

Final Report 2019-20 – Foothills Elementary

Financial Proposal and Report

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry over from 2018-19	\$12,540	N/A	\$2,839
Distribution for 2019-20	\$119,257	N/A	\$119,257
Total Available Expenditure in 2018-19	\$131,797	N/A	\$122,096
Salaries and Employee Benefits (100 and 200)	\$88,000	\$54,714	\$67,674
Employee Benefits (200)	\$0	\$12,268	\$12,268
Professional and Technical Services (300)	\$10,000	\$2,039	\$2,039
Repairs and Maintenance (400)	\$0	\$0	\$0
Printing (550)	\$0	\$0	\$0
Transportation/Admission/Per Diem/Site Licenses (510, 530, and 580)	\$0	\$0	\$0
General Supplies (610)	\$0	\$8,140	\$8,140
Textbooks (641)	\$0	\$0	\$0
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Technology Related Hardware/Software (<\$5,000 per item) (65)	\$0	\$31,975	\$31,975
Software (670)	\$27,000	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Technology Equipment >\$5,000 (734)	\$0	\$0	\$0
Total Expenditures	\$125,000	\$109,136	\$122,096
Remaining Funds (Carry-Over to 2020-21)	\$6,797	N/A	\$0

Goal #1

Goal

Our first goal is to increase student growth in the areas of Reading, Writing, and Math. All students will show at least 35% growth from the beginning of the school year to the end of the school year, using Jordan School District's pre- and post-test assessments in these academic areas. Foothills Elementary School knows the value of collaboration and working together to reach this common goal for student growth. As leaders in Professional Learning Communities (PLC), our faculty regularly collaborates on student data and curriculum to improve student learning. We recognize the important role that

collaboration plays in school improvement and will focus on the essential questions that drive effective Professional Learning Communities: 1. What is it that we expect students to learn? 2. How will we know when students have learned it? 3. How will we respond when students have not learned it? 4. How will we respond when students already know it? Our first goal will help us improve our PLC process and will help us with the first and second essential questions: What is it that we expect students to learn? How will we know when students have learned it? Teachers will participate in professional development to learn how to strengthen the PLC process and continue to implement the PLC process as grade level teams for the 2019-20 school year. Specifically, they will attend professional development on-site about the PLC process, from a presenter from Solution Tree; teachers will develop and refine their curriculum maps and pacing guides; and create and implement common formative and summative assessments. During PLCs, teachers and administration will analyze data to identify the level of student learning each week based on essential standards; to inform instruction; and to assess understanding according to the essential standards. While the PLC process is ongoing in its nature, we will collect an updated version of teams' common curriculum maps, pacing guides, and common formative assessments throughout the year. We will also progress monitor interventions and student growth and make adjustments as needed.

Academic Areas

- Reading
- Mathematics
- Writing

Measurements

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

Beginning of the year data will be collected from common assessments (pre-tests) in Reading, Writing, and Math, according to essential standards that were established by the district and grade level teams. Data from the beginning of the year to the end of the year will be compared to show student growth. Intervention data from formative assessments will be monitored all year to ensure that students are showing growth throughout the year. At the end of the year, a post-test will be given to show academic growth for all students.

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

Beginning of the year data from Acadience (DIBELS) data show that there were 18% of students K-3 that were below level. Mid-year data shows that there were 20% students below level. Due to COVID, we do not have end of year data but believe that with the interventions we were putting in place, we were expecting growth for our students. For the SRI, students in grades 4-6 showed growth in their reading abilities. In 4th grade, 83% students showed growth; in 5th grade, 90% of students showed growth; and in 6th grade, 77% of students showed growth. In looking at iReady (students were able to take this assessment at the end of the year), the Reading and Math software program that students use, below level students at the beginning of the year for Reading was 18% and at the end of the year, 12% of students were below level. Below level students at the beginning of the year for Math was 16% and at the end of the year, 12% of students were below level. The data from iReady software was our only way to gauge growth in Reading and Math from the beginning to the end of the year and in both academic areas, we saw growth.

Action Plan Steps

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

We will implement the following action plan steps:

The following may be collected as evidence of this goal:

1. Teachers will attend an all-day professional development session at Foothills Elementary before school starts on PLCs, taught by a top presenter from Solution Tree.
2. Teams will work together to refine their curriculum maps and pacing guides in ELA and Math. Essential standards (what students MUST know) will be established by each grade level. Substitutes and/or inservice days during the summer may be provided as needed in order to accomplish this. The curriculum maps and pacing guides will be due August 31.
3. Teams will work together in PLCs each week to analyze data, research-based high-impact instructional strategies, and plan for quality instruction- aides will be hired to teach rotation classes to give the teachers time to do this.
4. Teachers will administer common formative assessments in Reading, Writing, and Math to show growth throughout the year, assessing essential standards. Evidence of this will be on Mastery Connect and will help struggling students and plan for interventions needed to raise student achievement.
5. Data from DIBELS, Guided Reading Levels, SRI, and formative assessments will be analyzed.
6. Teachers will use common formative and summative assessments in Math and ELA to show growth in the essential standards.
7. Teams will also participate in professional development throughout the year on ELA and Math Subjects to refine their instructional practice.

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

In August 2019, we had a whole school professional development with Tim Brown from Solution Tree. We learned together how to tighten up the PLC process to help students achieve and succeed more in skills, and how to implement more research-based instructional strategies. Teams met together during PLCs, as well as during in-service days to plan for essential standards. Substitutes were hired to cover classes. Teams worked together during PLCs to identify those kids that were struggling, by analyzing data and planning for quality instruction. Teams planned common formative assessments and proficiency scales to have kids rate themselves and learn the standard. In order to meet together during PLCs, aides were hired to teach rotations. These CFAs were put on Mastery Connect. We used data from Acadience, guided reading levels, SRI, and other assessments to analyze and make decisions so that students would grow in skills. Professional development was provided for teachers throughout the year on ELA and Math to refine their instructional practice.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Support staff for rotations while teachers are in PLCs; substitutes while teachers participate in professional	\$43,000	\$45,500	

	development and planning for interventions and essential standards.			
Professional and Technical Services (300)	Costs to have a national presenter to come out and speak to teachers on PLCs for a one-day professional development session at the beginning of the year.	\$10,000	\$2,039	
	Total:	\$53,000	\$47,539	

Goal #2

Goal

Our second goal addresses the 3rd and 4th essential PLC questions: How will we respond when students have not learned it? How will we respond when students know it? Our specific goal in this area will be to gather evidence of student growth using formative assessments. Teachers will keep a document of interventions done on students that struggle in Reading, Writing, and Math, and will show when students have mastered these concepts. After giving formative assessments on the essential standards and reteaching skills, we will show that 80% of students will show mastery in each of the essential standards in Reading, Writing, and Math. The administrator, teachers, and classified assistants will organize, operate, and refine intervention strategies that focus on improving student learning and mastery of standards. Teachers will also keep track of enrichment activities used for those students who understand the concept.

Academic Areas

-
- Reading
 - Mathematics
 - Writing
 - Technology

Measurements

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

The following measurements may be collected as evidence of this goal:

1. Data from formative assessments and iReady Reading and Math will be analyzed to indicate which students need interventions.
2. Intervention data will be tracked to indicate the effectiveness of intervention. A review of intervention data will be conducted in November and March.
3. Formative and Summative RISE scores for language arts and math will be reviewed annually to assess students' growth over the course of the year.
4. Guided reading levels, SRI, and DIBELS assessments will be analyzed to determine reading growth in students.

5. Teachers may also use common formative or JSD benchmark assessments throughout the year, and the resulting data to identify and support students needing extra help and to inform instruction, so that growth is shown in students. Data will be tracked using a Google doc managed by each teacher for all students in their class. The Google doc will contain students that need interventions (3rd PLC question), how they went, and what they did for those students that need enrichment (4th PLC question).

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

Beginning of the year data from Acadience (DIBELS) data show that there were 18% of students K-3 that were below level. Mid-year data shows that there were 20% students below level. Due to COVID, we do not have end of year data. For the SRI, students in grades 4-6 showed growth in their reading abilities. In 4th grade, 83% students showed growth; in 5th grade, 90% of students showed growth; and in 6th grade, 77% of students showed growth. In looking at iReady, the Reading and Math software program that students use, below level students at the beginning of the year for Reading was 18% and at the end of the year, 12% of students were below level. Below level students at the beginning of the year for Math was 16% and at the end of the year, 12% of students were below level. The data from iReady software was our only way to gauge growth in Reading and Math from the beginning to the end of the year and in both academic areas, we saw growth.

Intervention data was tracked by teachers throughout the year to show effectiveness of interventions for students. Teachers reviewed intervention data in PLCs each week.

Action Plan Steps

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

We will do the following action steps for this goal:

1. We will purchase iReady and continue the implementation of our Tier II program during the day that allows teachers to focus on students who are not proficient on the core standards.
2. Teachers will meet together during PLCs to go over data and determine the students that are needing intervention. Teachers will also meet together to plan for interventions. Teachers will keep track of students needing intervention, what was taught in Tier 2 instruction, and how they are progressing. Teachers will keep track on Google doc and shared with administration.
3. We will provide aides to support the teacher in working with at-risk and on-grade level students that have been identified using common formative assessments, as well as through the iReady program.
4. We will continue to provide technology (either hardware or software) that will allow teachers to differentiate instruction for students who are learning at a different pace.

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

iReady was purchased with funds for costs that did not get covered by the state reading and math software grants. The data from iReady gave students information on lessons that the students needed, as well as groupings for students to be taught by aides and teachers. Teachers met together during PLCs to look at data from formative and summative assessments. The aides provided interventions for all kids- at-risk, on, and above level. Technology (chrome books) were purchased to allow for students to learn with online programs.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Support staff to help provide interventions.	\$45,000	\$34,442	Salaries and benefits for aides that provided math and literacy interventions in classrooms under the direction of the teacher.
General Supplies (610)	Category was not planned for	\$0	\$8,140	iReady software costs that were not covered by state math and reading grants.
	Total:	\$72,000	\$42,582	

Funding Changes (and Unplanned Expenditures)

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

We would provide additional money towards teacher professional development for interventions and Tier 1 instruction. We would also provide additional money towards support staff in the classrooms to provide interventions and enrichment. This meets both goals. This will help strengthen teacher instruction, intervention, and enrichment so that all students may learn at deeper levels. We would also purchase technology devices so that we can work towards one-to-one technology (Chrome books) in each of our classrooms

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

Additional funds were used to purchase chrome books to help with one-to-one devices at Foothills. The cost of hardware (chrome books) was \$31,975.

Publicity

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 Newsletter
- School Website

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

In a Skylert on April 5th after the return from Spring break, it will be advertised to parents.

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on 3-26-21. Copies were made available in the office for those that would prefer to read it in-person.

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
11	0	3	1-31-19