

Foothill EL Final Report 2013-2014

Financial Proposal and Report - This report is automatically generated from the School Plan entered in the spring of 2013 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2013-2014.

Available Funds	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2012 - 2013	\$0	\$4,258
Distribution for 2013 - 2014	\$28,126	\$36,336
Total Available for Expenditure in 2013 - 2014	\$28,126	\$40,594
Salaries and Employee Benefits (100 and 200)	\$25,487	\$28,579
Professional and Technical Services (300)	\$1,100	\$6,045
Repairs and Maintenance (400)	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0
Travel (580)	\$0	\$0
General Supplies (610)	\$0	\$2,427
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)	\$1,539	\$0
Total Expenditures	\$28,126	\$37,051
Remaining Funds (Carry-Over to 2014 - 2015)	\$0	\$3,543

ITEM A - Report on Goals

Goal #1

- Every student "above" proficiency will receive 50 SGP or higher in Language Arts. Every student "below" proficiency will receive 45 SGP or higher in Language Arts.

- DRA: 89% of K-2 students will score at DRA benchmark or above on the Spring 2014 assessment
Identified academic area(s).

Reading

Writing

This was the action plan.

Action Step 1:

READING: We will be in the sixth year of our school-wide Three Tier reading program that started in September 2008. This model helps us to serve the needs of all children; ranging from those at-risk readers to advanced readers who need more of a challenge. Utilizing a reading specialist in a pull out/double dosing time has provided students specific targeted skills aimed at strengthening their reading decoding, word acquisition, and comprehension. Our model requires one reading specialist for 4 hours per day (M-F) for double dose groups; and one additional hour (T & TH) to do extension for advanced readers; and teaching assistants in our reading program. Half-day substitutes will be provided for teachers K-6 during the established testing windows for Fall and Winter DRA administration and literacy conference attendance. For the Spring DRA a teacher stipend will be provided for third through sixth grade teachers (16 teachers) for test administration.

Action Step 2:

READING: To strengthen our Tier 1 instruction and to support our school-wide reading intervention program we will purchase additional support materials for our teachers. This will include additional non-fiction texts in Science, Math, and Socials Studies as well as Learning A to Z assessment tools. Teachers are analyzing their curriculum collections to assess the titles and quantities of materials needed. Once that is completed grade levels will be submitting prioritized list of needed materials and how those materials align to specific core standards.

Estimated Resources:

- Estimated Cost of Reading Materials - \$5000 (\$3000 from District Textbook Funds and \$2000 from a private donation).

Action Step 3:

WRITING: We also plan to purchase the on-line Vantage writing program (My Access) for our sixth grade students, and Utah Write for our third and fourth grade students (fifth grade currently uses Utah Write that is paid for by the state). These programs will give students needed feedback in using the six traits writing model to help prepare them for more advanced writing skills. It will also provide teachers information regarding individual student writing needs to assist in teacher instruction that is focused and specific.

Action Step 4:

To help improve our overall Tier 1 instruction we will be using Trust Lands to fund hourly teacher and aides to lower class sizes during our core instruction. Our model requires 2 aides for 1 hour per day five days per week. When fall

enrollment numbers are finalized the Hourly Teacher and aides will be hired and placed with grade levels with the most need.

Action Step 5:

PROFESSIONAL DEVELOPMENT: A team of four teachers will attend the National Conference sponsored by BYU CITES on literacy to be held at the Utah Valley Conference Center in April 2014. This conference is focused on providing teachers access to leading experts in reading and writing pedagogy. The cost to be funded by school funds is \$275 per person to attend. Other costs associated with this conference will be two days of substitutes and mileage for travel that will come from Trust Land funds (mentioned in Action Step #1). Before attending the conference teachers will examine UCAS, DWA, and DRA data to determine areas that need improvement and choose conference breakout sessions based on those needs.

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

We reached this goal through multiple avenues.

First, we reached our goal through our school wide reading intervention program. The 2013-2014 school year marked the end of our sixth year using a school-wide Three Tier reading program that started in September 2008. We first identified students in need of reading intervention and enrichment through the Spring 2013 and Fall 2013 DRA and CRT data. This model helped us to serve the needs of all children; ranging from those at-risk readers to advanced readers who need more of a challenge. Utilizing a reading specialist in a pull out/double dosing time has provided students specific targeted skills aimed at strengthening their reading decoding, word acquisition, and comprehension. Our model required one reading specialist for 4 hours per day (M-F) for double dose groups; and one additional hour (T & TH) to do extensions for advanced readers; and teaching assistants in our reading program.

Second, to strengthen our Tier 1 instruction and to support our school-wide reading intervention program we purchased additional support materials for our teachers. This included additional non-fiction texts in Science, Math, and Social Studies as well as Learning A to Z assessment tools.

Third, teachers were provided a substitute two times during the year through Trust Lands and district funds to administer the DRA three times throughout the school year.

Fourth, we used Vantage Learning "Go My Access" as well as "Utah Write" for our 3rd through 6th grades to raise writing scores.

Finally, by hiring hourly teachers and teacher assistants we lowered class sizes to strengthen Tier 1 instruction.

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

1. All students will continue to be assessed using the DRA benchmark assessment three times annually (Fall, Winter, and Spring). This assessment data will be analyzed and used to help make instructional decisions.
2. To ensure that students are consistently being assessed in-between DRA benchmark testing, we will use leveled readers and assessment protocols from Reading A to Z network for this purpose.
3. Teachers will monitor progress each week. The weekly assessment scores will be recorded in an electronic database that teachers view as grade levels each Monday. This assessment will be used to determine the effectiveness of the current instruction and to make changes if necessary.
4. After six weeks of interventions, the weekly assessment will be used to make placement decisions: a) continue with Tier Two; b) go back to Tier One instruction only.
5. We will also use our annual CRT Language Arts data to correlate the growth with our DRA.
6. Continue to use *Vantage Learning* (6th Grade) and *Utah Write* (Grades 3-4) for writing. Use the report options in each program so teachers can monitor students' progress trends on a scale of 1-6 weekly, monthly, and quarterly.
7. Common assessments to be used in all grade levels to monitor progress in writing.

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

Our SAGE Spring 2014 data report is one measurement that indicates the academic performance in our language arts at Foothill Elementary.

3rdELA 4thELA 5thELA 6thELA School Avg.

Utah	44	42	42	43	42.75
Alpine	50	46	48	50	48.5
Foothill	77	69	64	71	70.25

Overall, our school performed on average 27% higher than the state proficiency average and over 21% higher than the district average.

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

Amount Category

Description

25487 Salaries and Employee Benefits (100 and 200)

- Estimated Salary - Reading Specialist (plus benefits): Total: \$11521
- Estimated Cost of Substitutes for DRA Administration & Conference Attendance: \$1040
- Estimated Total for 15 Teacher Stipends (plus benefits): \$662
- Estimated Salary - Two Aides (plus benefits) for use in Tier 1 instruction: \$3810
- Estimated Salary - Hourly Teacher 1.5 hrs daily (plus benefits) for fund hourly teacher to lower class sizes during our core Tier 1 instruction.: \$8454

1100 Professional and Technical Services (300)

Cost for four teacher Conference Registration Fees for the BYU Literacy Conference: \$1100

1539 Equipment (Computer Hardware, Instruments, Furniture) (730)

Vantage license for sixth grade \$735; Utah Write license for third and fourth grade \$804 Total: \$1539

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

29,480.49 Salaries and Employee Benefits (100 and 200)

Funded hourly aides and their benefits that supported

4060.13 Salaries and Employee Benefits (100 and 200)

Paid for substitutes for professional development and

1985.00 Professional and Technical Services (300)

Paid for conferences and professional development of

2427.28 Equipment (Computer Hardware, Instruments, Furniture) (730) My Access and Utah Write licenses. Student Council

ITEM B - In the Financial Proposal and Report, there is a carry-over of \$3543 to the 2014-2015 school year. This is 10% of the distribution received in 2013-2014. Please describe the reason for a carry-over of more than 10% of the distribution.

This money funded our 3rd grade team's summer collaboration. They will be paid this stipend at the end of October like the rest of the district's teams.

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

If additional funds are available, we would use the funds to do the following: fund additional teacher and teacher assistant time to work directly in Tier 1 instruction; purchase additional technology to support Tier 1 instruction; and fund one teacher team (3 teachers) to work collaboratively in creating writing instruction.

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."

Not applicable

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

- Letters to policy makers and/or administrators of trust lands and trust funds
- School newsletter
- School assembly
- 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

State Treasurer: Richard Ellis
State Attorney General: Sean Reyes
Governor: Gary R. Herbert.

U.S. Senators

Mike Lee
Orrin Hatch

State Senators

Dist. 4 Pat Jones

U.S. Representatives

Jason Chaffetz

State Representatives

Dist. 60 Layton, Dana L.

District School Board

JoDee Sundberg
John Burton
Scott Carlson
Debbie Taylor

State School Board

ITEM G - A summary of this Final Report must be provided to parents and posted on the school website by October 20th of the 2014. When was this task completed?

Not required for Charter Schools.

10/20/2014