

Foothill EL 2012 - 2013 Progress Report and 2013 - 2014 School Plan

Progress Report 2012 - 2013

1. Principal and School

School:Foothill EL

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2. Most critical academic need(s) identified in the School Plan (automatically generated from the 2012-2013 School Plan)

- Mathematics • Reading • Writing

3. Briefly report how the school is implementing the 2012-2013 School Plan and how the School LAND Trust money is being spent. BE SPECIFIC!

READING & WRITING: We are in the fifth 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. There is one teaching assistant who has specifically worked with our struggling (Tier 2) readers for 30 minutes each day after their Tier 1 or regular reading instruction (\$9080). The other is a certified reading specialist who has worked specifically with our advanced readers for 30 minutes two days a week on their Tier 1 instruction (\$4150). Those students requiring Tier 3 instruction have been receiving this instruction from our resource teachers. Utilizing a teaching assistant and 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.

To determine placement in the reading program we have analyzed our 2012 CRT data, past Direct Reading Assessment (DRA) data from Spring 2012; and our Fall 2012/Winter 2013 DRA benchmarks. Throughout the year teachers have continued to assess our students using the DRA in the winter and spring to determine if students are reading at benchmark. We also use DRA leveled reading books (*Learning A to Z*) to weekly assess students' progress (we have purchased the license for *Learning A to Z* (\$90) from our Trust Lands funds). Those scores are recorded in an electronic database that teachers view as grade levels each Monday. Each year since the implementation of this Three Tier reading program our students have steadily increased in their reading scores. On our mid-year assessment, the Winter 2013 DRA, we have maintained our students passing benchmark and beyond. Our final DRA assessment will be given in the Spring 2013.

Using school funds we also have purchased the on-line Vantage writing program for students in sixth grade. This program has given students needed feedback in writing using the six traits. It also has provided teachers information regarding individual student writing needs. Each sixth grade teacher has increased the usage of this program this year and has used it to teach students to be editors of their own work. In fact, our fifth and sixth grade teachers have spent time in collaboration identifying the essential core targets in writing; and they have focused their work with Vantage around those targets (our fifth grade uses the state funded Utah Write program). Both our fifth (91%) & sixth grade (97%) had 2012 Language Arts CRT scores that were some of the highest in the district!

Members from across our teaching staff attended several conferences and workshops to provide the most current reading and writing strategies. One was the BYU CITES conference (\$1100). At this conference teachers were provided training from some national language arts experts, which were focused on the newest strategies in reading and writing. The teachers that attended have trained and will be training their respective grade level teachers during professional development day/Monday collaboration time.

MATH: Foothill has implemented a balanced math program that integrates both a traditional and inquiry based pedagogy. This new approach to math education has assisted teachers in creating common assessments to better analyze student progress. Grades 1-6 have devised unit common assessments and every week they use those results to provide a re-teach period (Double Dose) of math during a half an hour block flex time (Explorer Time) that provides time for students to receive additional help or extensions.

To help facilitate math instruction in Grades 1-6 we have paid two math aides that are provided for an hour each day through Trust Land funds (\$3780). In the upper grades, these aides assist our teachers to ensure we are sending our students on to Junior High School prepared with a solid foundation in basic math concepts and Algebra. In lower grades, through special district funds, we have been able to hire teaching assistants, along with the math aides, that work with small groups during math instruction.

PROFESSIONAL DEVELOPMENT: In our professional development this year, we have deepened and strengthened our Professional Learning Community (PLCs) practices by exploring the work of Mike Mattos, *Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn*. As part of our larger professional development goals we were able to have Mr. Mattos come work with our entire Orem High School clusters of schools (K-12) in August 2012. This training has provided the impetus for Foothill to implement our Flex Time Schedule (Explorer Time), strengthen our reading instruction, and do the serious business of providing instruction that is by the student and by the standard. Also, following up on our visit from Mr. Mattos, we have come together as elementary schools in the cluster to look at our core standards and intervention across all six schools. The result has been more commonality between schools, and a commitment to carry this on next year (\$680).

4. Enter the total amount you ESTIMATE spending to implement the current 2012-2013 School Plan.

The Carry Over, distribution and total available funds are actual. Please enter the ESTIMATE the school expects to spend in 2012-2013. The ESTIMATED Carry Over to 2013 - 2014 will be automatically generated to the 2013-2014

School Plan.

Carry Over from 2011 - 2012	\$605
Distribution for 2012 - 2013	\$28,830
Total Available Funds	\$29,435
ESTIMATED spending for 2012 - 2013	\$29,435
ESTIMATED Carry Over to 2013 - 2014	\$0

5. The State Board Rule requires schools to report the dates when local boards approved the other four plans community councils are responsible for. The information displayed was entered in the 2012 - 2013 Final Report. Please update, if necessary. The dates when local school boards approved each plan may be viewed on each school page and will be updated with any changes you make here.

THESE ARE PLANS THAT ARE BEING IMPLEMENTED IN THE 2012 - 2013 SCHOOL YEAR and must have a 2012 approval date.

Charter schools: Choose Not Applicable for all plans, except where the school has a Reading Achievement Plan.

School Improvement Plan	06/19/2012
Professional Development Plan (required for all schools)	06/19/2012
Reading Achievement Plan (required for all schools with K-3 grades)	06/19/2012
Child Access Routing Plan (not required for high schools)	06/19/2012

NOTE for Charter Schools. Charter Schools are only required to have a Reading Achievement Plan, if the school receives funding for the program. The other plans are not required.

School Plan 2013 - 2014

1. Briefly describe the School LAND Trust Plan by explaining each goal the council has identified. Plans should be research based. If your school has more than five goals, you will need to describe additional goals within the fifth goal.

Goal #1

State the SPECIFIC goal

- 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

Choose the academic area for this goal from the list. You may select more than one area.

Reading

Writing

Identify the measurement(s) you will use to determine if you are making progress towards the goal

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.

Outline the steps of the action plan to reach this goal.

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.

Planned expenditures — use the dropdown menu to select an expenditure category. You may select more than one category for this goal. Then enter the amount you plan to spend in that category with a short explanation describing the expenditure. EXAMPLE for an expenditure in Salaries and Employee Benefits: One aide assisting with math instruction.

Salaries and Employee Benefits (100 and 200)

\$25487

- 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
- Professional and Technical Services (300)* \$1100
- Cost for four teacher Conference Registration Fees for the BYU Literacy Conference: \$1100
- Equipment (Computer Hardware, Instruments, Furniture) (730)* \$1539
- Vantage license for sixth grade \$735; Utah Write license for third and fourth grade \$804 Total: \$1539

2. Financial Proposal (This chart is automatically calculated from entries made in each goal.)

	Estimated Carry-over from 2012-2013	\$0
	Estimated Distribution in 2013-2014	\$28,126
	Total ESTIMATED Available Funds for 2013-2014	\$28,126
Goal #1		Totals
Salaries and Employee Benefits (100 and 200)	\$25,487	\$25,487
Professional and Technical Services (300)	\$1,100	\$1,100
Repairs and Maintenance (400)	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0
Travel (580)	\$0	\$0
General Supplies (610)	\$0	\$0
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	\$1,539
	ESTIMATED Total Spent 2013 - 2014	\$28,126
	ESTIMATED Carry Over 2014 - 2015	\$0

3. For plans that will carry-over more than 10% of the school's 2013 - 2014 distribution, please explain below. Funds identified to be carried over should be identified for a specific future need and should not be used as a savings account.

Not Applicable

4. Plans for expenditures of an increased distribution:

The 2013-2014 distribution in this plan is an estimate. If the actual July distribution is more than the estimate, how will additional funds be spent to implement the goals described in the plan? Please indicate the goal number identified in Question 2 and explain how the increased funds will further implement the action plan. Please provide an adequate explanation of academic use so that it will not be necessary to go back to the school board for approval to expend an increased distribution.

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.

5. How will the plan and results be publicized to your community? (Please check all that apply.) If you would like free stickers and/or a stamp or identify School LAND Trust purchases such as books or computers, click here to request them.

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

6. The vote of the council/committee to approve the 2013 - 2014 School LAND Trust Plan was recorded in the minutes and took place on:

03/28/2013

8 Approved

0 Not Approved

0 Absent