

Fox Hollow Elementary Final Report 2013-2014

Financial Proposal and Report - This report is automatically generated from the School Plan entered in the spring of 2013 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2013-2014.

Available Funds	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2012 - 2013	\$0	\$10,901
Distribution for 2013 - 2014	\$49,210	\$63,575
Total Available for Expenditure in 2013 - 2014	\$49,210	\$74,476
Salaries and Employee Benefits (100 and 200)	\$22,210	\$31,205
Professional and Technical Services (300)	\$4,500	\$5,298
Repairs and Maintenance (400)	\$2,000	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0
Travel (580)	\$0	\$0
General Supplies (610)	\$4,500	\$6,633
Textbooks (641)	\$1,000	\$0
Library Books (644)	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0
Software (670)	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$15,000	\$30,466
Total Expenditures	\$49,210	\$73,602
Remaining Funds (Carry-Over to 2014 - 2015)	\$0	\$874

ITEM A - Report on Goals

Goal #1

Increase Student Growth Percentages (SGP) in language arts for students in grades fourth through sixth from 42 to 45. Identified academic area(s).

Reading

This was the action plan.

In the fall teachers will look at UCAS data to identify at risk students. All students will take the DRA-2 in the Fall.

Teachers will begin early interventions in reading. We estimate we will serve 120 students.

Students who have been identified as being a tier II student will be invited to participate in before school Double Dose Teaching sessions.

Common Assessments including UTIPS (or equivalent with new AIRS/SAGE program) and DRA-2 will be used to measure progress and to identify those not making benchmarks. Students who are identified as Tier II in their grade level will receive reading intervention. Students who are targeted for this intervention will receive extra instruction on reading fluency, reading comprehension, sight words, phonics, and phonemic awareness. Students will work one-on-one with reading tutors at a time when regular reading instruction is not taking place in the classroom. Students who receive this intervention are expected to make at least one year's progress in reading. The outcome of this intervention is that students will become more skilled in the areas of reading decoding, comprehension, engagement, and fluency.

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

In grades 3-6 teachers used UTIPs, and Mastery connect, and Utah Writes to assess the level of mastery their students were making. Students who were below proficient received interventions in the following areas. Grade level collaboration, School wide TAT team, Grade level teacher led interventions such as small group time for guided reading, and extra practice time taught by a trained aide. Students in grades 3-6 who demonstrated lack of proficiency were given extra time and support to reach proficiency.

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

We will use our UCAS Data from Cognos to determine if we met this goal.

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

Our SGP scores are not available at this time and will be unreliable this year with the change in assessment to SAGE. We cannot measure growth between a CRT to a SAGE assessment. Because this is the first year of the new assessment, we have no baseline. Student progress was monitored in every classroom with students who are below grade level through formative assessments created by grade level teacher teams.

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

Amount	Category	Description
22210	Salaries and Employee Benefits (100 and 200)	Salaries for aides to help administer the Double Dose teaching and targeted interventions of our students.
4500	Professional and Technical Services (300)	Registration for the BYU Sites conference. Payment of Substitute teachers for the BYU Sites conference. Payment of Substitute teachers twice each year for grade level teams to conduct lesson study sessions in conjunction with our district curriculum team in accordance with identified grade level goals.
2000	Repairs and Maintenance (400)	Replacing parts such as light bulbs on projectors as needed.
4500	General Supplies (610)	For general supplies that support language arts instruction.
1000	Textbooks (641)	Funding for reading books that support literacy in the classrooms
15000	Equipment (Computer Hardware, Instruments, Furniture) (730)	Purchase of Technology such as Smart Boards and Audio Enhancement Systems.

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

Expenditures

Teacher Professional development substitute teachers and for conferences with parents \$2,281

This expenses covered the substitute teachers while teachers were attending professional development.

Aides to assist in tutoring and Double Dose teaching \$22,171

Aides benefits for salaries \$9,857

This covers the salaries and benefits for aides to implement our trust lands plan.

Professional Development Conferences \$2,494

Conference entrance fees were paid for the PLC institute in SLC, The learning edge conference and the Literacy conference.

Supplies \$3,884

General Supplies were purchased for running paper and ink masters.

Textbooks \$2,449

Reading books that support literacy in the classroom were purchased.

Equipment \$30,466

We purchased new bulbs for projectors, new sound systems, three new smart boards and mounts. We had an overage from the previous year of close to \$9,000. This money was used to purchase a new chrome book writing lab with cart that doubled as an assessment center for mastery connect and end of level Sage Testing.

Goal #2

Increase Direct Reading Assessment (DRA) proficiency levels by 3-5% for students in grades first through third grade from fall 2013 to spring 2014.

Identified academic area(s).

Reading

This was the action plan.

In the fall the teachers will meet with the students before school to conduct the DRA. These results will be used to determine the reading instructional groups and interventions that need to take place. At the start of the year students who scored low on the DRA will receive additional reading interventions.

In order to accomplish this, we will continue to incorporate programs such as Double Dosing with a focus on reading comprehension and fluency. We will also continue using such programs as Raz-Kids to provide students reading experience at the "just right" level. We wish to extend Raz-Kid to the upper grades using ipads and kindles in those classrooms.

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

During this school year the DRA benchmark was significantly raised from the benchmark of previous years. As a result of the more rigorous standard we purchased several thousand dollars from textbook funds and trust lands funds in books that better matched the new core. Students that were not on benchmark benefited from these additional texts.

We provided double dose teaching in the forms of Raz-Kids, imagine learning, one on one tutoring and from our school TSA working in small groups and one on one with students.

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

We will use the Direct Reading Assessment (DRA) in the fall and spring to determine if we have met this goal.

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

Comparing growth from this year to last is unreliable this year with the change in assessment to the standard students are expected to achieve. Growth was made during the school year, but comparing one standard to another is not an accurate measurement of growth. Because this is the first year of the new assessment, we have no baseline. Student progress was monitored in every classroom with students who are below grade level through formative assessments created by grade level teacher teams.

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

Amount Category Description

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

Our trust lands plan was integrated the expenditures for each goal were integrated. Included in this section is the expenditures for the entire plan.

Expenditures

Teacher Professional development substitute teachers and for conferences with parents \$2,281

This expenses covered the substitute teachers while teachers were attending professional development.

Aides to assist in tutoring and Double Dose teaching \$22,171

Aides benefits for salaries \$9,857

This covers the salaries and benefits for aides to implement our trust lands plan.

Professional Development Conferences \$2,494

Conference entrance fees were paid for the PLC institute in SLC, The learning edge conference and the Literacy conference.

Supplies \$3,884

General Supplies were purchased for running paper and ink masters.

Textbooks \$2,449

Reading books that support literacy in the classroom were purchased.

Equipment \$30,466

We purchased new bulbs for projectors, new sound systems, three new smart boards and mounts. We had an overage from the previous year of close to \$9,000. This money was used to purchase a new chrome book writing lab with cart that doubled as an assessment center for mastery connect and end of level Sage Testing.

Goal #3

Raise our DWA writing scores from 85% passing to 88% passing.

Identified academic area(s).

Writing

This was the action plan.

The writing process will continue to be focused area during our language arts instruction specifically in the upper grades as they prepare for DWA and their secondary education. Teachers plan to practice writing with their students using Utah Write and the practice prompts provided by the on line DWA program. The writing process will continue to be taught in the lower grades to prepare the students for writing in the upper grades

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

Teachers taught students how to write a persuasive essay. They also used the Utah Writes Program to both practice in school and at home.

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

The DWA test as administered in February state wide. In addition teachers plan to practice writing with their students using Utah Write and the practice prompts provided by the on line DWA program.

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

Last year our rate of students who made benchmark was at 95%.

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

Amount Category Description

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

Our trust lands plan was integrated the expenditures for each goal were integrated. Included in this section is the expenditures for the entire plan.

Expenditures

Teacher Professional development substitute teachers and for conferences with parents \$2,281

This expenses covered the substitute teachers while teachers were attending professional development.

Aides to assist in tutoring and Double Dose teaching \$22,171

Aides benefits for salaries \$9,857

This covers the salaries and benefits for aides to implement our trust lands plan.

Professional Development Conferences \$2,494

Conference entrance fees were paid for the PLC institute in SLC, The learning edge conference and the Literacy conference.

Supplies \$3,884

General Supplies were purchased for running paper and ink masters.

Textbooks \$2,449

Reading books that support literacy in the classroom were purchased.

Equipment \$30,466

We purchased new bulbs for projectors, new sound systems, three new smart boards and mounts. We had an overage from the previous year of close to \$9,000. This money was used to purchase a new chrome book writing lab with cart that doubled as an assessment center for mastery connect and end of level Sage Testing.

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

To further support goal number one we would hire additional aides, increase the technology capabilities of our school and further support grade levels as they identify individual areas of academic growth.

The distribution was about 14% more that 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 purchased new bulbs for projectors, new sound systems, three new smart boards and mounts. We had an overage from the previous year of close to \$9,000. This money was used to purchase a new chrome book writing lab with cart that doubled as an assessment center for mastery connect and end of level Sage Testing.

ITEM D - The school plan was advertised to the community in the following way(s):

- Letters to policy makers and/or administrators of trust lands and trust funds
- Other: Please explain.

We will provide a summary of this report on our website.

ITEM E - 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
Scott Carlson

State School Board

ITEM G - A summary of this Final Report must be provided to parents and posted on the school website by October 20th of the 2014. When was this task completed?

Not required for Charter Schools.

10/14/2014