

# Fox Hollow Elementary 2013 - 2014 Progress Report and 2014 - 2015 School Plan

## Progress Report 2013 - 2014

### 1. Principal and School

School: Fox Hollow Elementary

Name: Darrin Johnson

Email: djohnson@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!

In the fall our teachers looked at UCAS data and the DRA-2 reading assessment, common grade level assessments and teacher observation to identify students who were at risk. Our teachers began early interventions in reading. The interventions included: extra time in guided reading groups, Raz Kids, Imagine Learning, Double Dose teaching with an aide or a teacher, additional time reading at home, and reading support from trained volunteers.

The type of intervention these students received included instruction on reading fluency, reading comprehension, sight words, phonics, and phonemic awareness. Students worked one-on-one with reading tutors at a time when regular reading instruction was not taking place in the classroom.

The breakdown for our expenses this year is as follows: \$3,600 was spent on substitute teachers. The substitute teachers taught the class while the teachers were attending professional development, or while the teachers were conducting assessments on individual students using the DRA-2. The conferences included common core testing, a national PLC conference, the National Cites conference and various other reading conferences.

Registration for teachers to attend professional conferences came to \$2,793. These conferences included the BYU Cites conference, the National PLC conference, the Learning Edge and various other reading conferences.

Stipends paid to certified staff totaled \$3,325. An additional \$996 went towards benefits for these employees. This allowed our 1st and 2nd grade teaching staff to conduct DRA-2 testing in the summer. Because of summer testing, teachers started the school year knowing the reading level of their students. Additional stipends were paid to teachers who worked directly with our target assist and double dose aides. This was done so that trained teachers could provide the aides with the appropriate materials and instruction necessary for teaching students. Our community council also voted to provide a stipend to each member of our TAT team. These teachers have met every week before school to help our faculty provide better interventions for students who are struggling academically.

Salaries for aides that help students during the school day was \$21,100. An additional \$4,252 was spent on employee benefits. These aides helped with small group double dose teaching and individual tutoring. The aides worked directly with a grade level teacher to provide targeted interventions for students who needed extra help.

We spent \$6,958 on materials and supplies to support literacy activities in the classroom. This included: vocabulary subscriptions, reading guides, protectors and covers for kindles and iPads, as well as ink and paper products.

One of the priorities of the student community council this year was to provide technology that supports literacy. This past year we purchased 9 projectors, 5 audio enhancement systems, 4 Elmo document cameras, 3 Smartboards. We mounted 5 projectors, and purchased several new lightbulbs for our projectors. The total investment in technology that supports literacy in our school this past year was \$19,326.40

On 9/11/14 our SCC voted to use our carryover towards the purchase of a portable Chrome book computer lab. Fox Hollow purchased a 35 station Chrome book computer lab. The SCC voted to use the entire carryover of \$10,900 for the purchase of our Chrome book lab.

On 3/3/14 our SCC voted to amend our budget and move \$375 from teacher hourly, \$757 from contracted services, and \$3,500 from our aide accounts. This money was moved to \$1,200 to pay for additional substitute teachers who were covering classes of teachers who were attending professional development. \$1,500 was added to our equipment

account to purchase additional technology. \$2,958 was moved to our materials and supplies for ink and paper.

**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         | \$10,901 |
| Distribution for 2013 - 2014        | \$63,575 |
| Total Available Funds               | \$74,476 |
| ESTIMATED spending for 2013 - 2014  | \$74,476 |
| 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) | 11/18/2013 |

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.**

Increase Student Growth Percentages (SGP) in language arts for all teachers to 40 in order to respond to the new Utah Common Core.

Using the DRA-2 as an assessment tool our goal is for all students to maintain at least one years minimum growth. Our goal is to increase our school wide proficiency rate from 76% percent to 78%.

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

Reading

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

We will use our SAGE data from Cognos, common assessments aligned to the core, computer assessment tools, the DRA-2 (in the fall, winter, and spring), and teacher observations to determine if we have met this goal.

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

### Goals for interventions

- Students who receive this intervention are expected to make at least one year's progress in reading.
- The outcome of this intervention is that students will become more skilled in the areas of reading decoding, comprehension, engagement, and fluency.

### Steps to reach our learning outcomes

- Common Assessments, including SAGE and DRA-2, will be used to measure progress identify students academic growth.
- DRA-2 administered to students in 1st and 2nd grades before school starts.
- DRA-2 administered to all other students at start of year.
- Students who are identified as Tier II in their grade level will receive reading intervention.
- Students who are targeted for this intervention will receive extra instruction on reading fluency, reading comprehension, sight words, phonics, and phonemic awareness.

### The purpose of the interventions

- Help students make more than one year of growth.
- Students who have been identified as being a tier II student will be invited to participate in Double Dose Teaching sessions.
- Double Dose increases the amount of instruction time that Tier II students receive.
- Our Double Dosing will have a strong focus on reading comprehension and fluency.

### Extending the day with Double Dose

- Under the direction of a certified teacher Aides will administer Double Dose teaching before and after school.
- Before school and after school extension 4 days a week Tues-Friday.
- Begins after September 4th.
- 8-12 students per grade level serviced at a time.
- The focus will be on students who need extra help in Language Arts and Math.
- Grade-levels follow curriculum map for D-D content.
- DD will be fluid students will graduate out and in based on needs
- Letters will be sent home inviting students to attend

### Programs to use in helping Tier II students

- STAR reading program
- Additional guided reading groups
- Imagine Learning
- Raz-Kids
- Extra reading at home
- Peer reading
- Volunteer help
- A-Z reading
- Power Reading, etc.

### Selection

- Students will be selected using common assessments, DRA-2, Teacher observations, end of level testing and parent requests.

### Indicators of Progress

- Common assessments, teacher observations, DRA-2, Class participation, and progress as shown on school work

### Support for the plan

- Aides to help administer DD
- Stipends for TAT Intervention Team
- Salary for administering DRA-2 During Summer
- Professional Development conferences
- Subs to cover classes during professional development

- Supplies to help run DD sessions
- Assessment Software
- Equipment (along with installation) that supports literacy

**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.**

*Salaries and Employee Benefits (100 and 200)* \$36000

The majority of the expense will go towards salaries for aides to help administer the Double Dose teaching and targeted interventions of our students. In addition a stipend for teachers who work directly with our staff on targeted reading interventions, and for 1st and 2nd grade teachers to conduct the DRA-2 reading assessment during the summer.

During the summer teams of teachers will participate in summer collaboration. This will be for a 3-4 day period. Teachers will work for 6 hours days. They will work on curriculum maps, common assessments, smart goals that align with the Utah Common Core. It is anticipated that we will have approximately 20 teachers participate.

*Professional and Technical Services (300)* \$4500

Substitute teachers will be provided for teachers as they attend professional development that supports literacy. Once per month we will have 2-3 subs in the school as teachers observe each other and then debrief. These observations are a form of in school professional development. The teachers will demonstrate skills they have learned in professional workshops and share their skills with teachers throughout the school. All teachers will participate with this.

*Other Purchased Services (Admission and Printing) (500)* \$3600

We plan to send a team of teachers to the National RTI conference held in SLC in October. We also plan to send a team of teachers to the BYU Cites conference in March. In addition we will provide registration for teachers as conferences that support literacy become available.

*General Supplies (610)* \$1000

Supplies that support literacy in the classroom.

*Software (670)* \$3500

Money will be set aside for the purchase of an on line formative assessment tool. This tool will provide teachers with data to assist them in providing the proper interventions for students.

*Equipment (Computer Hardware, Instruments, Furniture) (730)* \$14681

This money will be used in the purchase of Smart boards, i-pads, projectors (including installation cost) and Elmo document cameras for use in the classroom. Teachers will write a grant that is reviewed by our SCC before receiving a Smart board. They must demonstrate a lesson, plans and the willingness to learn how to use the new technology. During the year they will demonstrate how the technology is being used in the classroom.

## Goal #2

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

Our initial goal for the Sage writing assessment for grades 3-6 is for the school to have 85% of all students on grade level in writing.

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

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.**

We will use the SAGE formative writing assessment that will be administered in the fall and winter in order to gage our students writing abilities. We will also use and administer the SAGE summative writing assessment in the spring as we

check progress and abilities.

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

**Implementation**

- Teachers plan to implement instruction geared to the core standards and writing objectives.
- Teachers will practice writing with their students using SAGE formative assessments.
- Formal assessment assignments will be given to students grades 3-6 each quarter of the school year.
- If available, teachers will use an on line assessment tool to aide in formative assessment of their students writing abilities.
- The writing process will also be emphasized in the lower grades to prepare the students for the more rigorous work that will be expected in the upper grades.
- A final area of focus for all grades will be to integrate writing throughout the various subject areas so that students will gain a thorough understanding of how writing can be incorporated across all spectrum's.
- Students who struggle with writing will receive additional support through the schools DD program.

**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.**

*General Supplies (610)* \$1000  
 Supplies that support literacy in the classroom.

While the main focus of the funding for goal one is to support goal 1, there is carryover to our writing goal. Our Trust Lands funding will support both goals.

**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           | \$64,281      |
|   |                | Total ESTIMATED Available Funds for 2014-2015 | \$64,281      |
|   | <b>Goal #1</b> | <b>Goal #2</b>                                | <b>Totals</b> |
| Salaries and Employee Benefits (100 and 200)                | \$36,000       | \$0   | \$36,000      |
| Professional and Technical Services (300)                   | \$4,500        | \$0   | \$4,500       |
| Repairs and Maintenance (400)                               | \$0            | \$0   | \$0           |
| Other Purchased Services (Admission and Printing) (500)     | \$3,600        | \$0   | \$3,600       |
| Travel (580)  | \$0            | \$0   | \$0           |
| General Supplies (610)                                      | \$1,000        | \$1,000                                       | \$2,000       |
| Textbooks (641)   | \$0            | \$0   | \$0           |
| Library Books (644)   | \$0            | \$0   | \$0           |
| Periodicals, AV Materials (650-660)                         | \$0            | \$0   | \$0           |
| Software (670)  | \$3,500        | \$0   | \$3,500       |
| Equipment (Computer Hardware, Instruments, Furniture) (730) | \$14,681       | \$0   | \$14,681      |
|   |                | ESTIMATED Total Spent 2014 - 2015             | \$64,281      |
|   |                | 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.

To further support our goals we would hire additional aides, increase the technology capabilities of our school and further support grade levels as they identify individual areas of academic growth.

**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:

03/31/2014

7 Approved

0 Not Approved

1 Absent