



**Catalyst for Change Grant Final Report Form**

**Due electronically by June 1, 2021**

**Contact Information:**

Name:	Carrie Wells
School:	Wiles Elementary School

**Basic Project Information:**

Project Title:	Empowering Student Voices	
Grade level(s) addressed:	2nd	
What priority area(s) did your project address?	<input type="checkbox"/> Career/Technical Education <input type="checkbox"/> Increasing Graduation Rates <input checked="" type="checkbox"/> Literacy <input checked="" type="checkbox"/> STEM Education <input checked="" type="checkbox"/> Teaching Quality/Improving Classroom Instruction	<input checked="" type="checkbox"/> Low-Performing Students(Those students in subgroups for whom persistent achievement gaps exist, OR those students previously scoring below level 3 on statewide assessments)
Actual Number of Primary Participants, both students and teachers: <i>(Primary participants are those directly benefiting and/or receiving direct services from program activities.)</i>	_19_ Students _1_ Teacher	
Actual Number of Secondary Participants, if any, both students and teachers: <i>(Secondary participants benefit indirectly from program services, for example, in a teacher training program, the teacher is the primary participant and the students are secondary participants)</i>	_18_ Students _1_ Teacher I share resources with the other Digital Academy 2nd grade teacher at Wiles.	
Have substantial changes been made to the original plan/goal of the project? If so, please describe them here. (This can include changes due to COVID-19.)	The only change was that on March 1st, I moved from teaching completely digitally to teaching a HyFlex class. I teach 19 of my original 26 students. Eight students are learning digitally still, eleven students are in the classroom at Wiles with me.	

Project Summary <i>(Summarize your grant project and what was accomplished in 1,000 words or less.)</i>	
<p>“Empowering Student Voices” aims to foster a positive learning environment that encourages students of diverse backgrounds to become more dynamic readers and writers. Through exposure to whole group and small group standards-based instruction using high-quality children’s literature written by authors from different backgrounds, students will learn to find their own voices. Students will be exposed to a variety of fiction and nonfiction topics, including Science, Technology, Engineering, Art, and Math (STEAM) to inspire exploration of new ideas and ways of thinking. Storytelling styles will be modeled by the classroom teacher, and children will have the opportunity to experiment with different ways of sharing stories – through spoken words, written words, and illustrations. Success was measured through monthly computer-based reading assessments (ISIP), quarterly district-wide reading assessments (AIMS), and quarterly writing assessments.</p> <p>Implementation followed the original plan for this project, and students were exposed to a wide array of topics through children’s literature that taught all areas of STEAM in addition to inclusivity, equity, and acceptance. Test scores in the areas of reading and writing throughout the school year indicate tremendous growth amongst all students, particularly the lowest quartile.</p>	

**Project Outcomes, Outputs & results**

**Outcome Measures**

For EACH district goal area your project addressed, describe the following:
<p>What were the OUTCOMES (<i>change/improvement in knowledge, behavior, skills, scores, etc.</i>) of your project and how were they measured? (<i>If you are using state standardized testing scores to measure outcomes, and these scores will not be available until after the June 30, 2021 report deadline, please indicate here and provide a date the scores will be available and sent to the Education Foundation.</i>)</p>
<p><b>The data below reflects the impact on the lowest quartile in my class. This was my targeted group in terms of goals, but all students in my class benefited from participate in this project.</b></p> <p><b>Quarterly AIMS test results</b> - The Alachua Instructional Monitoring System (AIMS) is a quarterly test that evaluates a student's performance on the Florida Standards that were covered in the curriculum during that marking period.</p> <p>Measurable outcome - 80% of students who are working below grade level will receive at least a 60% on the 3rd quarter Reading AIMS, which places them in the Meets Expectations range.</p> <ul style="list-style-type: none"> <li>● Student #1 (Female; Asian; ESOL student with Limited English Proficiency) <ul style="list-style-type: none"> <li>○ 1st Quarter: 61%</li> <li>○ 2nd Quarter: 60%</li> <li>○ 3rd Quarter: 37%</li> </ul> </li> <li>● Student #2: (Male; Black) <ul style="list-style-type: none"> <li>○ 1st Quarter: 28%</li> <li>○ 2nd Quarter: 33%</li> <li>○ 3rd Quarter: 48%</li> </ul> </li> <li>● Student #3: (Male; Black)</li> </ul>

- 1st Quarter: 61%
- 2nd Quarter: 53%
- 3rd Quarter: 84%
- Student #4: (Male, biracial)
  - 1st Quarter: 56%
  - 2nd Quarter: 80%
  - 3rd Quarter: 79%
- Student #5: (Male; Black; 504 Plan for ADHD diagnosis)
  - 1st Quarter: 56%
  - 2nd Quarter: 100%
  - 3rd Quarter: 84%

**Quarterly writing assessments** - These quarterly writing assessments are scored using a Florida Standards Assessment (FSA) writing rubric. The students receive a score out of 10 that indicates their performance on the specific writing prompt provided to them. Because I am teaching virtually, the students will submit their work via Canvas.

Measurable outcome - 80% of students who are working below grade level will receive at least a 6 of 10 on their 3rd quarter Writing assessment.

- Student #1 (Female; Asian; ESOL student with Limited English Proficiency)
  - 1st Quarter: 5
  - 2nd Quarter: 4
  - 3rd Quarter: 3
- Student #2: (Male; Black)
  - 1st Quarter: 6
  - 2nd Quarter: 7
  - 3rd Quarter: 5
- Student #3: (Male; Black)
  - 1st Quarter: 4
  - 2nd Quarter: 3
  - 3rd Quarter: 4
- Student #4: (Male, biracial)
  - 1st Quarter: 5
  - 2nd Quarter: 5
  - 3rd Quarter: 8
- Student #5: (Male; Black; 504 Plan for ADHD diagnosis)
  - 1st Quarter: 5
  - 2nd Quarter: 4
  - 3rd Quarter: 8

\*1st Quarter prompt was Narrative

\*2nd Quarter prompt was Informative

\*3rd Quarter prompt was Opinion

**Monthly ISIP reading results** - The Istation's Indicators of Progress (ISIP) is a monthly online reading assessment that measures fluency, phonics, spelling, comprehension, and vocabulary. Numeric scores

are given based on a student's performance, and those numbers are placed on a leveled scale from 1 - 5. Levels 1 (red) and 2 (yellow) indicate that a student is below grade level.

Measurable outcome - 80% of students who are working below grade level as indicated by the September Reading ISIP will move up one level on the Reading ISIP during the month of June (e.g. students on Level 1 will move to Level 2; students on Level 2 will move to Level 3).

- Student #1 (Female; Asian; ESOL student with Limited English Proficiency)
  - Overall ISIP score in September: 187 - Level 1
  - Overall ISIP score in June: 203 - Level 1
- Student #2: (Male; Black)
  - Overall ISIP score in September: 216 - Level 2
  - Overall ISIP score in June: 238 - Level 3
- Student #3: (Male; Black)
  - Overall ISIP score in September: 216 - Level 2
  - Overall ISIP score in June: 229 - Level 3
- Student #4: (Male, biracial)
  - Overall ISIP score in September: 220 - Level 2
  - Overall ISIP score in June: 238 - Level 3
- Student #5: (Male; Black; 504 Plan for ADHD diagnosis)
  - Overall ISIP score in September: 227 - Level 3
  - Overall ISIP score in June: 250 - Level 4

What were the OUTPUTS (*products of your activities, such as number/value of supplies distributed, number of grants awarded, number of participants, number of trainings offered, newsletter and other marketing items sent out etc.*) of your project and how were they measured?

Of the original 26 students, 19 students completed all activities related to this grant. As indicated above, this project had a positive impact in all areas of instruction for the lowest quartile, but the same trends were present within the performance of all students according to the data below:

### **iStation's Indicators of Progress Data for the 2020-2021 School Year for All Students**

#### **2nd Grade Reading Scores**

September 2020 class average: 232

June 2021 class average: 249

\*A score of 247 is equivalent to passing the 3rd grade FSA

Extensive growth has been made in the areas of Vocabulary and Spelling as indicated by the individual ISIP Reading Domains.

Growth in Vocabulary as indicated by the ISIP (classwide averages):

- September 2020: 234
- June 2021: 264

Growth in Spelling as indicated by the ISIP (classwide averages):

- September 2020: 227
- June 2021: 246

Average Lexile for passages presented to students during ISIP:

- September 2020: 360L (early 2nd grade reading level)
- June 2021: 615L (mid 3rd grade reading level)

### **Quarterly AIMS scores for Reading**

- 1st Quarter Class Average: 65%
- 2nd Quarter Class Average: 80%
- 3rd Quarter Class Average: 79%

**Quarterly Writing Assessment Scores**

- 1st Quarter Class Average: 6.3/10
- 2nd Quarter Class Average: 6.5/10
- 3rd Quarter Class Average: 7/10

\*1st Quarter prompt was Narrative  
 \*2nd Quarter prompt was Informative  
 \*3rd Quarter prompt was Opinion

- For additional data and photographs, visit this [Slideshow Presentation](#)

Please Share a story that illustrates how your program made a concrete and sustainable difference in the life of your beneficiaries

**“I overheard my son talking to his dad a little while ago about how one of the kids had said ‘boys can’t have long hair’ and he was explaining his feelings about this. ‘Boys can have long hair. Boys can wear skirts. Look at the Scottish! Girls can like red and boys can like pink.’ And he was so sweet about how it’s okay that some people have these opinions, but they may change their minds over time. All I kept thinking was, ‘Oh, if Mrs. Wells could hear him now!’ That’s all I heard the whole time. He was saying it’s okay that someone thinks differently than me.”**

- Parent testimonial

**Project Budget**

Budget Category	Catalyst for Change Amount	Other Grant Amounts	Total Amount	Description of Expenditure (What activity did this support in the grant? i.e. classroom project, training, computer project, etc.)
Salaries & Benefits				
Professional Contracted Workers (i.e. stipend workers, trainers, work for fee etc.)				
Travel (out-of-state travel MUST be pre-approved)				
Program Supplies	\$1895			Picture books, STEAM materials, printer paper, printer ink

Computer Software	\$380			Annual Membership to Reading A-Z, Science A-Z, Writing A-Z, and Vocabulary A-Z
Computer Hardware	\$250			Laser Printer
Other Equipment ( <i>not computers</i> )*				
Printing** (Expenditures in these categories must be directly related to program implementation)				
Tuition/Training/Conferences/Admission				
Room Rental Fees				
Food, awards, etc. ( <i>ONLY paid for with Private Match funds</i> )				
Internet & Telephone Service**				
Postage**				
<b>Total:</b>	\$2525			

\*\*Only if these categories are directly related to program implementation

**You are required to submit all receipts associated with expenditures included in the Catalyst for Change Grant Amount Column.**

**ALL RECEIPTS HAVE BEEN SENT AS PDF ATTACHMENTS**

### Thank You Letters & Photos

Once your project is complete we would like you to write a few thank you letters to The Education Foundation board of directors, Consortium of Florida Education Foundations and/or Florida House of Representatives and Senate as they make this opportunity possible through the School District Matching Grant Program. If your students wrote letters you can send those in as well. The letters should talk about the project, its results and what it meant to you to be able to provide your students with the opportunity, and lastly the number of teachers and students impacted. Letters can be mailed to The Education Foundation of Alachua County, 2802 NE 8<sup>th</sup> Avenue, Gainesville, FL 32641 or trucked mailed to The Education Foundation @ the Horizon Center Attn: Tia Paul.

Photos of your project can be attached to the email with your completed final report if you have not already submitted them. Please label them in the following way “\_School Name & Project Name” and please include a caption for each photo.

### Agreements

I certify that all the above information is accurate and true to the best of my knowledge.  
 I certify that I have submitted the proper financial documentation showing the expenditures made pertaining to the Catalyst for Change Grant amount that was awarded by The Education Foundation of Alachua County.

**Due electronically by Tuesday June 1, 2021 to:**

Tia Paul (Brock)  
Education Foundation of Alachua County  
Director of Programs  
[brocktt@gm.sbac.edu](mailto:brocktt@gm.sbac.edu)  
(352) 955-7250 ext. 6416