

# Foothill EL 2013 - 2014 Progress Report and 2014 - 2015 School Plan

## Progress Report 2013 - 2014

### 1. Principal and School

School:Foothill EL

Name:Joe Backman

Email:jbackman@alpinedistrict.org

### 2. Most critical academic need(s) identified in the School Plan

(automatically generated from the 2013-2014 School Plan)

- Reading • Writing

### 3. Provide a brief update for your local school board about how the school is implementing the 2013-2014 School Plan and how the School LAND Trust money is being spent. BE SPECIFIC!

We have continued the school wide reading intervention program. This school year marked the 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 2012 and Fall 2012 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 Socials Studies.

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

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

Sixth, we strengthened Tier 1 instruction by installing audio enhancement systems and mounted three projectors.

Finally, two teachers attended Solution Trees PLC conference along with the principal. Five teachers and the principal attended the BYU-CITES Literacy Promise Conference in the Spring.

	Allocated Amount	Current \$ Spent	Projected Total \$ Spent
Hourly Aides:	\$23,785 (4 aides)	\$17,529	\$24,000
Teacher Teams:	\$7,200 (3 teams)	\$0	\$7,200
Conferences:	\$2,581	\$1,495	\$2,500
Substitute teachers:	\$2,320	\$1,100	\$2,000

Supplies:	\$1,907	\$1,907	\$1,907
Equipment:	\$2,800	\$89.95	\$2,800

**4. Enter the total amount you ESTIMATE spending to implement the current 2013-2014 School Plan.**

The Carry Over, distribution and total available funds are actual. Please enter the ESTIMATE the school expects to spend in 2013-2014. The ESTIMATED Carry Over to 2014 - 2015 will be automatically generated to the 2014-2015 School Plan.

Carry Over from 2012 - 2013	\$4,258
Distribution for 2013 - 2014	\$36,336
Total Available Funds	\$40,594
ESTIMATED spending for 2013 - 2014	\$40,594
ESTIMATED Carry Over to 2014 - 2015	\$0

**5. The State Board Rule requires schools to report the dates when local boards approved the other plans community councils are responsible. 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 2013 - 2014 SCHOOL YEAR and must have a 2013 approval date.**

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

School Improvement Plan	06/18/2013
Professional Development Plan (required for all schools)	06/18/2013
Reading Achievement Plan (required for all schools with K-3 grades)	06/18/2013

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 2014 - 2015**

**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 including when The school will reach the goal. List ACTION PLAN steps below.**

- Every student "above" proficiency will receive 50 SGP or higher on the SAGE assessments. Every student "below" proficiency will receive 45 SGP or higher.
- Math Fluency Goal: 89% of K-2 students will be fluent on grade-level math facts.
- DRA: 89% of K-2 students will score at DRA benchmark or above on the Spring 2015 assessment.

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

Mathematics	Reading
Science	Writing

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

## **Include the baseline and completed measurement.**

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. Our reading specialist 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 spring 2014, fall 2014, and spring 2015 SAGE Writing and Language Arts data to correlate the growth with our DRA.
6. Continue to use *Vantage Learning* and *Utah Write* 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. Teams will provide artifacts of identified essential learning standards, curriculum maps, and common assessments in each of the core subject areas.
8. The results from the spring SAGE assessment will give teachers a baseline of where their students are academically and who needs additional support/enrichment.
9. Teams will utilize common assessments to determine on a consistent basis which students understood the material, those who need additional support, and those needing enrichment.
10. The interim SAGE assessment in the fall will be used in 3rd grade language arts and mathematics, and 4th grade science.
11. We will utilize the SAGE formative assessment to monitor student proficiency and growth throughout the year.

## **List the specific steps of the ACTION PLAN for each goal.**

### **Action Step 1:**

READING: We will be in the seventh 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 3 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. 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:**

WRITING: We also plan to purchase the on-line Vantage writing program (My Access) for our third through sixth grade students. 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 3:**

Each day, an intervention team consisting of a teacher assistant per teacher in the grade level will be provided for 30 minutes. These teacher assistants will allow for small group intervention and enrichment to meet the identified, individual needs of students.

### **Action Step 4:**

We will have Dr. Shumway, BYU Technology and Engineering Professor, provide STEM professional development for our teachers. He will come in the fall three times for Kindergarten through 2nd grade, 3rd/4th, and 5th/6th professional development. We will also have Dr. Shumway come in the Winter/Spring for an additional professional development day for our 3rd/4th and 5th/6th teachers. Dr. Shumway will also provide on-going support during Monday collaboration as needed.

### **Action Step 5:**

We will provide one day per grade level during the school year to meet as a team to identify standards, curriculum maps, and common assessments.

**Action Step 6:**

We will also provide professional development opportunities for teachers to educational conferences, such as the BYU-Cities conferences.

**Action Step 7:**

To help improve our overall Tier 1 instruction we will be using Trust Lands to fund hourly teacher and teacher assistants to lower class sizes during our core instruction. When fall enrollment numbers are finalized the Hourly Teacher will be hired and placed with grade levels with the most need.

**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 and how it is part of the ACTION PLAN. EXAMPLE for an expenditure in Salaries and Employee Benefits: One aide assisting with math instruction.**

<i>Salaries and Employee Benefits (100 and 200)</i>	\$29294
1 reading specialist for our three-tier reading program (\$6,940)	
3 aides in the intervention team (\$16,354)	
1 hourly teacher or teaching assistant to reduce class sizes (\$6,000)	
<i>Professional and Technical Services (300)</i>	\$4450
Dr. Shumway professional development (\$750) as well as professional development conferences for the faculty (\$1,500).	
Substitutes for DRA assessments, conferences, and team collaboration day (\$2,200)	
<i>General Supplies (610)</i>	\$1793
Purchase Vantage Learning "My Access" and "Utah Write" for 3rd through 6th grade.	

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

	Estimated Carry-over from 2013-2014	\$0
	Estimated Distribution in 2014-2015	\$35,537
	Total ESTIMATED Available Funds for 2014-2015	\$35,537
	<b>Goal #1</b>	<b>Totals</b>
Salaries and Employee Benefits (100 and 200)	\$29,294	\$29,294
Professional and Technical Services (300)	\$4,450	\$4,450
Repairs and Maintenance (400)	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0
Travel (580)	\$0	\$0
General Supplies (610)	\$1,793	\$1,793
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)	\$0	\$0

ESTIMATED Total Spent 2014 - 2015 \$35,537  
ESTIMATED Carry Over 2015 - 2016 \$0

**3. Please explain the reason for the ESTIMATED Carry-over to 2015 - 2016 of 0 it is more than 10% of the ESTIMATED Distribution in the 2014 - 2015.**

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 2014-2015 distribution in this plan is an estimate. If the actual 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 teacher teams to work collaboratively in the summer.

**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 to 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 2014 - 2015 School LAND Trust Plan was recorded in the minutes and took place on:

03/26/2014

5 Approved

0 Not Approved

2 Absent