

Final Report 2018-2019 - 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 2018 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2018-2019.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2017-2018	\$4,899	N/A	\$3,285
Distribution for 2018-2019	\$69,561	N/A	\$73,527
Total Available for Expenditure in 2018-2019	\$74,460	N/A	\$76,812
Salaries and Employee Benefits (100 and 200)	\$52,460	\$63,761	\$54,752
Employee Benefits (200)	\$0	\$0	\$9,009
Professional and Technical Services (300)	\$9,000	\$6,116	\$4,268
Repairs and Maintenance (400)	\$0	\$0	\$0
RETIRED. DO NOT USE (500)	\$0	\$0	\$0
Printing (550)	\$0	\$0	\$0
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	\$0	\$0	\$1,848
General Supplies (610)	\$3,000	\$2,885	\$2,885
Textbooks (641)	\$0	\$0	\$0
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	\$0	\$0
Library Books (644)	\$2,500	\$0	\$0
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$0	\$0	\$537
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$2,325
Technology Equipment > \$5,000 (734)	\$7,500	\$2,862	\$0
Total Expenditures	\$74,460	\$75,624	\$75,624
Remaining Funds (Carry-Over to 2019-2020)	\$0	N/A	\$1,188

Goal #1 Goal

In grades 3-6, we will improve Language Arts proficiency from 49% to 52% 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 SAGE assessment 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 Language Arts proficiency from 49% to 52% using the end of year SAGE assessment.

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

Due to complications in the testing platform last year the scores have not yet been released.

Action Plan Steps

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

1. Grade level teams will use the SAGE, and common assessment data to identify students who are not currently at benchmark in reading during the first weeks of school.
2. Using the data provided by the SAGE assessment, teams will create common assessments that align to the Utah Core Standards, and essential standards.
3. Teachers will utilize data gathered from SAGE benchmarks, and common assessments to guide instruction based on the needs of the students.
4. Teachers will use collaboration time to discuss student progress, review the data from Mastery Connect and SAGE, determine appropriate interventions, and share best practices for each grade level.
5. Teachers will focus on assessing and intervening on identified essential standards. Those students not demonstrating understanding will receive double dose interventions that are directly correlated to the teams common assessments.
6. The giving of common assessments, weekly collaboration, and interventions will be a continued practice throughout the school year.
7. Each student in 3rd-6th grade will make at least one years growth in writing as measured by the end of level state assessment.
8. Purchase technology items that will be used to enhance the literacy goal. Student will use the equipment to access materials that support the essential literacy standards for the district. The audio equipment will assist students in being able to hear the teacher and other students in the classroom setting.

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

We followed our school plan as outlined.

1. Grade level teams will use the SAGE, and common assessment data to identify students who are not currently at benchmark in reading during the first weeks of school.
2. Using the data provided by the SAGE assessment, teams will create common assessments that align to the Utah Core Standards, and essential standards.

3. Teachers will utilize data gathered from SAGE benchmarks, and common assessments to guide instruction based on the needs of the students.
4. Teachers will use collaboration time to discuss student progress, review the data from Mastery Connect and SAGE, determine appropriate interventions, and share best practices for each grade level.
5. Teachers will focus on assessing and intervening on identified essential standards. Those students not demonstrating understanding will receive double dose interventions that are directly correlated to the teams common assessments.
6. The giving of common assessments, weekly collaboration, and interventions will be a continued practice throughout the school year.
7. Each student in 3rd-6th grade will make at least one years growth in writing as measured by the end of level state assessment.
8. Purchase technology items that will be used to enhance the literacy goal. Student will use the equipment to access materials that support the essential literacy standards for the district. The audio equipment will assist students in being able to hear the teacher and other students in the classroom setting.

During the school year our grade level teams used SAGE testing from the previous year for a baseline. When available they used RISE Benchmarks. The RISE platform was not always available. When not available the teachers created common assessments that aligned to the state core to evaluate what the students had learned. Using Mastery Connect our teachers evaluated the performance of our students. Students that were identified as needing additional help received this help with the aid of classroom aides and flex time. Flex time or double dose time is administered by our teachers to target areas that students need extra help with. As a school each teacher participated in multiple data dives. These were times we gathered as a school to work on common assessments as a grade level and to collaborate with other grades on how to best meet the needs of the kids. Our technology purchases last year were to purchase three tv's for our kindergarten to use as they teach reading and writing skills. These tv's were paired with an apple tv and an iPad and allowed the students to interact with learning how to write, while at the same time allowing the entire class to participate. We did not have a need for any additional audio enhancement systems this year.

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 \$10,500 2. Portion of a teachers salary \$8,000. Teacher will integrate teaching across the curriculum as she works with all grade levels.	\$21,500	\$27,650	Classroom aides were trained to work directly with students and to help administer double dose interventions. Under the direction of the classroom teacher aides worked directly with students in one on one and small group settings throughout the entire school year. The portion of the teachers salary was used to provide summer collaboration time for teams of teachers. These teachers worked on common assessments and curriculum maps that aligned to the state core.
Professional and Technical Services	1. Provide teachers with substitute teachers while the teachers attends professional development literacy based training. \$2,500 2. Provide teams of teachers substitute teachers for two half days per year so teachers may collaborate as a team and make adjustments to their	\$9,000	\$6,116	Substitute teachers were provided to teachers as the teacher attended professional development. The professional

(300)	curriculum maps. \$2,500 3. Provide substitute teachers for teachers to observe other teachers teaching. After observations the teachers will professionally develop each other on what they observe. \$1,000 4. 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. \$3,000			development included kindergarten collaborating with a kindergarten team at another school in Alpine District. First grade attending a year long Building Effective Readers training and collaboration sessions. Teachers observing good teaching in other grades and schools. A team of teachers also attended the BYU Cites Literacy conference. The cost of registration and subs was paid for from this account.
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 created literacy materials.	\$1,500	\$1,385	Supplies were purchased that supported literacy in the classroom. Paper and ink to print dibels and other literacy based programs and games.
Library Books (644)	Purchase Battle of the Books books to be used in reading for grades 3-6 \$1,000	\$1,000	\$0	No money was used from trust lands for the purchase of Battle of the Books. These books were purchased, but from our school textbook account.
Technology Equipment > \$5,000 (734)	1. Purchase 3 Flat screen TV's that will be used in the classrooms to integrate the curriculum instruction through visual and literacy practices \$4,000 2. Replace 2 audio enhancement systems \$2,000 3. Purchase 8 lightbulbs for projectors \$1,500	\$7,500	\$2,862	Equipment expenses were lower than expected. Last year we used this fund to purchase three flat screen tv's. These are being used daily to enhance literacy in the classroom. Teachers pair these with an apple tv and an iPad to help teach kids early literacy skills. An example is when children are learning the formation and sounds of letters the teacher will hand them an iPad and the student will write the letter out while the whole class can hear and see what is happening on the flat screen tv. We did not have a need for any new audio enhancement systems this past year.
	Total:	\$40,500	\$38,013	

Goal #2 Goal

We will improve proficiency scores in Language arts from 76% to 80% in kindergarten through third grade as measured by DIBELS.

Academic Areas

- Reading

Measurements

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

DIBELS reading assessment will be used to show growth in reading.

We will improve proficiency scores in Language arts from 76% to 80% in kindergarten through third grade as measured by DIBELS.

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

We did not make our end of year assessment goal. In kindergarten we had 67 percent proficient. First grade was at 71 percent proficient. Second grade was at 73 percent proficient. Third grade was at 75 percent proficient. By the end of this year we will have grades k, 1, 2 fully trained in Building Effective Readers (BER), and for the first time we have a literacy coach in the building helping grades k-3.

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, and common assessment data to identify students who are not currently at benchmark in reading during the first weeks of school.
2. Using the data provided by the DIBELS assessment, teams will create common assessments that align to the Utah Core Standards, and essential standards.
3. Teachers will gather data from DIBELS, common assessments, and through progress monitoring to guide instruction throughout the year based on the needs of the students.
4. Teachers will use collaboration time to discuss student progress as shown from progress monitoring, Mastery Connect and SAGE (third grade only) to determine appropriate interventions, and share best practices at each grade level.
5. Teachers will focus on assessing and intervening on identified essential standards. Those students not demonstrating understanding will receive interventions that are directly correlated to the teams common assessments.
6. Students not reaching mastery will receive the following interventions; Double Dose, one on one, small group time with both teacher and aide. Additional resources used will be the Florida Center for Reading Research (FCRR), additional guided reading groups, and other research based interventions.
7. The giving of common assessments, weekly collaboration, and interventions will be a continued practice throughout the school year.
8. Each student in kindergarten through 3rd grade will make at least one years growth in reading as measured by DIBELS.

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

Our teachers and aides followed the plan as outlined.

1. Grade level teams will use the DIBELS, and common assessment data to identify students who are not currently at benchmark in reading during the first weeks of school.
2. Using the data provided by the DIBELS assessment, teams will create common assessments that align to the Utah Core Standards, and essential standards.
3. Teachers will gather data from DIBELS, common assessments, and through progress monitoring to guide instruction throughout the year based on the needs of the students.
4. Teachers will use collaboration time to discuss student progress as shown from progress monitoring, Mastery Connect and SAGE (third grade only) to determine appropriate interventions, and share best practices at each grade level.
5. Teachers will focus on assessing and intervening on identified essential standards. Those students not demonstrating understanding will receive interventions that are directly correlated to the teams common assessments.
6. Students not reaching mastery will receive the following interventions; Double Dose, one on one, small group time with both teacher and aide. Additional resources used will be the Florida Center for Reading Research (FCRR), additional guided reading groups, and other research based interventions.
7. The giving of common assessments, weekly collaboration, and interventions will be a continued practice throughout the school year.
8. Each student in kindergarten through 3rd grade will make at least one years growth in reading as measured by DIBELS.

In addition to this our kindergarten team collaborated with a kindergarten team from another school. Teachers in First grade participated in a yearlong Building Effective Readers training. This training has been expanded to include Kindergarten and Second grade for the coming year.

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 \$29,760 2. First and Second grade teachers to test their incoming students before school using the DRA-2 reading assessment. \$1,200	\$30,960	\$36,111	Each of our kindergarten, first and second grade teachers were provided with aides to assist in double dose teaching. Kids needing additional help were identified through common assessments and teacher observations. We followed the steps of our trust land plan. We did not administer the DRA-2 assessment because we are focusing on the Dibels assessment tool.
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 created literacy materials.	\$1,500	\$1,500	Materials and supplies were purchased to support literacy in the classrooms. These included ink, masters and paper.
Library Books (644)	Purchase classroom library books for each of our new teachers \$500 per teacher.	\$1,500	\$0	We purchased these books from our textbook fund for last year. Each new teacher still received a \$500 classroom library, just from a different fund.
	Total:	\$33,960	\$37,611	

Funding Changes (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 aides. These aides 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.

We didn't have a need to address changes to our trust lands plan. The money used was in support of the plan as the council voted on.

Publicity

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

- Letters to policy makers and/or administrators of trust lands and trust funds.
- School newsletter
- School website
- Other: Please explain.
 - School Stakeholder report, sent to every family, published on website and sent to policy makers.

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

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

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2019-10-20**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
8	0	0	2018-03-29

Please Note

Comments will only be visible for users that have logged in.

Comments

Date	Name	Comment
2018-06-11	Natalie Gordon	In goal one, there is no mention of technology in the action plan. Please revise.
2018-06-21	David Stephenson	Please revise as described. Thank you!

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