

# Final Report 2015-2016 - Foothills EL

## 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	\$180	N/A	\$18,636
Distribution for 2015-2016	\$66,085	N/A	\$77,776
Total Available for Expenditure in 2015-2016	\$66,265	N/A	\$96,412
Salaries and Employee Benefits (100 and 200)	\$57,500	\$23,746	\$68,173
Employee Benefits (200)	\$0	\$0	\$6,167
Professional and Technical Services (300)	\$2,000	\$2,000	\$2,093
Repairs and Maintenance (400)	\$0	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0	\$0
Travel (580)	\$0	\$0	\$0
General Supplies (610)	\$300	\$110	\$0
Textbooks (641)	\$0	\$0	\$0
Library Books (644)	\$1,000	\$1,060	\$0
Periodicals, AV Materials (650-660)	\$0	\$0	\$0
Software (670)	\$2,700	\$2,700	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$2,500	\$2,500	\$0
<b>Total Expenditures</b>	<b>\$66,000</b>	<b>\$32,116</b>	<b>\$76,433</b>
Remaining Funds (Carry-Over to 2016-2017)	\$265	N/A	\$19,979

## Goal #1 Goal

Foothills Elementary School will increase student achievement in Language Arts as measured by CBT scores. The overall score of Language Arts proficiency grades 3 through 6 will improve by 3%. Ten percent of students performing at a level 1 or 2 will show improvement by progressing at least one level.

## Academic Areas

- Reading

## Measurements

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

The measurement tool we will use for specific Language Arts (Reading) data is CBT scores for students in 3rd, 4th, 5th and 6th grades. Classroom teachers and administration will also use common assessments developed during Professional Learning Communities. Scholastic Reading Inventory scores, DIBELS, Fountas and Pinnell data, PALS

scores, grade level RTI data and individual Guided Reading running records will be used to accurately identify student needs and progress. This data will be used for planning and evaluation purposes.

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

DIBELS

Kindergarten

36% B-n/prof

64% B-prof

62% E-n/prof

38% E-prof

-26% Growth

1st Grade

61% B-n/prof

39% B-prof

29% E-n/prof

71% E-prof

32% Growth

2nd Grade

19% B-n/prof

81% B-prof

20% E-n/prof

80% E-prof

-1% Growth

3rd Grade

13% B-n/prof

87% B-prof

27% E-n/prof

73% E-prof

-14% Growth

Total

32% B-n/prof

68% B-prof

34% E-n/prof

66% E-prof

-2% Growth

Scholastic Reading Inventory

3rd Grade

49% B-n/prof

51% B-prof

27% E-n/prof

73% E-prof

4th Grade

51% B-n/prof

49% B-prof

25% E-n/prof

75% E-prof

5th Grade

34% B-n/prof

66% B-prof

42% E-n/prof

58% E-prof  
 6th Grade  
 51% B-n/prof  
 49% B-prof  
 41% E-n/prof  
 59% E-prof

Guided Reading Levels

Kindergarten  
 23% B-n/prof  
 77% B-prof  
 16% E-n/prof  
 84% E-prof  
 7% Growth

1st Grade  
 21% B-n/prof  
 79% B-prof  
 12% E-n/prof  
 88% E-prof  
 9% Growth

2nd Grade  
 15% B-n/prof  
 85% B-prof  
 20% E-n/prof  
 80% E-prof  
 -5% Growth

3rd Grade  
 15% B-n/prof  
 85% B-prof  
 13% E-n/prof  
 87% E-prof  
 2% Growth

4th Grade  
 14% B-n/prof  
 86% B-prof  
 17% E-n/prof  
 83% E-prof  
 -3% Growth

5th Grade  
 16% B-n/prof  
 84% B-prof  
 17% E-n/prof  
 83% E-prof  
 -1% Growth

6th Grade  
 22% B-n/prof  
 78% B-prof  
 15% En/prof  
 85% E-prof  
 7% Growth

Total School  
 18% B-n/prof  
 82% B-prof

14% E-n/prof  
 86% E-prof  
 4% Growth

## Action Plan Steps

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

Educational assistants will be used to support intervention programs providing additional Tier II instruction. Tier intervention programs could include, but are not limited to additional small group instruction in the classroom, SOAR (literacy program), Fountas and Pinnell intervention program, My Sidewalks Intervention program and RTI model instruction. Leveled books for the school's Guided Reading Library will be purchased. There is a continuing need for additional high interest reading material especially in levels M - Z. Land Trust money would purchase non-fiction books that support the state core curriculum as well as fictional text. Funds will be used to support educator growth by providing access to professional development offered by the district in Math and Language Arts. School educators will have the opportunity to participate in other professional development as deemed necessary by the district or deemed appropriate by the Foothills Leadership Team.

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

Teachers did discuss student interventions and data collected from common assessments and other assessments during their Professional Learning Communities. They planned, prepared and implemented intervention supports based on the needs from their data collected.

Nine instructional assistants and substitutes were hired to support teachers in assisting with interventions for students.

Student trackers/binders/notebooks were purchased.

Teachers have attended and will continue to attend scheduled conferences throughout the year.

Trust Land Funds also supplied paraprofessionals so teachers could participate in professional learning communities. Teachers also developed targeted intervention strategies to move those students toward proficiency.

Guided Reading books purchased.

Tier 2 aides purchase material needed to perform their duties.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Nine instructional aides for tier II instruction and coverage as teachers attend professional development.	\$45,000	\$11,246	There have been salaries and benefits for the nine aides that were hired. It is anticipated that the balance of the estimation will be needed to finish the year.
Professional and Technical Services (300)	professional development	\$1,000	\$1,000	As Described
General Supplies (610)	Basic instructional supplies (paper, folders, markers, pencils)	\$300	\$110	No general supplies were purchased with these funds.
Library Books (644)	Guided Reading Library books	\$1,000	\$1,060	No leveled library books have been purchased with these funds.
Software (670)	approved writing programs for the third,	\$2,700	\$2,700	No software was purchased with these funds.

	fourth, fifth, and sixth grades.			
	Total:	\$50,000	\$16,116	

**Goal #2**  
**Goal**

Foothills Elementary School will increase student achievement in Mathematics as measured by CBT scores. The overall score of Math proficiency grades 3 through 6 will improve by 2%. Ten percent of students performing at a level 1 or 2 will show improvement by progressing at least one level.

**Academic Areas**

- Mathematics

**Measurements**

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

The measurement tool we will use for specific mathematics data is CBT scores for students in 3rd, 4th, 5th and 6th grades. Classroom teachers and administration will also use assessments such as district math block and benchmark tests, formative assessments such as student journals, daily assignments, and textbook tests. Data from grade level RTI will also be used to accurately assess student progress. Combined data from all resources will be used for instructional planning and student evaluation purposes.

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

Math Data  
 Kindergarten  
 11% SLO pre-test  
 97% Benchmark#1  
 93% Benchmark#2  
 91% Benchmark#3  
 92% SLO post-test  
 81% Grade level average growth  
 1st Grade  
 37% SLO pre-test  
 86% Benchmark#1  
 80% Benchmark#2  
 81% Benchmark#3  
 88% SLO psot-test  
 51% Grade level average growth  
 2nd Grade  
 47% SLO pre-test  
 85% Benchmark#1  
 91% Benchmark#2  
 89% Benchmark#3  
 91% SLO post-test  
 44% Grade level average growth

3rd Grade

29% SLO pre-test  
 75% Benchmark#1  
 75% Benchmark#2  
 68% Benchmark#3  
 75% SLO post-test  
 45% Grade level average growth

4th Grade

34% SLO pre-test  
 80% Benchmark#1  
 74% Benchmark#2  
 76% Benchmark#3  
 78% SLO post-test  
 43% Grade level average growth

5th Grade

21% SLO pre-test  
 67% Benchmark#1  
 65% Benchmark#2  
 59% Benchmark#3  
 70% SLO post-test  
 49% Grade level average growth

6th Grade

33% SLO pre-test  
 72% Benchmark#1  
 76% Benchmark#2  
 73% Benchmark#3  
 70% SLO post-test  
 37% Grade level average growth

Mathematics SAGE Data

3rd Grade

52% 2013-14  
 62% 2014-15  
 6% Growth  
 45% 2015-16  
 -17% Growth

4th Grade

57% 2013-14  
 58% 2014-15  
 1% Growth  
 69% 2015-16  
 11% Growth

5th Grade

60% 2013-14  
 51% 2014-15  
 -9% Growth  
 50% 2015-16  
 -1% Growth

6th Grade

37% 2013-14  
 42% 2014-15  
 5% Growth  
 40% 2015-16

-2% Growth  
 Total School  
 52% 2013-14  
 54% 2014-15  
 2% Growth  
 51% 2015-16  
 -3% Growth

**Action Plan Steps**

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

Educational aides will be used to support intervention programs providing additional Tier II instruction. Tier intervention programs could include, but are not limited to additional small group instruction, and RTI model instruction. Funds will be used to support educator growth by providing access to professional development offered by the district in Math and Language Arts. School educators will have the opportunity to participate in other professional development as deemed necessary by the district or deemed appropriate by the Foothills Leadership Team.

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

Land Trust funds purchased assistants so teachers could participate in collaborative professional groups. Teachers were able to discuss unit, chapter, and district developed benchmark tests and identify students who were performing below grade level. Teachers also developed targeted intervention strategies to move students toward proficiency. Common assessments were created to use in team intervention groups to provide data for further interventions.

Assistants were hired to assist teachers.

Student trackers and binders were purchased and used for students to write their data in.

Teachers attended several professional development opportunities. The latest of which is ongoing instruction dealing with Rocket Math.

**Expenditures**

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Three instructional aides shared from goal 1.	\$5,000	\$5,000	As Described
Professional and Technical Services (300)	Professional development	\$1,000	\$1,000	As Described
	Total:	\$6,000	\$6,000	

**Goal #3  
 Goal**

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Foothills Elementary School will use technology to support Language Arts and Math goals by providing additional technology materials and computer access for students in the classroom and in the school computer lab.

**Academic Areas**

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- Technology

## Measurements

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

The technology committee will use data gathered from a school survey on how technology is being used in the classroom. Survey will also include questions on what kind of professional development support would help implement more technology in the classroom. Data will be used to offer professional development and guide technology purchases.

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

There have been multiple surveys used to gather information from staff that has then been used to direct our professional development in our meetings throughout the year. Information gathered both formally and informally has directed the purchase of supportive technology in our school.

## Action Plan Steps

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

Land Trust Funds will support an instructional technology aide to support teachers with website information and student projects in the computer lab and on iPads. Funds will also be used to purchase additional sets of iPads for students and possibly another programming cart. These iPads will be available for classrooms.

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

An instructional assistant was hired to work in the computer lab. There was a question in the original plan as to the amount of time that the aide would be spending directly working with students, The aide spends close to 90 percent of her time directly with students.

The aide researches websites and apps that provide additional resources that enable the teachers to better teach the core to their students. The aide provides instructional support along with computer and technology skills for both the teachers and the students.

Funds were used to purchase Utah Writes along with other programs.

Land Trust funds also purchased additional I pads for student use, these additional ipads were added to an existing set to raise the number to 30.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Classroom assistant in the computer lab.	\$7,500	\$7,500	As Described
Equipment (Computer Hardware, Instruments, Furniture) (730)	Purchase additional iPads	\$2,500	\$2,500	No iPads were purchased using these funds. They were purchased from another budget.



Total:	\$10,000	\$10,000
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## Actual Carry-over

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In the Financial Proposal and Report, there is a carry-over of \$19,979 to the 2016-2017 school year. This is 26% of the distribution received in 2015-2016 of \$77,776. Please describe the reason for a carry-over of more than 10% of the distribution.

There was a miscalculation in the amount of the technology purchase. At this time we are looking at increasing that purchase amount which would reduce the amount of the carry-over.

## Increased Distribution

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

Additional funds would be used for: Goal 1- Additional books for the Guided Reading Leveled library Goal 2- Provide an additional assistant for math interventions. Goal 3- Purchase additional laptops or iPads for student use.

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

As described

## Publicity

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

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

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

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

## Policy Makers

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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.

**U.S. Senators:** Mike Lee

**U.S. Representatives:** Jason Chaffetz

## Summary Posting Date

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A summary of this Final Report was provided to parents and posted on the school website on **2016-10-19**

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	3	2015-04-28