

Final Report 2015-2016 - Saratoga Schools

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 2015 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2015-2016.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2014-2015	\$0	N/A	\$0
Distribution for 2015-2016	\$61,248	N/A	\$72,083
Total Available for Expenditure in 2015-2016	\$61,248	N/A	\$72,083
Salaries and Employee Benefits (100 and 200)	\$37,257	\$35,463	\$31,469
Employee Benefits (200)	\$0	\$0	\$3,994
Professional and Technical Services (300)	\$7,975	\$6,804	\$0
Repairs and Maintenance (400)	\$0	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0	\$6,804
Travel (580)	\$0	\$0	\$0
General Supplies (610)	\$2,236	\$1,673	\$1,673
Textbooks (641)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0	\$0
Software (670)	\$1,378	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$12,402	\$26,028	\$26,028
Total Expenditures	\$61,248	\$69,968	\$69,968
Remaining Funds (Carry-Over to 2016-2017)	\$0	N/A	\$2,115

Goal #1

Goal

80% of K-3 students will score at DRA benchmark or above on the Spring 2016 assessment.

Academic Areas

- Reading
- Writing

Measurements

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

- We will use the Direct Reading Assessment (DRA) to measure student reading progress throughout the year. The DRA will be given in Fall, Winter, Spring and will provide measurement of the number of students reading on benchmark or beyond. - For grades 3-5 we use a writing program called Utah Compose, and 6th My Access writing program, both measure student progress on each writing assignment to help pinpoint areas for improvement.

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

Our original goal was based on the DRA benchmarks. In the 2015-16 school year the district moved to the DIBELS assessment benchmark, which we used to measure our students reading. Since this is our first year on this measure what follows is our baseline data:

Saratoga Shores DIBELS Benchmark 2015-16:

K	1st	2nd	3rd
55%	69%	76%	76%

Each grade level identified essential standards for Language Art core and used grade level common assessment to measure student progress throughout the year. Grades 5 & 6 used writing programs to measure student progress. In examining our data we have identified areas in all of our grade levels to improve. Specifically our 3rd & 4th grades have identified areas in Language Arts they need to improve and they have developed a plan to increase student learning in this area during the 2016-17 school year.

Saratoga Shores Language Arts SAGE 2015:

	3rd	4th	5th	6th
Utah	46%	42%	45%	45%
ASD	51%	45%	48%	51%
Saratoga	62%	45%	54%	60%

Saratoga Shores Language Arts SAGE 2016:

	3rd	4th	5th	6th
Utah	48%	42%	47%	48%
ASD	50%	48%	50%	51%
Saratoga	45%	44%	62%	52%

Action Plan Steps

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

ACTION PLAN STEP #1: Those students needing extra reading support will be identified by the classroom teacher(s) and have additional support with Student Tutoring Achievement Reading (STARS)/reading tutors. Lower grades (1-3) will focus on fluency and comprehension; and upper grades (4-6) will focus on comprehension. Students will work one-on-one with STAR/reading tutor for 30 minutes a day, Tuesday - Friday. We will have 6 aides/tutors for the STARS/reading tutoring program (1 paid from District Double Dose funds), with one lead tutor to serve as the lead to manage, collect data, coordinate with teachers, and oversee the program. Also, we will have one fluency aid to assist the 3rd grade students. The program will run about 115 days during the school year, 4 days a week 2 hours each day. The lead tutor will receive a stipend of \$500. Additionally, we will have a student advocate who will work 3 hours a week for 36 weeks assisting students and teachers. **ACTION PLAN STEP #2:** Purchase needed supplies, copying, books, and other materials needed to successfully run the STARS/reading tutoring we are implementing. Purchase Vantage My Access for sixth grade student writing practice and assessment tool is used to help students to read and

edit their work. ACTION PLAN STEP #3: Purchase character education curriculum and materials to train teachers to use with students. Students would read, analyze, discuss, and write about character education related concepts. Pay two teachers a \$500 stipend to be the Character Education Coordinators, who would oversee the training of teachers, maintain materials, and coordinate with Character Education Advocate. ACTION PLAN STEP #4: Hire one Character Education Advocate to oversee before and afterschool Shark Nets program. This program runs two 6 week sessions, these weekly sessions are Tuesday - Friday for 2.5 hours. This program is for selected students, chosen by teachers, to attend to strengthen reading, writing, and interpersonal skills in a six-week rotation.

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

The majority of the funds where spent to improve student academic performance was spent on five STAR reading tutors and one reading fluency coaches who worked with the students four days a week. A student advocate was hired to assist teachers in preparing fluency, double dose, and math materials/assessments materials; and work with students as needed. Purchased character education materials and trained teachers how those use those with students in class meetings and as writing prompts. Our one Character Education Coordinator, from our faculty, presented these trainings. We did not hire a Character Education Advocate to run an after school character education program, Shark Nets, as we discovered we needed to build the capacity of the faculty first through the aforementioned training.

Behavioral Component

Category	Description
Behavioral/Character Education/Leadership Component	See Action Plan Steps 3 & 4 for explanation of Character Education component. How it affects students?: Research such as Benninga, Berkowitz, Kuehn, & Smith (2006) ?Character and Academics: What Good Schools Do,? and Fink & Geller (2013) ?Integrating Common Core and Character Education: Why It Is Essential and How It Can Be Done,? suggests that school goals and activities that are associated with good character education programs are also associated with academic achievement. With that understanding we are seeking to impact our reading and Language Arts goals by infusing character education into that instruction.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Five STARS/reading Tutors \$11,855 One Fluency Coach, \$2,121 One Student Advocate, \$996 Two Teacher Stipend Character Ed. Coordinators, \$1,317 One Character Ed. Advocate, \$1,107	\$17,396	\$15,602	As Described, expect we did not have a Character Ed. Advocate
General Supplies (610)	STARS/reading materials and supplies, \$500 Character Education reading materials and supplies, \$1,736	\$2,236	\$1,673	As Described
Software (670)	Vantage Software "My Access" writing program licenses for all 6th Grade Students, \$1,378	\$1,378	\$0	Not purchased with Trust Lands Funds
	Total:	\$21,010	\$17,275	

Goal #2

Goal

60% of students will score at proficient or highly proficient in math on the spring 2016 SAGE assessment.

Academic Areas

- Mathematics
- Technology
- Science

Measurements

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

1. We will compare spring 2015 SAGE math assessment data to spring 2016 SAGE math assessment data. 2. We will use grade level common assessments from Mastery Connect to monitor progress throughout the year.

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

Below is our 2015 & 2016 SAGE math assessment data to show our before and after measurements. We are encouraged at our growth, particularly in our 3rd and 5th grades.

Saratoga Shores Math SAGE 2015:

	3rd	4th	5th	6th
Utah	50%	51%	49%	39%
ASD	56%	56%	54%	64%
Saratoga	59%	52%	71%	64%

Saratoga Shores Math SAGE 2016:

	3rd	4th	5th	6th
Utah	53%	52%	50%	42%
ASD	57%	60%	55%	49%
Saratoga	60%	55%	63%	56%

Action Plan Steps

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

ACTION PLAN STEP #1: To increase teacher capacity in the core and use of technology, funds will be set aside to the following: attend conferences; implement two half day grade level Extended Collaboration Days to unpack learning targets (sub cost would be, based on a teams of 6 teachers) to develop rubrics, and create common assessments; and pay two grade level teams (pay six teachers \$225 each per day) to work on a three-day summer collaboration to create common assessments and lessons for Math and Language Arts, depending on grade level identified goals.

ACTION PLAN STEP #2: Technology to be purchased and maintained, to do the following: increase student access to core subjects; to assess student learning; provide math and science integration through STEM extension experiences; and to aid teachers in increasing student engagement and discovery (25 iPad Mini2s, 5 teacher iPad Minis2, 6 Lego Robotic Kits & 12 Chromebooks). Support given to teachers through an Education Tech. Chief responsibility of the Education Tech would be working with teachers in finding Apps/software that support the math and language arts cores, and in training teachers how to use related Apps/software. The Education Tech would work 8 hours weekly for 36 weeks.

ACTION PLAN STEP #3: Teachers are implementing a Flex schedule (Shark Attack Time) that allows them to

both pull small groups that work with the teacher on specific targeted concepts, and provide extensions for those who have mastered concepts. We will use Trust Land funds to match district Double Dose funds to provide aides to support grade level Shark Attack Time, specifically for small group work. Teachers will work with the aides to provide lesson and materials. Six aides will work 115 days during the school year, 4 days a week 2 hours a day.

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

We were able to send a total of four teachers a national conferences in Salt Lake City that trained them on refining our PLC process; and current math, Language Arts, and Science. We also sent six teachers to a STEM conference, and three to a Reading Conference. These teachers came back from these professional experiences and trained their teams and the faculty.

The Extend Collaboration for a grade level to meet for half a day two times a year to work collaboratively on targeted interventions for students in language arts and math was used by all grade levels K-6. These grade level teams were able to unpack learning standards, create common formative assessments, and developed interventions/extensions that were deployed in grade level flex time. Additionally, our Kindergarten team & 4th grade team were paid for their Summer Collaboration through funding from the Trust Lands.

Technology was purchased, and maintained, to increase student access to core subjects, and to aid teachers in increasing student engagement and discovery. Support given to teachers through an education tech. Provide an education tech: chief responsibility would be working with teachers in finding Apps/software that support the math and language arts cores, and in training teachers how to use related Apps/software

We purchased 26 iPad minis were purchased for teachers in Second Grade to use in each of their classrooms for both for Literacy and Math; 54 Chromebooks so our students were able to research, write, and edit effectively. These devices were also used for common assessment data to teachers to focus curriculum by the student and by the standard. We hired an education tech: chief responsibility was working with teachers in finding Apps/software that support the math and language arts cores, and in training teachers how to use related Apps/software.

In examining our need and desire to deliver more targeted instruction we combined the funds we allotted to Double Dose aides to that of our Flex (a.k.a. -Shark Attack Time) aides. This allowed us to provide seven total Flex Time aides for grades K-6. The double dose/Flex Time aides came in four days a week for one hour to work with students in both math and language arts. Through weekly assessments, each grade level determined which content and skill was most needed for specific targeted students. Then each grade level developed lesson plans and activities for the aides to use. The groups of students were flexible and fluid depending on the skill needing to be learned, and the speed at which it was mastered.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	One educational tech to assist teachers, \$2,831 Twelve teachers salary for Summer Collaboration, \$10,667 3 Flex Time aides, \$6,363	\$19,861	\$19,861	As Described
Professional and Technical Services (300)	Conferences and Work registrations, \$1,975; Substitutes for conferences & collaboration, \$6,000	\$7,975	\$6,804	As Described
Equipment (Computer Hardware, Instruments, Furniture) (730)	35 iPad Mini 2; 12 Chromebooks; 6 LEGO robotics kits	\$12,402	\$26,028	As Described, with carry over from 2014-15 we purchased more Chromebooks

Total:	\$40,238	\$52,693
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Increased Distribution

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

If more funds are available, we would purchase technology to complete portable student iPad lab, and purchase flat screen televisions and carts to replace our older projectors to assist in student learning and comprehension (Goal 2). We also would increase our tutor and aide support in our STARS; Shark Attack Time (Flex Time) interventions/extensions programs (Goal 2). An additional Character Education Advocate to assist with Shark Nets (Goal 1).

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

As described

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.
- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School newsletter
- School website

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.
- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School newsletter
- School website

Policy Makers

The school community council has communicated with the following policy makers about the School LAND Trust Program. Communication with Policy makers is encouraged and recommended. It is not required.

State Leaders: Governor: Gary R. Herbert.
SITLA
State Attorney General: Sean Reyes
State Treasurer: Richard Ellis

U.S. Senators:

U.S. Representatives: Mike Lee
Orrin Hatch

State Senators: Mia Love

State Representative: Dist. 13 Mark B. Madsen

State School Board: Dist. 2 Lifferth, David E.

Joel Wright

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2016-10-20**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
9	8	1	2015-03-24
9	0	0	2015-03-24

No Comments at this time

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