

Valley View EL Final Report 2012-2013

Financial Proposal and Report - This report is automatically generated from the School Plan entered in the spring of 2012 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2012-2013.

Available Funds	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2011 - 2012	\$0	\$604
Distribution for 2012 - 2013	\$20,644	\$23,452
Total Available for Expenditure in 2012 - 2013	\$20,644	\$24,056
Salaries and Employee Benefits (100 and 200)	\$18,880	\$17,074
Professional and Technical Services (300)	\$1,764	\$5,014
Repairs and Maintenance (400)	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0
Travel (580)	\$0	\$0
General Supplies (610)	\$0	\$0
Textbooks (641)	\$0	\$0
Library Books (644)	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0
Software (670)	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$1,405
Total Expenditures	\$20,644	\$23,493
Remaining Funds (Carry-Over to 2013 - 2014)	\$0	\$563

ITEM A - Report on Goals

Goal #1

LANGUAGE ARTS GOALS

- We will reduce by 50% the number of students NOT passing Language Arts CRT with a 3 or 4. In addition, we will reduce by 25% the number of students not at benchmark on the winter or spring DRA. This translates to the following grade level goals:
- Kindergarten: A minimum of 80% of students will be independent in concepts of print, oral fluency, and comprehension at DRA level 3 in the spring.
- First Grade: A minimum of 80% of students will be independent in oral fluency and comprehension on DRA level 16 in the spring.
- Second Grade: A minimum of 75% of students will be independent in oral fluency and comprehension on DRA level 28 in the spring.
- Third Grade: A minimum of 75% of students will be independent in oral fluency and comprehension on DRA level 34 in the winter. In addition, 85% of students will score 3 or 4 on the end of year language arts CRT.
- Fourth Grade: A minimum of 75% of students will be independent in oral fluency and comprehension on DRA level 40 in the winter. In addition, 86% of students will score 3 or 4 on the end of year language arts CRT.
- Fifth Grade: A minimum of 75% of students will be independent in oral fluency and comprehension on DRA level 50 in the winter. In addition, 88% of students will score 3 or 4 on the end of year language arts CRT.
- Sixth Grade: A minimum of 85% of students will be independent in oral fluency and comprehension on DRA level 60 in the winter. In addition, 85% of students will score 3 or 4 on the end of year language arts CRT.

Identified academic area(s).

Reading

This was the action plan.

ACTION STEP # 1

We will use STAR Early Literacy, STAR Reading, and DRA 2 to access reading progress and to help design instruction. This will give our teachers data for their Tier 2 interventions. STAR reading assessments are available to grades K through 6 to give teachers valuable ongoing data on student reading levels. DRA 2 is given at each grade level at least 2 times per year.

TIMELINE: STAR early literacy is available to all kindergarten through second grade teachers on an ongoing basis. STAR reading assessments are also available throughout the school year for all grade levels.

ESTIMATED RESOURCES: The annual fees for STAR Early Literacy and STAR reading assessments will be paid for using Land Trust funds (\$764).

PERSON RESPONSIBLE: The principal will oversee the purchase and implementation. The kindergarten through second grade teams will be responsible for implementation and gathering of data for Tier 2 plans.

ACTION STEP #2

We will hire teacher aides. The aides will be used in classrooms to help struggling students in math, literacy, and writing. They will work with students one-on-one or in small groups, or they will free up the teacher to work with students one-on-one or in small groups.

TIMELINE: The aides will be hired for the entire year or until the Land Trust funds run out.

ESTIMATED RESOURCES: We will use Land Trust funds to provide the teacher aides (\$13911).

PERSON RESPONSIBLE: The principal will hire the teacher aides and oversee their use. Teachers will be responsible for the way they are used for student learning.

ACTION STEP #3

We will use Accelerated Reader as our reading incentive program. The program supplements the Balanced Literacy Program the teachers use in their classrooms. We will pay for the hosting fee, which maintains Renaissance Place, the web-based program that provides tests and services to support the program. This hosting fee is \$399. The actual online Accelerated Reader annual fees (\$2125) will be paid for out of school textbook funds.

TIMELINE: Accelerated Reader is a program the students participate in the entire year.

ESTIMATED RESOURCES: Land Trust funds will be used to maintain Renaissance Place and buy any materials needed to support the program (\$399). This fee is included in Action step #1.

PERSON RESPONSIBLE: Melissa Allmon and Shannon King will oversee the program and make sure Renaissance Place is maintained and the teachers receive the training necessary to implement the program.

ACTION STEP #4

We will have several teachers attend the BYU partnership CITES conference as part of professional development. The focus of several sessions of this conference is on literacy and math. The skills and information gathered by teachers during this conference will help them improve their instruction in these areas, which should result in improved student learning.

TIMELINE: The CITES conference is held in the spring.

ESTIMATED RESOURCES: Land Trust Funds will pay for registration for the conference (\$1000).

PERSON RESPONSIBLE: The principal will register all participants and will arrange for substitutes to cover their classes.

ACTION STEP #7

To help our struggling students in math and reading, we will continue the Double Dosing program, which was started district wide this past year. Before or after school, students from grades 1 through 4 will be identified during weekly collaboration and will attend double dosing sessions for up to three weeks. During this time, students will be retaught or pretaught concepts that they have not mastered. The sessions will be taught by a certified teacher on staff.

TIMELINE: This program will begin soon after school begins once struggling students are identified and parents are informed.

ESTIMATED RESOURCES: The cost of the program for the entire year will be \$9938, which pays for 2 certified teachers (\$3500 each) as well as 2 teacher liaisons (\$500 each). There is also \$1938 to pay for teacher benefits. The liaisons will be part of the 1st, 2nd or 3rd, 4th collaborative teams and will help the double dosing teacher identify the struggling students as well as what needs to be taught. Alpine School District will match whatever the individual school can spend to run the program. In this case, Valley View will allocate \$4969 from their Trustland's account and the district will provide the matching \$4969.

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

Action step 1 – We used STAR Early Literacy, STAR Reading, and DRA 2 to access reading progress and to help design instruction. This gave our teachers data for the Tier II interventions. In addition, STAR reading assessments were available to grades 2 through 6 to give teachers valuable ongoing data on student reading levels. DRA 2 was given at each grade level a minimum of 2 times.

Action step 2 – Over the course of the school year, we hired several teacher aides who worked in several classrooms to help our struggling learners in math, reading, and writing. They worked one-on-one as well as in small groups. They also helped free up teachers to work more closely with individual students.

Action step 3 – We used the Accelerated Reader program during the school year as our reading incentive program. This program supplements the Balanced Literacy Program the teachers use in their classrooms.

Action step 4 – This past spring, we took 6 teachers to the Annual 2-day CITES. The skills and insights gained by our teachers were very helpful to them and their team members as they evaluated their teaching practices and methodologies.

Action step 7 - This last year we had teachers and aides help our struggling students in math and reading, before and after school in the Double Dosing program,. During this time, students were retaught or pre-taught concepts that they had not mastered.

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

We will use DRA scores in both winter and spring for grades K through 6. We will also use end-of-year CRT scores for grades 3 through 6.

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

Our Goal was to reduce by 50% the number of students NOT passing Language Arts CRT with a 3 or 4 and to reduce by 25% the number of students not at benchmark on the winter or spring DRA. We were successful with our DRA goal and we reduced the number of students not passing the DRA by 33%. However, we were not able to reduce the number of students who did not pass the Language arts CRT in 2012 we had 88% of our students pass the CRT so 12% of our students did not pass the CRT. In 2013 82% of our students passed the CRT which means 18% of our students did not pass the CRT this means that we did not reach our goal of a 50% reduction of students not passing the CRT. We believe that this is due to the changes in the core last year.

The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:

Amount	Category	Description
18880	Salaries and Employee Benefits (100 and 200)	\$13911 is earmarked for Salaries and employee benefits. This includes \$11219 to be used for hourly aide time and \$2692 to be paid as employee benefits. \$4969 earmarked for funding the Double Dosing program at Valley View. This will include \$3500 to pay 2 certified teachers, one in 1st or 2nd grades, and one in 3rd or 4th grades. In addition, \$500 will be used to pay 2 teachers liaisons in the lower grades. In addition, there is \$969 to pay employee benefits. This \$4969 will be matched by Alpine School District, bringing the total funds for the program at \$9938.
1764	Professional and Technical Services (300)	From Action step #1, the annual fees for STAR Early Literacy and STAR reading assessments will be paid for using Land Trust funds (\$764). From Action step #4, Trustland's Funds will pay for registration for the CITES conference (\$1000).

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.

\$13717 was spent on aide Salaries and employee benefits this included double dosing aides. From Action step #1, \$864 was spent for STAR Early Literacy and STAR reading from Land Trust funds (\$764). From Action step #4, Trustlands' Funds paid for registration for the CITES conference (\$2750).

Goal #2

MATH GOAL

- School-wide, we will reduce by 25% the number of students not passing the end of year Math CRT with a 3 or 4. This translates to 85% of Valley View students passing the end-of-year CRT exam with a 3 or 4.

Identified academic area(s).

Mathematics

This was the action plan.

ACTION STEP #5

We will use the Accelerated Math online program to help individual classroom teachers supplement their regular math instruction. The program allows teachers to regularly assess students and to provide valuable feedback, which in turn will be used to modify instruction.

TIMELINE: Accelerated Math will be used throughout the entire year.

ESTIMATED RESOURCES: The online program is also provided by Renaissance Place and will be paid for out of school textbook funds (\$1615).

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

ACTION STEP #5 We used the Accelerated Math on line program to help individual classroom teachers supplement their regular math instruction. The program allowed teachers to regularly assess students and to provide valuable feedback, which in turn was used to modify instruction.

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

We will use end-of-year math CRT scores. These scores won't be available, however, until the summer of 2013.

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

We did not meet our goal in math. Our goal was to reduce by 25% the number of students not passing the end of year Math CRT with a 3 or 4. This translates to 85% of Valley View students passing the end-of-year CRT exam with a 3 or 4. We had 77% of our students pass the Math CRT's.

The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:

Amount	Category	Description
0	Professional and Technical Services (300)	There are no expenditures for this goal. The hosting fees were included in goal 1.

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.

We did not spend trust lands' money on this goal.

Goal #3

WRITING GOAL

- At least 92% of 5thgrade Valley View students will pass the Direct Writing Assessment with a 3 or a 4. This would be an improvement of 2% from last year.

Identified academic area(s).

Writing

This was the action plan.

ACTION STEP #6

To help achieve our writing goal, we will provide 2 training sessions for teachers to help students learn the six traits of writing. These sessions will be taught by curriculum specialists from Alpine SD and are free of charge. In addition, our teachers will be working on vertical alignment to assure that the different grade levels are working together. This will hopefully ensure that there are no gaps in writing instruction.

TIMELINE: The writing trainings will be provided during the scheduled professional development days when students are not in school. Vertical alignment work will be accomplished during Monday collaboration time.

ESTIMATED RESOURCES: No funds needed.

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

To help achieve our writing goal, we provided training sessions for teachers to help students learn the six traits of writing. These sessions will be taught by curriculum specialists from Alpine SD and are free of charge. In addition, our teachers worked on vertical alignment to assure that the different grade levels were working together. This helped ensure that there are no gaps in writing instruction.

Writing trainings were provided during professional development and collaboration time.

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

We will use the state's Direct Writing Assessment or DWA which will be administered in the winter of 2013.

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

We met our goal in writing with 100% of our students passing the DWA

The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:

Amount	Category	Description
0	Professional and Technical Services (300)	There were no expenditures for this goal.

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.

We did allow our teachers to use some of the aide time allocated in the reading goal to help meet this goal.

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

If there is an increased distribution of funds, they will be used to hire additional classroom aide time. This is described in goal #1, Action step #2. The aides will be used in classrooms to help struggling students in math, literacy, and writing. They will work with students one-on-one or in small groups, or they will free up the teacher to work with students one-on-one or in small groups.

The distribution was about 14% more than the estimate in the school plan. Please explain how the additional money was spent, if it was spent for items other than expenditures described in the approved goals above. If all expenditures were spent for items in the goals, please enter "Not applicable."

We were able to spend more on classroom aides as well as take more teachers to the SITES conference and we allocated \$1,368 for equipment (projector bulbs)

ITEM D - The school plan was advertised to the community in the following way(s): Please select from the pull down menus the names of policymakers the council has communicated with about the School LAND Trust Program. To choose more than one name on a list, use CTRL while selecting. To unhighlight a selected name, choose another name or use CTRL and select it.

State Leaders

U.S. Senators

State Senators

U.S. Representatives

State Representatives

District School Board

State School Board

ITEM E - The State Board Rule requires reporting of the dates when local boards approved the other plans school community councils are responsible for. Please enter the most recent approval date for each plan listed. These approval dates are for plans being implemented in the 2013-2014 school year and require a 2013 approval date.

2013 - 2014 School Plans

School Improvement Plan
(required for all schools)

06/18/2013

Professional Development Plan
(required for all schools)

06/18/2013

Reading Achievement Plan
(required for all schools with K-3 grades)

06/18/2013

Note for Charter Schools: Charter Schools are only required to have a Reading Achievement Plan, if they receive funding for the program. The other plans are not required.

ITEM F - A summary of this Final Report must be provided to parents and posted on the school website by November 15th of the 2013. When was this task completed?

Not required for Charter Schools.

11/13/2013