

School LAND Trust Program 2011 - 2012 Mountain Trails EL Final Report

1. ACADEMIC AREAS

ACADEMIC AREAS AS IDENTIFIED IN THE PLAN

Mathematics
Reading

ACADEMIC AREAS AS IMPLEMENTED IN THE PLAN

Reading

2. FINANCIAL PROPOSAL AND REPORT

AVAILABLE FUNDS	PLANNED	ACTUAL
Carry-over from 2010 - 2011	\$20	\$7,581
Distribution for 2011 - 2012	\$21,218	\$25,489
Total Available for expenditure in 2011 - 2012	\$21,238	\$33,070
Salaries and Employee Benefits (100 and 200)	\$14,294	\$24,167
Professional Development and Technical Services (300)	\$1,845	\$1,786
Repairs and Maintenance (400)	\$0	\$0
Other Purchased Services (Admission / Printing) (500)	\$0	\$0
Travel (580)	\$0	\$0
General Supplies (610)	\$3,660	\$5,719
Textbooks (641)	\$0	\$0
Library Books / Periodicals / Audiovisual (644, 650, 660)	\$0	\$0
Software / Technology related Hardware / Other Equipment (670, 730)	\$1,437	\$1,398
Total Expenditures	\$21,236	\$33,070
Remaining Funds (Carry-over to 2012 - 2013)	\$2	\$0

2. a EXPENDITURES IN OTHER PURCHASED SERVICES AND TRAVEL

2. b EXPENDITURES IN GENERAL SUPPLIES

Learning A-Z Licenses, subscription renewal (\$1,049.25). Provides classroom access to download leveled text increasing the amount of leveled material a teacher and student can utilize to improve

School LAND Trust Program 2011 - 2012 Mountain Trails EL Final Report

reading skills and strategies.

Folders, Tape, Labels (\$140.29). Organizational materials to set up check out libraries for Guided Reading and Take Home Reading. Both libraries feature printed leveled text for classroom and home use to learn and practice reading skills and strategies. Materials also used in STAR Reading Tutoring. Students eligible for STAR tutoring receive explicit reading tutoring two times a week.

CD Players/Batteries (\$778.15). 3 individual CD players were purchased for each classroom to provide opportunities for students to follow along with leveled text on CD to improve fluency.

TCO (Total Cost of Ownership) annual charge for 2 I-pads (\$36.00). The District charges an annual fee for use of computers beyond those allocated by the district for general school use. Purchasing 2 I-pads to allow for students to use reading apps and have another access to on line leveled text during center times in first grade classes incurred an annual fee of \$18.00 per I-pad.

Tools for Engagement: Managing Emotional States for Learner Success, Eric P. Jensen (\$1,276.59). Tools for Engagement was purchased for every staff member. This professional development book helps address the Tier I instruction that should be happening in all of our classrooms to ensure that students are being exposed to engaging curriculum and teaching strategies that will motivate frequent participation and response from all students.

Wilbooks (\$587.40 + \$136.00 shipping for a total of \$723.40). Wilbooks were added to our Take Home Reading library which provides at home leveled practice for every student grades K-4.

McGraw-Hill Take Home Reading Books (\$906.87). Additional books purchased to supplement Take Home Reading and STAR Tutoring where reading skills are taught and practiced by individual students.

Battle of the Books (\$1,165.38). Mountain Trails launched the Battle of the Books program for upper grades to promote rich reading opportunities with an emphasis on comprehension in a competitive format.

Total: (\$6075.93 overage of \$356.54)

2. c EXPLANATION OF CARRY OVER TO 2012-2013

3. BOARD APPROVED PLAN

Students will be identified through DRA2 Benchmarking in both the spring of 2010 and the fall of 2011. (No additional funding needed)

Solid Tier I instruction will be bolstered for every student via Faculty Meeting topics featuring discussion and application of strategies supported by leaders in literacy research. (no additional funding needed).

Teachers will continue to access leveled reading texts and regular assessments to track student progress toward benchmark success. (\$960.00--additional sources of text and tracking instruments through Reading A-Z.

Weekly collaboration will feature discussion on targeted student groups and successes we are seeing in terms of movement toward benchmark levels. (No additional funding needed.)

Struggling Readers will have increased opportunities for guided practice through books on tape (\$700.00 CD players)

STAR Reading Tutoring will be scheduled to focus on specific students in need of that intervention. This will provide students with an additional 30 minutes twice each week of precision practice in literacy. (\$14,294.00--personnel; \$2,000 for materials).

Professional Development will be ongoing through faculty meetings featuring discussions and

School LAND Trust Program 2011 - 2012 Mountain Trails EL Final Report

application of leading research in the area of literacy. The Literacy Promise Conference will also be attended by uppergrade representatives. (\$1,245.00 for Conference Registration and \$600.00 for substitutes while teachers are attending the conference)

I-pads will be purchased to increase the accessibility to technology that supports the development of literacy; i.e., high interest/low readability text, literacy games and activities. (\$1,437.00)

3. a PLAN REPORT

Below Benchmark students were identified in the spring of 2011 and again in the fall of 2011. Identified students received interventions in the classroom as well as pull out tutoring in reading through the STAR Reading Tutoring program. Classroom intervention included extra guided reading lessons, double dosing before and after school in specific areas of struggle, pre-teaching, re teaching, and frequent monitoring to ensure students were on track to make appropriate gains. Teachers focused on students during weekly collaboration meetings discussing progress and response to interventions being applied. Trust lands funds were not utilized for these efforts. Money spent in the General Materials and Supplies categories are addressed in paragraphs above, providing for materials with which students can work to develop and improve literacy skills.

Additional costs not previously discussed are outlined as follows:

The bulk of our Trust lands funds was spent to hire Reading Tutors to provide the STAR Reading Tutoring Program. We were able to serve students at every grade level, 1-6, with STAR Tutoring. Students received 2 to 4 30-minute sessions per week with trained tutors to boost literacy achievement. Students received instruction in fluency, word attack, phonics and phonemic awareness, and comprehension. Total cost of the aides to conduct tutoring sessions was \$19,807.13.

Upper grade teacher representatives were able to participate in a literacy conference where strategies and skills were shared on brain research and literacy development, the writing process to boost literacy skills, and the adolescent reader/learner. Conference fee and substitutes were paid with Trust land funding (\$996.000--conference fee, \$789.76--substitutes; total \$1,785.76).

In an effort to boost the use of technology in support of our reading goals, 2 I-pads were purchased to be used in classrooms during center times and for individual practice with literacy skills. I-pad cost totaled \$998.00 with a \$400.00 I-tunes voucher to purchase apps. Total cost \$1,398.00.

4. BOARD APPROVED GOALS

Targeted Group of Students

Goal

Who is Responsible

Students not reading at Benchmark level in Spring Window (May 2011) in grades 1-6.

Each classroom teacher at least two students not passing benchmark in Spring Window

School LAND Trust Program 2011 - 2012 Mountain Trails EL Final Report

Grade 1: Level 16*

Grade 2: Level 28*

Grade 3: Level 38*

Grade 4: Level 40 *

Grade 5: Level 50 *

Grade 6: Level 60 *

*all levels will be reported to show a student at independent levels in all areas assessed by the DRA; i.e.

Each Classroom Teacher, Resources Services, Administration, Teacher Assistants and Aides

All Kindergarten Students

90% of our Kindergarten students will be reading higher by the DRA Spring Window. Level 3

Kindergarten Teachers, Administration, support staff

4. a REPORT OF GOAL ACHIEVEMENT

Students were appropriately identified through DRA2 Benchmarking. It was noticed that several students had not maintained reading levels over the summer months and entered the subsequent grade lower than reported by the previous grade. This necessitated "catch-up" work from the previous year.

Tier I instruction was addressed in faculty meetings focusing on engagement and frequent student responses during instructional periods. It is a long process, and time is limited when there are so many things to discuss with a faculty.

Teachers do regularly access Reading A-Z in a number of ways to provide needed practice with appropriately leveled text.

Collaboration is an important part of our Trust land Plan and School Improvement Plan. Teachers come together weekly to discuss student achievement and responses to intervention. Our below benchmark students are tracked and progress is monitored throughout the year.

CD players were purchased. Organization of materials and establishing clear procedures for check-out was a bit delayed. Teachers had access to materials, but it wasn't used as heavily as we had hoped.

STAR Reading Tutoring was extremely effective. Students made progress with additional amounts of this guided practice.

Professional Development was successful, though we could always use more. The Literacy Promise Conference was attended and boosted collegiality as well as expertise among grade level leaders. The book Tools for Engagement was purchased and shared with the staff at large.

I-pads were purchased. Having only two for the school proved to be challenging and didn't allow for consistent student use. Additional funding through a grant has allowed for Kindles to be placed in lower grade classrooms which will boost the level of consistency with which this technology can be used.

5. BOARD APPROVED MEASURES

School LAND Trust Program 2011 - 2012 Mountain Trails EL Final Report

Each classroom teacher will bring at least two students not passing benchmark up to benchmark reading levels according to **DRA Spring Window (May 2012)**:

Grade 1: Level 16*

Grade 2: Level 28*

Grade 3: Level 38*

Grade 4: Level 40*

Grade 5: Level 50*

Grade 6: Level 60*

*all levels will be reported to show a student at independent levels in all areas assessed by the DRA; i.e., text level, fluency and comprehension. Scores will be compared against DRA Fall Window test results. Winter DRA test results will show how close we are approximating the final goal.

5. a REPORT OF MEASUREMENTS

Kindergarten 2011 spring data showed 89% of our students at or above benchmark. Kindergarten 2012 spring data showed 93% of our students at or above benchmark.

First Grade 2011 spring data showed 64% of our students at or above benchmark. First Grade 2012 spring data showed 73% of our students at or above benchmark.

Second Grade 2011 spring data showed 68% of our students at or above benchmark. Second Grade 2012 spring data showed 61% of our students at or above benchmark.

Third Grade 2011 spring data showed 64% of our students at or above benchmark. Third Grade 2012 spring data showed 72% of our students at or above benchmark.

The school overall showed 36% of our students below benchmark in 2011 and 31% of our students below benchmark in 2012. (This number represents grades K-6).

6. BOARD APPROVED PLAN FOR ADDITIONAL EXPENDITURES

Additional funds would be used to expand the STAR Reading Tutor pool. We will channel extra funding toward hiring more aides to give more students the benefit of one-on-one time with a trained adult.

6. a THE DISTRIBUTION TO SCHOOLS IN 2011 - 2012 WAS APPROXIMATELY 20% MORE THAN SCHOOL COMMUNITY COUNCILS PLANNED FOR IN THE APPROVED SCHOOL PLANS. HOW WERE THE ADDITIONAL FUNDS SPENT?

Additional funds allowed for more STAR Reading Tutoring slots to impact the number of students able to access this resource.

7. THE SCHOOL PLAN WAS ADVERTISED TO THE COMMUNITY IN THE FOLLOWING WAYS:

School Newsletter

School Website

OTHER: PLEASE EXPLAIN.

School LAND Trust Program 2011 - 2012 Mountain Trails EL Final Report

8. POLICY MAKERS WE HAVE COMMUNICATED WITH

State Leaders

US Seanators

STATE SENATORS

US REPRESENTATIVES

STATE REPRESENTATIVES

DISTRICT SCHOOL BOARD

STATE SCHOOL BOARD

9. THE STATE BOARD RULE REQUIRES REPORTING OF THE DATES WHEN LOCAL BOARDS APPROVED THE OTHER FOUR PLANS COMMUNITY COUNCILS ARE RESPONSIBLE FOR. PLEASE ENTER THE MOST RECENT APPROVAL DATE FOR EACH PLAN LISTED.

2012 - 2013 SCHOOL PLANS

Available

SCHOOL IMPROVEMENT PLAN (required for all schools)

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 (required for all elementary, middle & jr high)

06/19/2012

10. A SUMMARY OF THIS FINAL REPORT MUST BE PROVIDED TO PARENTS AND POSTED ON THE WEBSITE BY NOVEMBER 15TH OF THE 2012-2013 SCHOOL YEAR. WHEN WAS THIS TASK COMPLETED?

Not required for Charter Schools.

11/16/2012