

Final Report 2017-2018 - Fox Hollow Elementary

This Final Report is currently pending initial review by a School LAND Trust Administrator.

You may unlock the Final Report to edit/update non-substantive changes without a vote.

Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2017 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2017-2018.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2016-2017	\$6,338	N/A	\$5,313
Distribution for 2017-2018	\$101,362	N/A	\$100,215
Total Available for Expenditure in 2017-2018	\$107,700	N/A	\$105,528
Salaries and Employee Benefits (100 and 200)	\$68,700	\$58,318	\$46,473
Employee Benefits (200)	\$0	\$0	\$11,845
Professional and Technical Services (300)	\$9,000	\$7,707	\$4,416
Repairs and Maintenance (400)	\$0	\$0	\$0
RETIRED. DO NOT USE (500)	\$3,500	\$0	\$0
Printing (550)	\$0	\$0	\$0
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	\$0	\$0	\$3,291
General Supplies (610)	\$6,000	\$1,779	\$1,779
Textbooks (641)	\$0	\$0	\$0
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	\$0	\$0
Library Books (644)	\$2,500	\$711	\$711
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$0	\$0	\$30,359
Software (670)	\$3,500	\$3,369	\$3,369
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$14,500	\$30,359	\$0
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
Total Expenditures	\$107,700	\$102,243	\$102,243
Remaining Funds (Carry-Over to 2018-2019)	\$0	N/A	\$3,285

Goal #1 Goal

Each student in Kindergarten through 6th grade will make at least one year's growth in reading to be measured by the DIBLES, and/or SAGE assessments. In grades 3-6, we will improve proficiency scores in Language Arts from 44% to 48% proficiency using the end of year SAGE assessment.

Academic Areas

- Reading
- Writing

Measurements

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

The DIBLES, and SAGE assessments will be used to measure this goal. Additionally the SGP provided with SAGE will be evaluated as we look at student growth.

In grades 3-6, we will improve proficiency scores in Language Arts from 44% to 48% proficiency using the end of year SAGE assessment.

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

Our end of year DIBELS reading assessment scores were as follows; The percents represent the students that were at or above reading levels at the end of the year.

Kinder 84

First 66

Second 78

Third grade 78

Based on this data we are working with first grade this year on BER (Building Effective Readers).

In grades 4-6 our end of level SAGE literacy scores have moved to 46.5% up from the previous 44%.

Action Plan Steps

This is the Action Plan Steps identified in the plan to reach the goal.

1. Grade level teams will use the DIBELS, SAGE, and classroom assessment data to identify students who are not currently at benchmark in reading.
2. Each student in 3rd-6th grade will make at least one years growth in writing as measured by the SAGE writing assessment.
3. Teachers will use collaboration time to discuss student progress, review the data, determine appropriate interventions, and share best practices at each grade level.
4. Target Time and double-dosing will be used to intervene with struggling students.
5. Teams will create common assessments that align to the Utah Core Standards.
6. Mastery Connect is a tool the teachers will use to create the assessments and to evaluate students' growth.
7. Those students not demonstrating understanding will receive double dose interventions that are directly correlated to the team's common assessments.
8. Interventions used will include extra time with the teacher, a classroom aide, interventions using Florida Center for Reading Research (FCRR), additional guided reading groups, and other research based interventions.
9. Aides provided in Grades 1-4 to intervene using the FCRR reading program for students below grade level in reading.

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

1. Kindergarten through third grade teachers had each of their students participate in DIBELS assessments.
2. Teachers provided interventions for the low students to help them gain literacy skills.
3. Teachers progress monitored all students, but progressed monitored students below grade level with more frequency than those on grade level.
4. Teachers in all grades created common assessments that guided instruction.
5. Teachers in grades 3-6 used SAGE benchmark, SAGE interim, common formative and summative assessments to guide instruction.

6. During collaboration time teachers compared data from assessments to guide instruction.
7. Students who were below grade level were given additional help in grade level intervention time.
8. Students below grade level were given additional help by aides working under the direction of the teacher.
9. Students not on grade level were also double dosed by the classroom teachers using research based best practices. These included extra small group time with the classroom teacher, intervention time with the grade level rotations, aide interventions.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	1. Classroom aides to help administer Double Dose interventions \$41,500 2. Portion of Language Arts Specialty teachers salary \$4,000 for student enrichment 3. First and Second grade teachers to test their incoming students before school using the DRA-2 reading assessment. \$1,200 4. Provides summer collaboration days for teams of teachers \$10,500 5. Teachers coaching teachers class. Teachers hourly time card \$1,000	\$58,200	\$52,652	1. Classroom aides hired to assist the teacher in teaching literacy skills to the students throughout the school. 2. Teachers in first and second grade conducted DRA reading testing of their incoming students during the summer so they would be prepared on day one for the reading levels. 3. Summer collaboration grants were given to teams of teachers to collaborate on the essential standards and create units that would align with the standards. 4. We implemented the Hope Squad during the year to help students better deal with stress. 5. Classroom management class for teachers who were looking for ways to better manage the classroom environment.
Professional and Technical Services (300)	1. Provide teachers with substitute teachers while the teachers attends professional development literacy based training. \$3,600 2. Provide teams of teachers substitute teachers two half days per year for teachers to collaborate as a team and make adjustments to their curriculum maps. \$3,600 3. Provide 7 substitute teachers 4 times each year to sub on a rotating basis in each classroom while teachers observe each other. After observations the teachers will professionally develop each other on what they observe. \$2,800	\$9,000	\$7,707	1. Substitute teachers were provided for teachers while they attended research based conferences these included the BYU Cites literacy conference, The UVU Reading Conference, University of Utah UCET Conference, and Lexia reading training. 2. Substitute teachers provided for teachers to observe other teachers and to debrief after the observation. 3. Registration fees paid for teachers to attend the conferences.
RETIRED. DO NOT USE (500)	Registration will be paid for a team of teachers to attend the Literacy Promise Annual conference. These teachers will then share best practices with their teams. Registration will be paid for other research based literacy conferences or professional development courses as they become available.	\$3,500	\$0	This was a coding error. Money was spent on registration for professional research based literacy conferences. Money spent was in accordance with the plan as outlined by the SCC.
General Supplies (610)	Supplies that support literacy in the classroom will be purchased for the upcoming school year. These will include paper and ink masters that are used to create literacy materials. Including mini books, common assessments, mini readers.	\$6,000	\$1,779	Money used here was to purchase supplies that were used in the classrooms throughout the school that supported literacy.
Library Books (644)	1. Purchase of a classroom library for each of our new teachers \$500 per teacher. 2. Purchase textbooks for professional development for teachers involved in teachers coaching cohort	\$2,500	\$711	Money was used to purchase classroom libraries for new teachers to support literacy in the classroom.
Software (670)	Software Money will be set aside for the purchase of an on-line formative assessment tool. Mastery Connect is the tool we will purchase. Mastery Connect is invaluable in information provided to our teachers as they construct and use the common assessments.	\$3,500	\$3,369	1. Licensing for Smartboards 2. Licensing for Mastery Connect assessment tool 3. Licensing for iPads to be used for literacy based Lexia

	Mastery connect provides teachers with data to assist them in providing the proper interventions for students.			
Equipment (Computer Hardware, Instruments, Furniture) (730)	1. Purchase a Chromebook lab \$9,000 2. Replace 4 audio enhancement systems \$4,000 3. Purchase 10 lightbulbs for projectors \$1,500	\$14,500	\$30,359	1. Purchased a Chromebook mobile lab 2. Purchased audio enhancement systems 3. Purchased 56 ipad 4. The increase in funding for this section was voted on by the SCC 5. There was a coding error between the district and the school. The money spent was spent according to our plan as outlined by the SCC.
	Total:	\$97,200	\$96,577	

Goal #2 Goal

We will close the achievement gap for kindergarten students not on grade level by 10% by the end of the 2017-18 school year.

Academic Areas

- Reading
- Writing

Measurements

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

We will measure growth using the KLA-Kindergarten Language Assessment and DIBELS.

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

Our reading levels as measured by the DIBELS Reading assessment went from 65% at the end of the 2016-17 school year to 84% on level at the end of the 2017-2018 school year.

Action Plan Steps

This is the Action Plan Steps identified in the plan to reach the goal.

1. The lowest achieving kindergarteners according to the fall Kindergarten Language Assessment (KLA) will be invited to attend an Extended kindergarten class.
2. Extended kindergarten is for 160 days of school for one extra hour of class time per day.
3. Skills taught are literacy based reading and writing.
4. A common assessment will be administered mid-year and those on grade level will be graduated out.
5. New students will be invited as space becomes available.
6. Two Optional Extended-day Kindergarten (OEK) classes will be offered.
7. Our lowest 28 performing students will be invited to attend this classes.

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

1. Using the KEEP language assessment at the start of the school we identified the lowest 28 students and invited them to an extended kindergarten.
2. Two sessions of Extended kindergarten offered for 160 days for one hour each day.
3. Extended kindergarten focus was literacy.
4. As students moved in or out or mastered the concepts new students invited to attend extended day.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	The contracts of two of our OEK kindergarten teachers will be extended for one hour for 160 days of the year to teach this literacy class.	\$10,500	\$5,666	The curriculum department provided funding for one teacher to teach extended day. Trustlands provided funding for the other teacher.
	Total:	\$10,500	\$5,666	

Increased Distribution (and Unplanned Expenditures)

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

If we have an increase in funding we will apply this money towards additional trained aides that will assist students who struggle with reading and writing skills. Additional equipment that supports literacy will also be purchased.

Description of how any additional funds exceeding the estimated distribution were actually spent.

The increased funding and funding not used in other categories was used to purchase an additional iPads to be used for progress monitoring and Lexia reading training.

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- School newsletter
- School website
- School marquee

The school plan was actually publicized to the community in the following way(s):

- School newsletter
- School website
- School marquee

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2018-10-20**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
8	0	0	2017-03-31

Plan Amendments Approved Amendment #1

Submitted By: Darrin Johnson

Submit Date: 2018-03-22

Admin Reviewer: Natalie Gordon

Admin Review Date: 2018-03-26

District Reviewer: David Stephenson

District Approval Date: 2018-03-26

Board Approval Date: 2018-03-26

Number Approved: 7

Number Not Approved: 0

Absent: 1

Vote Date: 2018-03-21

Explanation for Amendment: Expenses in several categories came in less than were anticipated for the 2017-18 school year. In our regularly scheduled SCC meeting these expenses were discussed. The SCC members recommended we re-allocate these funds to purchase additional technology that directly supports student learning and aligns with our current reading goal 1. The vote was taken to move money from the following accounts to the computer equipment account: \$3,600 from Certified Teacher Salary \$8,200 from Benefits \$1,300 from Substitute teacher \$3,000 from Contracted Services \$1,800 from Software \$500 from Professional Development The total moved to our Computer equipment account would be \$18,400 This money will be used to purchase iPad minis for use by our first and second grade students to gain further access to Lexia online reading. Program. Lexia is an online reading program that assesses the students reading levels and provides reading activities that targets the areas where improvement is needed.

Final Explanation for Amendment: Money from this amendment was used to purchase iPads for use by the students in literacy based software. Lexia online reading program is one of the research based programs the teachers use to supplement reading instruction.

Please Note

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Comments

Date	Name	Comment

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