

School LAND Trust Program 2011 - 2012 Valley View 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	\$246
Distribution for 2011 - 2012	\$16,720	\$20,086
Total Available for expenditure in 2011 - 2012	\$16,720	\$20,332
Salaries and Employee Benefits (100 and 200)	\$14,621	\$15,380
Professional Development and Technical Services (300)	\$2,099	\$2,368
Repairs and Maintenance (400)	\$0	\$0
Other Purchased Services (Admission / Printing) (500)	\$0	\$0
Travel (580)	\$0	\$0
General Supplies (610)	\$0	\$0
Textbooks (641)	\$0	\$0
Library Books / Periodicals / Audiovisual (644, 650, 660)	\$0	\$0
Software / Technology related Hardware / Other Equipment (670, 730)	\$0	\$1,980
Total Expenditures	\$16,720	\$19,728
Remaining Funds (Carry-over to 2012 - 2013)	\$0	\$604

2. a EXPENDITURES IN OTHER PURCHASED SERVICES AND TRAVEL

2. b EXPENDITURES IN GENERAL SUPPLIES

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2. c EXPLANATION OF CARRY OVER TO 2012-2013

3. BOARD APPROVED PLAN

IMPLEMENTATIONS ACTIVITIES

ACTION STEP # 1

We will use STAR Early Literacy, STAR Reading, and DRA 2 to assess reading progress and to help design instruction. This will give our teachers data for their Tier 2 interventions. STAR reading assessments are available to grades K through 6 to give teachers valuable ongoing data on student reading levels. DRA 2 is given at each grade level at least 2 times per year.

TIMELINE

STAR early literacy is available to all kindergarten through second grade teachers on an ongoing basis. STAR reading assessments are also available throughout the school year for all grade levels.

ESTIMATED RESOURCES

The annual fees for STAR Early Literacy and STAR reading assessments will be paid for using Land Trust funds (\$700).

PERSON RESPONSIBLE

Bruce Gardner will oversee the purchase and implementation. The kindergarten through second grade teams will be responsible for implementation and gathering of data for Tier 2 plans.

ACTION STEP #2

We will hire teacher aides. The aides will be used in classrooms to help struggling students in math, literacy, and writing. They will work with students one-on-one or in small groups, or they will free up the teacher to work with students one-on-one or in small groups.

TIMELINE

The aides will be hired for the entire year or until the Land Trust funds run out.

ESTIMATED RESOURCES

We will use Land Trust funds to provide the teacher aides (\$14,621).

PERSON RESPONSIBLE

Bruce Gardner (principal) will hire the teacher aides and oversee their use. Teachers will be responsible for the way they are used for student learning.

ACTION STEP #3

We will use Accelerated Reader as our reading incentive program. The program supplements the Balanced Literacy Program the teachers use in their classrooms. We will pay for the hosting fee, which maintains Renaissance Place, the web-based program that provides tests and services to support the program. This hosting fee is \$399. The actual online Accelerated Reader annual fees (\$2125) will be paid for out of school textbook funds.

TIMELINE

Accelerated Reader is a program the students participate in the entire year.

ESTIMATED RESOURCES

Land Trust funds will be used to maintain Renaissance Place and buy any materials needed to support the program (\$399).

PERSON RESPONSIBLE

Melissa Allmon and Shannon King will oversee the program and make sure Renaissance Place is maintained and the teachers receive the training necessary to implement the program.

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ACTION STEP #4

We will have several teachers attend the BYU partnership CITES conference as part of professional development. The focus of several sessions of this conference is on literacy and math. The skills and information gathered by teachers during this conference will help them improve their instruction in these areas, which should result in improved student learning.

TIMELINE

The CITES conference is held in the spring.

ESTIMATED RESOURCES

Land Trust Funds will pay for registration for the conference (\$1000).

PERSON RESPONSIBLE

Bruce Gardner will register all participants and will arrange for substitutes to cover their classes.

ACTION STEP #5

We will use the Accelerated Math online program to help individual classroom teachers supplement their regular math instruction. The program allows teachers to regularly assess students and to provide valuable feedback, which in turn will be used to modify instruction.

TIMELINE

Accelerated Math will be used throughout the entire year.

ESTIMATED RESOURCES

The online program is also provided by Renaissance Place and will be paid for out of school textbook funds (\$1615).

ACTION STEP #6

To help achieve our writing goal, we will provide 2 training sessions for teachers to help students learn the six traits of writing. These sessions will be taught by curriculum specialists from Alpine SD and are free of charge. In addition, our teachers will be working on vertical alignment to assure that the different grade levels are working together. This will hopefully ensure that there are no gaps in writing instruction.

TIMELINE

The writing trainings will be provided during the scheduled professional development days when students are not in school. Vertical alignment work will be accomplished during Monday collaboration time throughout the year.

ESTIMATED RESOURCES

No funds needed.

3. a PLAN REPORT

To help struggling students in math and language arts, we hired teacher aides. The cost of aide's salaries and benefits was \$12,605.41

We are also took 4 teachers to the annual CITES conference in Salt Lake City. Speakers and sessions at this conference addressed key issues in math and literacy. The cost for the conference and subs paid out of Trustlands funds was \$1,852.50.

The STAR early literacy and STAR reading assessments were funded by trustlands and a hosting fee that is required to maintain the use of Renaissance Place these annual fees are \$764.85 for the company that provides Accelerated Reader and Accelerated Math. This was funded by trustlands. The actual online cost of running these two programs was paid for this year out of school funds (\$3740).

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4. BOARD APPROVED GOALS

LANGUAGE ARTS GOALS

* We will reduce by 50% the number of students NOT passing Language Arts CRT with a 3 or 4. In addition, we will reduce by 25% the number of students not at benchmark on the winter or spring DRA. This translates to the following grade level goals:

* Kindergarten: A minimum of 83% of students will be independent in concepts of print, oral fluency, and comprehension at DRA level 3 in the spring.

First Grade: A minimum of 71% of students will be independent in oral fluency and comprehension on DRA level 16 in the spring.

Second Grade: A minimum of 75% of students will be independent in oral fluency and comprehension on DRA level 28 in the spring.

Third Grade: A minimum of 69% of students will be independent in oral fluency and comprehension on DRA level 34 in the winter. In addition, 86% of students will score 3 or 4 on the end of year language arts CRT.

Fourth Grade: A minimum of 68% of students will be independent in oral fluency and comprehension on DRA level 40 in the winter. In addition, 94% of students will score 3 or 4 on the end of year language arts CRT.

Fifth Grade: A minimum of 84% of students will be independent in oral fluency and comprehension on DRA level 50 in the winter. In addition, 92% of students will score 3 or 4 on the end of year language arts CRT.

Sixth Grade: A minimum of 92% of students will be independent in oral fluency and comprehension on DRA level 60 in the winter. In addition, 92% of students will score 3 or 4 on the end of year language arts CRT.

MATH GOAL

* School-wide, we will reduce by 25% the number of students not passing the end of year Math CRT with a 3 or 4. This translates to 85% of Valley View students passing the end-of-year CRT exam with a 3 or 4.

WRITING GOAL

* At least 95% of 5th grade Valley View students will pass the Direct Writing Assessment with a 3 or a 4. This would be an improvement of 1% from last year.

Resources needed from Land Trust funds to help meet goals:

The STAR early literacy and STAR reading assessments will be funded by Trustlands. These annual fees are \$700. Please refer to the action step #1 listed below. There is also a \$399 hosting fee that is required to maintain the use of Renaissance Place, the company that provides Accelerated Reader and Accelerated Math. This will also be funded by Trustlands. The actual online cost of running these two programs will be paid for this year out of school funds (\$3740). Refer to Action Step #3 and #5 below.

To help struggling students in both math and language arts, we will be hiring teacher aides. The cost of both aide salaries and benefits is \$14,621. Please see Action Step #2 below.

We are also planning on taking 4 teachers to the annual CITES conference in Salt Lake City.

Speakers and sessions at this conference address key issues in math and literacy which should help our teachers reach more effectively their struggling students. The cost for the conference paid

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out of Trustlands funds is \$1000. See Action Step #4 below.

4. a REPORT OF GOAL ACHIEVEMENT

LANGUAGE ARTS GOALS

* Our goal was to reduce by 50% the number of students NOT passing Language Arts CRT with a 3 or 4. We did not meet this goal however, in 2012 we reduced the number of students not passing the Language Arts CRT by 5% we went from 17% who did not pass to 12% of our students who did not pass the Language Arts CRT. This translates to a 30% reduction in students who did not pass the Language Arts CRT

Our goal was to reduce by 25% the number of students not at benchmark on the winter or spring DRA. This translates to the following grade level goals:

Kindergarten: A minimum of 83% of students will be independent in concepts of print, oral fluency, and comprehension at DRA level 3 in the spring. We exceeded this goal the percent of Kindergarten at benchmark was 88.2%.

First Grade: A minimum of 71% of students will be independent in oral fluency and comprehension on DRA level 16 in the spring. We exceeded this goal the percent of first graders at benchmark was 80%

Second Grade: A minimum of 75% of students will be independent in oral fluency and comprehension on DRA level 28 in the spring. We did not meet this goal. The percent of second graders at benchmark was 72%.

Third Grade: A minimum of 69% of students will be independent in oral fluency and comprehension on DRA level 34 in the winter. We exceeded this goal the percent of third graders on DRA level 34 in the winter was 81%. In addition, 86% of students will score 3 or 4 on the end of year language arts CRT. We met this goal and had 90% of our third graders proficient on the Language arts CRT

Fourth Grade: A minimum of 68% of students will be independent in oral fluency and comprehension on DRA level 40 in the winter. We did not meet this goal the percent of fourth graders at DRA level 40 in the winter was 50%. In addition, 94% of students will score 3 or 4 on the end of year language arts CRT. We met this goal and had 94% of our fourth graders proficient on the Language arts CRT.

Fifth Grade: A minimum of 84% of students will be independent in oral fluency and comprehension on DRA level 50 in the winter. We did not meet this goal. The percent of fifth graders at DRA level 50 in the winter was 55%. In addition, 92% of students will score 3 or 4 on the end of year language arts CRT. We did not meet this goal and had 82% of our fifth graders proficient on the language arts CRT. We did increase from 77% proficient to 82% proficient.

Sixth Grade: A minimum of 92% of students will be independent in oral fluency and comprehension on DRA level 60 in the winter. We did not meet this goal the percent of Sixth graders at DRA level 60 in the winter was 88.1%. In addition, 92% of students will score 3 or 4 on the end of year language arts CRT. We did not meet this goal. We had 88% of our sixth graders proficient on the language arts CRT. We did increase from 82% proficient to 88% proficient.

MATH GOAL

* Our goal was to reduce school wide by 25% the number of students not passing the end of year Math CRT with a 3 or 4. This translates to 85% of Valley View students passing the end-of-year CRT exam with a 3 or 4. We did not meet this goal and had 82% of our students proficient a 1%

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drop from last year overall.

WRITING GOAL

* Our goal was to have least 95% of 5th grade Valley View students pass the Direct Writing Assessment with a 3 or a 4. We did not meet this goal and had 90% of our students pass the DRA.

5. BOARD APPROVED MEASURES

We will be using DRA 2 to measure student progress throughout the year. It will be administered in the fall, winter, and spring for kindergarten, first, and second grades and in fall and winter in grades 3 through 6. In addition, we will use Utah State CRT exams given in the spring as a summative assessment for both math and language arts. These end of year scores will be compared with each students' previous years scores as a comparison.

In addition, teachers will use STAR testing at various times throughout the year to give helpful data in monitoring students' progress in reading comprehension.

We will also use the February DWA as a summative assessment for 5th grade writing skills. To help prepare students for this assessment, 5th grade teachers will use the Utah Writes program to provide formative information. Other grade levels may use this free program as well.

5. a REPORT OF MEASUREMENTS

We administered the DRA at least two times for each student. School wide we went from 53.8% on grade level in the Fall to 68.8% in the winter and 80.1% in the Spring. In order to get a good picture of the growth it helps to compare our DRA scores from 2010-2011. In 2010-2011 we went from 53% on grade level in the Fall to 67.1% in the winter and 74.8% in the Spring.

6. BOARD APPROVED PLAN FOR ADDITIONAL EXPENDITURES

If there are additional funds above what is found in the plan, we would like to use them to supplement the purchase of SMART board technology. These interactive white boards are an excellent tool for teachers to introduce the curriculum in a fun and creative manner. Another possible use of additional funds would be to purchase more aide time.

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?

We spent \$1,980 on technology for the school. We bought a projector, a Elmo document camera and ladibug document cameras.

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

School Newsletter

School Website

OTHER: PLEASE EXPLAIN.

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8. POLICY MAKERS WE HAVE COMMUNICATED WITH

State Leaders

US Seanators

STATE SENATORS

US REPRESENTATIVES

STATE REPRESENTATIVES

DISTRICT SCHOOL BOARD

Mark Clement

STATE SCHOOL BOARD

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