enhance learning opportunities.
950	Textbooks (641)	Guided practice books and Leveled readers to support classroom instruction and tutoring

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

Amount	Cat	description
\$11,741.00	100/200	Employee hourly: benefits calculated but not used - ineligible for benefits
\$1000	300	Story Teller
\$0	500	\$1000 allocated but not used- field trips and printing.
\$1500	641	Guided Practice books purchased

Goal #2

Improve academic proficiency in Mathematics

Mill Creek received an overall Mathematics proficiency rating of 71% in grades 3-6 according to the Annual Adequate Yearly Progress Report or AYP for 2011. Our school goal is to increase Math proficiency levels by 3% as measured by the Criterion Reference Testing or CRT summative assessment as needed to continue to achieve AYP.

Identified academic area(s).

Mathematics

This was the action plan.

- Baseline data will be collected to determine proficiency levels.
- Teacher Teaming/Collaboration will occur monthly to evaluate formative assessment data.
- Fluidity with student grouping based on formative assessment data, changing periodically.
- After school tutoring, enrichment programs, community nights, teacher professional development and collaboration will be funded to provide additional support for students who may not reach proficiency levels by end of year testing. Tutoring students who are not achieving benchmarks throughout the year will support their success at the end of level testing. Enrichment programs and community involvement will help to increase student success by providing new learning opportunities. Teacher collaboration provides
- Paraprofessionals will work under the direction of the classroom teacher for small group instruction or one on one with individual students to increase proficiency.
- Paraprofessionals will organize, schedule, provide training and monitor our volunteer reading and math program which serves students from all grade levels who are struggling with reading and math.
- Resource team will work with teachers to support students with an IEP or who are far below benchmark levels for instructional interventions.
- Additional resources to support the Math program to be purchased as needed which could include textbooks, technology enhancements and library books.
- Provide substitute teachers as needed for professional development and support during SEP conferences to increase student achievement by continuing educational opportunities for teachers.

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

Acuity Universal Screener was completed on students three times during the year. This data was helpful in the predictive outcome of the Criterion Reference Test administered at the end of the year for third through sixth grade students. Teachers also accessed the Pre/Post quarterly benchmark data to provide direction for Tier 1 Whole Group instruction and Tier 2 & 3 Small Group instruction for struggling learners. Teachers met formally for collaboration during regularly scheduled times throughout the year, reviewing student data and formulating plans to increase student achievement. Teachers reported meeting informally with their colleagues many times throughout the year to review student data. During these informal and formal meetings, teachers reviewed data to determine student achievement and adjust small group instruction for students. Paraprofessionals were used to support small group instruction, receiving directions from the classroom teacher. Paraprofessional organized, scheduled and provided training for the adult and student volunteers throughout the year. These volunteers worked with students on all grade levels to increase student literacy by reading with students, one on one or in small group settings. This support helped students to be able to read story problems in Math. Special Education teacher supported student achievement by using small group instruction within the classroom and during pull-out session in the resource room. Para educators, under the direction of the SPED teacher, provided small group and one on one instruction for students with an IEP. Several teachers provided before and after school math tutoring for struggling students. Teachers also supported students by providing an additional enrichment program called Math Olympiads to increase student achievement. Substitute teachers were provided for teachers to attend professional development and support during SEP conferences.

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

We will use Acuity Mathematics K-6th grades benchmark pre/post test data. Benchmark data will be analyzed throughout the year to determine student progress and needs. Classroom assessments will also be utilized throughout the year to determine student progress and needs as per teacher discretion.

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

Acuity Universal Screener Math 2012-2013

	Beginning of Year %	End of Year%	+/- %
Grade:	1st 28%	75%	+47%
	2nd 42%	64%	+22%
	3rd 38%	52%	+14%
	4th 28%	45%	+17%
	5th 41%	56%	+15%
	6th 32%	51%	+19%
	Overall average percentage		+22%

Criterion Reference Test: Math

	2012	2013	+/- %
Grade:	3rd 38.9	73.5	+34.6%
	4th 67.4	58.5	-8.8%
	5th 57.6	77.1	+19.5%
	6th 81.3	68.0	-13.3%
	Overall percentage		+32%

Mill Creek students showed an overall growth in the area of Math demonstrated by the results from Acuity and CRT's testing data. Last year was the first year of implementing a new District wide math program called Go Math. We attribute this overall growth to the use of Tier 1 Whole Group instruction and Tier 2 and Tier 3 Small Group instruction. The classroom teacher and teacher teams worked collaboratively to identify Tier 2 and Tier 3 students who needed interventions with either small group instruction or one on one intervention. This Tier 2 and 3 interventions provided the needed support for student success. Classroom teachers were supported by attending Go Math training provided by the District and by a classroom teacher with experience with Go Math to increase effectiveness of whole group instruction and data review from small group interventions. Data was regularly review by teachers, teacher teams and Para educators, to determine the success of the intervention which helped to increase student achievement.

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

Amount	Category	Description
3914	Salaries and Employee Benefits (100 and 200)	1 classroom aide to support as needed in math under the direction of the classroom teacher.
500	Other Purchased Services (Admission and Printing) (500)	Additional printing for new Go Math! series as needed.
550	Textbooks (641)	books to support new math series.

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

Amount	Category	Description
\$3914	100/200	Employee hourly: benefits calculated but not used - ineligible for benefits
\$0	500	\$500 allocated but not used- field trips and printing.
\$0	641	\$550 allocated but books not purchased

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

Any additional funding will be applied toward salaries for classroom aides that will be guided by the classroom teacher, tutoring by classroom teachers, fieldtrips, textbooks for Imagine It! and Go 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."

Additional funds were applied toward para educators working with students under the direction of the classroom teacher.

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

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

Connie Anderson

State School Board

ITEM E - 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)

05/07/2013

Professional Development Plan
(required for all schools)

05/07/2013

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

05/07/2013

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 F - 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