

Final Report 2018-2019 - Foothills EL

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 2018 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2018-2019.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2017-2018	\$7,279	N/A	\$6,614
Distribution for 2018-2019	\$104,943	N/A	\$110,926
Total Available for Expenditure in 2018-2019	\$112,222	N/A	\$117,540
Salaries and Employee Benefits (100 and 200)	\$104,000	\$117,539	\$97,604
Employee Benefits (200)	\$0	\$0	\$14,953
Professional and Technical Services (300)	\$8,000	\$0	\$2,144
Repairs and Maintenance (400)	\$0	\$0	\$0
RETIRED. DO NOT USE (500)	\$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	\$0	\$0
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) (650)	\$0	\$0	\$0
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
Total Expenditures	\$112,000	\$117,539	\$114,701
Remaining Funds (Carry-Over to 2019-2020)	\$222	N/A	\$2,839

Goal #1 Goal

For the 2018-2019 school year students at Foothills Elementary School will improve in English/Language Arts achievement by 35% as measured by pre- and post-test data obtained from district criterion-based assessments.

Academic Areas

- Reading

- Writing

Measurements

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

Baseline data will be obtained from the JSD criterion-based benchmark exam administered at the beginning of the school year. Mid-year data will be obtained from semester administered benchmark exams. Post test data will be obtained from the end of year JSD criterion-based benchmark exams.

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

Pre- and post-test data was collected from the JSD benchmark assessments in ELA - Reading and Writing. Throughout the year, teachers monitored progress using JSD benchmarks. Students grew in proficiency in Reading by 45%, 10% more than our goal. Students grew in proficiency in Writing by 59%, 24% more than our goal.

Action Plan Steps

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

1. All students will take the JSD criterion-based benchmark pre and posttest assessment. Students will also take mid-year benchmark assessments.
2. Teachers will identify students in need of both remediation and enrichment activities and provide differentiated instruction with support from supplemental staff.
3. Student progress will be discussed during regular PLC meetings. Paraprofessionals will be hired to support teachers during PLC time.
4. A PLC leadership team of 7 teachers and one administrator will participate in the Solution Tree Conference. This team will serve as 'trainers of trainers' in providing staff development for all teachers. Registration costs and substitutes will be paid for out of Land Trust funding.
5. Staff will meet twice a year to refine the PLC process, analyze data and plan for additional remediation and enrichment activities.
6. Substitutes will be hired so that teachers will have the opportunity to attend professional development on Literacy strategies to support student learning.
7. Funding will be used to help implement the Spire reading program for identified students.

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

Teachers gave benchmark assessments as well as pre- and post-assessments last year to collect data on student progress. Students were identified for interventions or enrichment on progress made from these assessments. Data was discussed during PLCs. Paraprofessionals were hired to teach rotation classes so that teachers could use PLC time to look at data. A team of teachers attended the PLC conference and came back to train all staff in the PLC process. The staff met during meetings throughout the year to refine the PLC process. Substitutes were hired to cover classes while teachers met.

Expenditures

	Estimated	Actual

Category	Description	Cost	Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Support staff and substitutes for PLCs, Intervention and Enrichment for Students, Spire, and professional development opportunities.	\$80,000	\$80,000	Substitutes, Paraprofessionals to help cover classes while teachers participated in PLCs, as well as to help the teacher provide interventions and enrichment; and PD opportunities for teachers.
Professional and Technical Services (300)	Registration fees for the PLC Conference and Literacy Professional Development Opportunities.	\$7,000	\$0	Literacy PD Opportunities were provided from the district and had no cost associated with it. The registration fees for the conference were paid from last year's Land Trust plan.
	Total:	\$87,000	\$80,000	

Goal #2 Goal

For the 2018-2019 school year, students at Foothills Elementary School will improve skills in the STEM areas. This will be done by improving Math achievement by 35% as measured by pre and post test data obtained from district criterion-based assessments. SAGE Science scores will improve by 2% from the 2017-18 to the 2018-19 school year.

Academic Areas

- Mathematics
- Technology
- Science

Measurements

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

Baseline data will be obtained from the JSD criterion-based Math benchmark exam administered at the beginning of the school year. Mid-year data will be obtained from semester administered benchmark exams. Post test data will be obtained from the end of year JSD criterion-based benchmark exams. Science SAGE scores will improve by 2% from 2017-2018 to the 2018-2019 school year. Technology will be implemented into both Science and Math. A survey will be administered to each classroom teacher to determine the level of technology implementation.

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

Pre- and post-test data was collected from the JSD benchmark assessments in Math. Throughout the year, teachers monitored progress using JSD benchmarks. Students grew in proficiency in Math by 55%, 20% more than our goal. STEM Classes were also taught to all students to increase higher order thinking skills in Science and Math. SAGE/RISE Scores increased by 4% from 2017-18 to 2018-19. A faculty discussion was held on technology implementation and two teachers have been teaching teachers technology skills throughout the year to teachers, so that students can learn as well.

Action Plan Steps

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

1. All students will take the JSD criterion-based Math benchmark pre- and post-test assessments. Students will also take mid-year benchmark assessments.
2. Teachers will identify students in need of both remediation and enrichment activities and provide differentiated instruction with support from supplemental staff.
3. Student progress will be discussed during regular PLC meetings. Paraprofessionals will be hired to support teachers during PLC time.
5. Staff will meet twice a year to refine the PLC process, analyze data and plan for additional remediation and enrichment activities.
6. Substitutes will be hired so that teachers will have the opportunity to attend professional development on Mathematics instructional strategies to support student learning.
7. Paraprofessionals will be hired to support teachers as they implement integrated STEM learning activities.

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

All students took the pre- and post-test JSD assessments in Math. They also took the mid-year benchmarks (3 total). From the data teachers identified students that needed remediation and enrichment in the classroom from them and support staff. Student data was discussed in PLCs. Aides were hired so that teachers had time to discuss students in PLCs. Substitutes were paid to come in and take classes so teachers could discuss student data further in PLCs, and how to help students learn at all levels. Aides were hired to teach STEM lessons, under the direction of a certified teacher.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Support staff and substitutes for Intervention and Enrichment for Students, STEM activities, and professional development opportunities for teachers.	\$24,000	\$37,539	Salaries and benefits for aides and substitutes while teachers spent time in PLCs and PD to discuss student data and how to increase student achievement.
Professional and Technical Services (300)	Professional Development costs for Math instructional strategies for teachers.	\$1,000	\$0	Math PD costs were \$0 because we used district trainers to provide PD for teachers.
	Total:	\$25,000	\$37,539	

Funding Changes (and Unplanned Expenditures)

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

Additional support personnel will be obtained to support the goals of the plan.

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

Additional support staff was hired to help support the PLC process and to assist individual teachers in the classrooms for an hour a day on interventions and enrichment.

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.
- School newsletter
- School website

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

- School newsletter
- School website

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2019-10-18**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
12	0	0	2018-02-01

No Comments at this time

BACK