

School LAND Trust Program 2011 - 2012 Foothill EL Final Report

1. ACADEMIC AREAS

ACADEMIC AREAS AS IDENTIFIED IN THE PLAN

Mathematics
Reading
Writing

ACADEMIC AREAS AS IMPLEMENTED IN THE PLAN

Mathematics
Reading
Writing

2. FINANCIAL PROPOSAL AND REPORT

AVAILABLE FUNDS	PLANNED	ACTUAL
Carry-over from 2010 - 2011	\$0	\$0
Distribution for 2011 - 2012	\$21,149	\$25,406
Total Available for expenditure in 2011 - 2012	\$21,149	\$25,406
Salaries and Employee Benefits (100 and 200)	\$3,716	\$17,379
Professional Development and Technical Services (300)	\$16,116	\$6,266
Repairs and Maintenance (400)	\$0	\$0
Other Purchased Services (Admission / Printing) (500)	\$317	\$0
Travel (580)	\$0	\$0
General Supplies (610)	\$0	\$421
Textbooks (641)	\$0	\$0
Library Books / Periodicals / Audiovisual (644, 650, 660)	\$0	\$0
Software / Technology related Hardware / Other Equipment (670, 730)	\$0	\$735
Total Expenditures	\$20,149	\$24,801
Remaining Funds (Carry-over to 2012 - 2013)	\$1,000	\$605

2. a EXPENDITURES IN OTHER PURCHASED SERVICES AND TRAVEL

2. b EXPENDITURES IN GENERAL SUPPLIES

The General Supplies that were purchased by Trust Lands funds were the following: reading

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instruction equipment; A to Z DRA leveled reading booklets; reading folders; and math materials.

2. c EXPLANATION OF CARRY OVER TO 2012-2013

3. BOARD APPROVED PLAN

1. Reading/Writing:

We plan on maintaining our school wide reading intervention program. This is a valuable intervention piece due to the fact that our school increased by 5% points in our winter Direct Reading Assessment (DRA) scores. We will modify the current Tier 2 reading program, particular in the upper grades, to incorporate more writing to ensure that students have additional support in the writing process. The 2010-2011 school year marks the end of our third year using a school-wide reading intervention program. We will analyze DRA scores, Language Art CRT scores, and in-house assessments for the past three years to determine the effectiveness of the program and what types of modifications need to be implemented.

Reading Intervention:

The current intervention model allows the school to focus on our at-risk population as well as those that need additional enrichment outside of the classroom. Our at-risk populations will receive 15 minutes of intense reading/fluency instruction everyday from a certified teacher (approximate cost \$10,800). These students will be using materials called "A-Z" that are based off of DRA reading levels, licenses for these will be purchased with school funds. The reading specialist will use these materials to target instruction and to help align in-house assessments with the district DRA assessments. This will allow us to better monitor student progress, and to make sure that all of our assessments are aligned. Our advance readers will be pulled out of the classroom 30 minutes twice a week. (Approximate cost \$4,320). A certified teacher will design lessons (guided reading instruction) to meet the needs of the advanced learner. Teachers will give the DRA two times a year; they have subs and/or a stipend paid for by the district to cover these assessment times. We have elected to give the DRA a third time, in the spring, so we can see a full year's worth of growth. To do this we will use Trust Land Funds to pay a \$35 stipend to the 14 teachers not usually required to give the spring assessment (\$490).

Writing Intervention:

Where we saw a dip in our CRT Language Arts scores in the area of writing this year we will spend time in collaboration addressing this learning concern. We will have grade levels examine their essential learnings, develop/revise their common assessments, and devise ways to provide doubling dosing for those who are struggling in writing.

Funding for "Go My Access" writing program by Vantage Learning will be continued for our 6th grade students. These licenses will be purchased with school funds (\$735). The "Go My Access" program will help teachers provide individualized instruction to engage and motivate students to continually improve their writing skills. The program provides up-to-the minute information about student performance, enabling teachers to make timely, data-driven decisions for successful differentiated instruction. The 6th grade teachers will continue to use this intervention tool on a regular basis to ensure that students are receiving timely results that will assist them with their writing skills.

2. Math:

We will continue to teach using a balanced math program that integrates both a traditional and inquiry based pedagogy. This approach to math education will assist teachers in creating common assessments to better analyze student progress. The 1st and 6th grade teams will continue to

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implemented a weekly re-teach/enrich program that is based upon student performance on common assessments. These are models that other grades are exploring for implementation, based on their students' needs, in the coming year. We will continue to reinforce general math facts through the use of a program called *Do the Math* that is geared toward our at-risk math population.

To further facilitate math instruction we are currently paying one math aide to assist classes in the 5th and 6th grade classes (approximately \$1,869). The aide provides additional support in the classroom by facilitating small group instruction and modeling proper mathematical thinking.

3. Teacher Assistance Team (TAT):

To assist teachers in providing appropriate interventions, not only for reading but all academic areas, we will have a TAT that is comprised of two teachers and the administration. The TAT provides feedback and direction for teachers as they work with students that are having a difficult time accessing the curriculum in the general education classroom.

For the 2011-2012 school year the TAT team will consist of the administrator, administrator over attendance, and two teachers. This team will visit each grade level team on a rotational basis, once a month, for 30 minutes during a normal collaboration period each Monday. Attendance, academics, and suggestions on appropriate Tier One strategies will be discussed in terms of individual student learning.

4. Professional Development:

At the heart of our school improvement plan for reading and math is the goal to increase ALL student learning. As such we are consistently seeking training that will help us to continue to find more efficient and effective ways at impacting individual student learning in all subjects. In the 2011-2012 school year, our professional development focus will be centered on best practices in providing strong initial instruction and targeted interventions, particularly in math and language arts. We will be continuing to use the work of Dr. Richard DuFour and Rebecca DuFour, the nation's foremost experts on collaboration in Professional Learning Communities (PLCs). However, this coming year we plan to deepen and strengthen our practice by exploring the work of Mike Mattos. Mr. Mattos is a public educator who has been recognized throughout North America for his work in the areas of response to intervention and professional learning communities.

While the DuFours are the research experts behind what constitutes best teaching practice, Mr. Mattos is the hands on practitioner. We will use his book, *Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn*, as reference this year in our professional development. This is in preparation for bringing Mr. Mattos to work with our staff in August 2012. As we seek to be prudent with funds and maximize the yield on this investment, Foothill has joined a small consortium of nine elementary schools and junior highs in Alpine School District to bring Mr. Mattos here to Orem. In order to fund that goal, the SCC approved the allocation of \$1,000 of Trust Lands money to carry over to the 2012-2013 school year. Additionally, a team of four teachers will attend the National Conference on Adolescent Literacy to be held in Salt Lake City in March 2012. This reading team will provide training for the rest of the faculty in a portion of our professional development days. The cost to be funded by Trust Lands is \$249 per person to attend. Other costs associated with this conference will be two days of substitutes and mileage for travel.

5. Communicating School Goals and Results:

Trust Lands funds will pay for the printing and mailing of an annual Foothill Progress Report (approximate cost \$167). The progress report consists of our goals as well as our academic progress as indicated on the state's CRT scores. We also publish information on our AYP results as outlined by NCLB and Utah's UPASS system. Within the report we also list other indicators that directly affect the learning atmosphere of our school. The report is intended for use by: students, parents, teachers, staff, community members, business partner, and all other who have a vested interest in the success of Foothill Elementary.

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6. Parent Involvement/Training:

The reading specialists and teachers will develop parent information. Parents will be updated regarding assessments. Parents will also continue to be involved in the Tier Two placement decisions. PTA will be involved in our home reading books and updating our collection. With the home reading books, strategies will be sent home for reading assistance from parents.

3. a PLAN REPORT

WRITING:

Purchased licenses for My Access (Vantage) writing program for our students in the sixth grade. This program has given students needed feedback in writing using the six traits writing rubric. Students were given writing assessments throughout the school year and scores were then analyzed to direct writing instruction. This specific information has allowed teachers to individualized their writing instruction for each student's writing needs.

READING:

This completes our fourth year of our school-wide Three Tier reading program. This model has helped us to serve the needs of all children; ranging from those at-risk readers to advanced readers who need more of a challenge. We had one certified reading specialist who specifically worked with our struggling (Tier 2) readers for 15 minutes each day after their Tier 1 or regular reading instruction. Thus double dosing those students everyday (regular Tier 1 instruction and re-teach in the Tier 2 pull out). Our other certified reading specialist worked specifically with our advanced readers for 30 minutes two days a week. Those students who required Tier 3 instruction received this from our resource teacher. Teachers assessed progress three times throughout the year and we used funds for substitutes and stipends so this could be accomplished.

Key in strengthening our Tier 1 instruction has come from our focused Monday collaboration, district training, and attendance at national conferences. The most significant was the BYU CITES Literacy conference. At this conference teachers were provided training from some national reading and RTI (Response to Intervention) experts. Our teachers who attended these trainings and workshops; and then developed school grade level applications that were shared during professional development/collaboration.

Substitutes: \$2,140 (teacher DRA administration & conference)

Teacher Stipends: \$490 (teacher stipends for Spring DRA administration)

Vantage Program: \$735

Reading A to Z Licenses: \$170

Conference Attendance: \$996

Reading Specialists: \$17,379

MATH:

In collaboration, teachers have mapped the math units for the year and have created grade level common assessments to monitor math progress. These assessments have made it possible for teachers to work with students at their specific math levels. We have used and are continuing to use, for our at-risk math students, a math intervention series called *Do the Math*, and small group instruction. Because we feel strongly that our upper grade students (4-6) need to be prepared for the rigors of advanced math, our Trust Lands funded one full-time math aide that were provided (\$3496) to work with teachers. This aide assisted the teachers in facilitating small math groups were

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either review or extension can be accomplished. Also, through district funds, had a before school math program to help struggling math students.

4. BOARD APPROVED GOALS

READING/WRITING:

Current State: 90% of our students passed the Language Arts subtest on the State Core test (CRT) in May 2010. This is a decrease of 3% from the previous year. Even though this is a decrease we are still above the current percentage benchmark established by the state in order to be in compliance with NCLB. This is not to say that we are satisfied with the score, in fact we have analyzed this score by segregating out each sub-concept taught and realized that we need to increase our writing instruction to ensure that students are well rounded in Language Arts. The reading portion of this test showed that student scores increased while our writing scores decreased.

Based upon 2011 Winter DRA (Direct Reading Assessment) scores the school improved by 5% points to have 82% our students reading on level. This is above the current benchmark established by the publishers of this test.

The 6th grade writing program, *Vantage Learning*, has shown marked increase in student writing scores. Based on district writing assessments the 6th grade had an overall 0.4 increase on their Spring 2010 writing assessments. The highest score possible is a 6.0, and the 6th grade class scored a 4.1 overall, placing the 6th grade score on a "proficient" level. This is the second highest level one can receive on this writing assessment.

Goal: To increase our Language Arts score from 90% to 93% on the May 2012 Language Arts CRTs. On the DRA our goal is to have 90% of our students pass benchmark on the 2012 Spring DRA. Currently we assess our students every winter, however, this does not allow for a full years worth of instruction prior to testing. Therefore, we will assess students every spring as well to determine if students are increasing their overall literacy by one full grade level.

MATH:

Current State: Based on the State Core testing (CRT) our school had 91% of our students pass the math subtest. This is a 4% increase from the previous year when 87% of the students passed.

Goal: 93% of our students will pass the Math subtest on the May 2012 state CRTs.

4. a REPORT OF GOAL ACHIEVEMENT

READING/WRITING:

To show a full years worth of growth we adjusted our goal to measure the percentage of those students passing benchmark and beyond. Instead of measuring from just the Winter Direct Reading Assessment (DRA) 2011 to the Winter DRA in 2012, we measured progress from the Spring DRA 2011 to the Spring 2012 DRA. The percentage of students passing benchmark and beyond on Spring 2012 was 89%, up from 82% in 2010. This growth has climb incrementally since the implementation of our Tier Three reading program four years ago.

Along with an increased focus in reading teachers set grade level writing goals to strengthen our instruction and lay the foundation for improving student learning in writing. The results: Our 2012 Language Arts CRT scores in grades 3-6 to 91%. In examining our scores we are specifically targeting our instruction in our fourth and fifth grades, and using the new Language Arts Core to do. See chart in question #5A for a grade-by-grade comparison breakdown.

MATH:

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Our 2012 Math CRT scores were at 90%! With larger classes this year we maintained our scores, just the growth we had hoped to see. We will continue identifying specific learning targets by grade level; use strategies learned in balanced math training; and differentiate using aides for small groups. We will also continue additional help session for our struggling math learners. See chart in question #5A for a grade-by-grade comparison breakdown.

5. BOARD APPROVED MEASURES

Reading Assessments:

DRA: All students will continue to be assessed using the DRA benchmark assessment three times annually (Fall, Winter, and Spring). This assessment data will be analyzed and used to help make instructional decisions. To ensure that students are consistently being assessed in-between DRA benchmark testing, we will use leveled readers and assessment protocols from Reading A to Z network for this purpose. These leveled readers will be used in the Tier 2 instruction with reading specialists. Teachers will progress monitor each week. The weekly assessment scores will be recorded in an electronic database that teachers view as grade levels each Monday. This assessment will be used to determine the effectiveness of the current instruction and to make changes if necessary. After six weeks of interventions, the assessment will be used to make placement decisions: a) continue with Tier Two; b) go back to Tier One instruction only. We will also use our annual CRT Language Arts data to correlate the growth with our DRA.

Tier Two Reading Identification:

Using a combination of DRA and CRT data will identify our Tier Two students.

Writing Assessments:

School-wide writing assessments will continue to ensure mastery of the writing power standards. These assessments have been created in each grade level based on essential learnings in the state core. Students will be regularly progressed monitored; and in sixth grade teachers will use the Vantage writing program to assess. As another data point CRT/IOWA/DRA/writing assessments/common assessment data will be used in making instructional decisions.

Math Assessments:

- A) Teachers determine common assessments and proficiency standards.
- B) In collaboration each grade level has or is creating in UTIPS a common assessment to monitor progress.
- C) Teachers map out the year to ensure mastery of the standards.
- D) Teachers continue to receive training on Balanced Math lessons from school Math Specialists. To assist our students (grades3-6) to continue to master their multiplication facts and computation, we would like to purchase a site license for Timez Attack. The program uses a game in which students must pass off multiplication mastery before moving on. We plan on allocating \$1400 of school funds to purchase a site license for the 2011-2012 school year.

5. a REPORT OF MEASUREMENTS

These charts provide a more realistic look at our measurements in each grade level for Language Arts and Math CRT scores:

READING/WRITING:

LANGUAGE ARTS CRTS 2011 & 2012

Grade

2011

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2012

3

90%

92%

4

90%

86%

5

96%

91%

6

95%

97%

MATH:

MATH CRTS 2010 & 2011

Grade

2011

2012

3

89%

93%

4

86%

87%

5

92%

86%

6

94%

96%

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6. BOARD APPROVED PLAN FOR ADDITIONAL EXPENDITURES

If Foothill were to receive additional funds those would be used to increase to one more math aide; purchase *Vantage*, *Timez Attack*, and *Learning A to Z* licenses for the school; and fund the purchase of *Pyramid Response to Intervention: RTI*, *Professional Learning Communities*, and *How to Respond When Kids Don't Learn* for each teacher. Additional funds will also be used to fund professional development opportunities to the RTI workshops for our teaching staff.

6. a THE DISTRIBUTION TO SCHOOLS IN 2011 - 2012 WAS APPROXIMATELY 20% MORE THAN SCHOOL COMMUNITY COUNCILS PLANNED FOR IN THE APPROVED SCHOOL PLANS. HOW WERE THE ADDITIONAL FUNDS SPENT?

Our additional Trust Lands funds were used to fund the following: an additional math aide time; additional reading specialist time; and stipends/subs for teachers to administer the Spring DRA assessment. We carried over \$605 for professional development in the 2012-2013 school year.

7. THE SCHOOL PLAN WAS ADVERTISED TO THE COMMUNITY IN THE FOLLOWING WAYS:

- Letters to State Senators, Representatives, Governor, Attorney General, State Treasurer and Congressional Delegation
- School Newsletter
- School Website

OTHER: PLEASE EXPLAIN.

8. POLICY MAKERS WE HAVE COMMUNICATED WITH

- | | |
|--|--------------|
| State Leaders | US Seanators |
| Governor: Gary R. Herbert. | Orrin Hatch |
| State Attorney General: Mark Shurtleff | Mike Lee |
| State Treasurer: Richard Ellis | |

STATE SENATORS

Dist 14 - John L. Valentine

US REPRESENTATIVES

Jason Chaffetz

STATE REPRESENTATIVES

Dist 58 - Stephen E. Sandstrom

DISTRICT SCHOOL BOARD

- Paula Hill
- Wendy K. Hart
- Debbie Taylor
- Terry Peterson
- John Burton
- JoDee Sundberg
- Mark Clement

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STATE SCHOOL BOARD

David Crandall

9. THE STATE BOARD RULE REQUIRES REPORTING OF THE DATES WHEN LOCAL BOARDS APPROVED THE OTHER FOUR PLANS COMMUNITY COUNCILS ARE RESPONSIBLE FOR. PLEASE ENTER THE MOST RECENT APPROVAL DATE FOR EACH PLAN LISTED.

2012 - 2013 SCHOOL PLANS

Available

SCHOOL IMPROVEMENT PLAN (required for all schools)

06/19/2012

PROFESSIONAL DEVELOPMENT PLAN (required for all schools)

06/19/2012

READING ACHIEVEMENT PLAN (required for all schools with K-3 grades)

06/19/2012

CHILD ACCESS ROUTING PLAN (required for all elementary, middle & jr high)

06/19/2012

10. A SUMMARY OF THIS FINAL REPORT MUST BE PROVIDED TO PARENTS AND POSTED ON THE WEBSITE BY NOVEMBER 15TH OF THE 2012-2013 SCHOOL YEAR. WHEN WAS THIS TASK COMPLETED?

Not required for Charter Schools.

11/15/2012