

# Diamond Ridge EL Final Report 2013-2014

**Financial Proposal and Report** - This report is automatically generated from the School Plan entered in the spring of 2013 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2013-2014.

<b>Available Funds</b>	<b>Planned Expenditures (entered by the school)</b>	<b>Actual Expenditures (entered by the District Business Administrator)</b>
<b>Carry-Over from 2012 - 2013</b>	<b>\$8,380</b>	<b>\$9,474</b>
<b>Distribution for 2013 - 2014</b>	<b>\$36,182</b>	<b>\$46,739</b>
<b>Total Available for Expenditure in 2013 - 2014</b>	<b>\$44,562</b>	<b>\$56,213</b>
Salaries and Employee Benefits (100 and 200)	\$40,000	\$44,705
Professional and Technical Services (300)	\$2,500	\$0
Repairs and Maintenance (400)	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0
Travel (580)	\$0	\$0
General Supplies (610)	\$0	\$0
Textbooks (641)	\$0	\$0
Library Books (644)	\$1,000	\$1,016
Periodicals, AV Materials (650-660)	\$0	\$0
Software (670)	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0
<b>Total Expenditures</b>	<b>\$43,500</b>	<b>\$45,721</b>
<b>Remaining Funds (Carry-Over to 2014 - 2015)</b>	<b>\$1,062</b>	<b>\$10,492</b>

## ITEM A - Report on Goals

### Goal #1

Our goal is to improve the Dibels Composite scores for student reading by 3% from our past year's total in both K-3 and 4-6.

Identified academic area(s).

Reading

#### **This was the action plan.**

- 1) All students will be given the Dibels Benchmark test at the beginning of the school year.
- 2) All intensive and some strategic students will then be tested using the Core Phonics Survey to determine placement in the correct intervention class.
- 3) Students in grades 2-6 identified needing phonics will be placed in our phonics reading intervention class, and those needing support with fluency and comprehension will be placed in our fluency reading intervention class. This support time is in place of small group center time.
- 4) Students will be progress monitored throughout the school year and when scores consistently reach benchmark levels students are returned to their homeroom class for the entire literacy block including small group center time.
- 5) Paraprofessionals will be utilized to support kindergarten students identified needing additional support with basic alphabetic principles. Paraprofessionals will also be utilized to support intensive instruction in first grade classrooms during small group instruction allowing for additional teacher support.
- 6) A library aide and a computer lab aide will be hired to provide Summer Reading each week for our entire student body. We will open the library and computer lab each Wednesday for 2 hours and allow students to check out and take Accelerated Reader tests and for our ELL students to work on Imagine Learning. We will also provide an additional hour for the aides to re shelf books that have circulated that week.
- 7) Substitutes will be utilized to allow for professional development if quality training is available.

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

1) All students were given a beginning of the year benchmark test. 2) All intensive or strategic students were given the Core Phonics Survey to determine areas of concern. 3) Students grade 2-6 identified needing phonics support were placed in a phonics reading intervention class and students needing fluency support were placed in a fluency reading intervention class for a portion of their Language Arts time. 4) Paraprofessionals supported our struggling students in kindergarten were given support in a small group pull-out and in first grade with a push-in model. 4) Based on progress monitoring students are returned to their regular classroom when they have reached end of year benchmark consecutively for 3 weeks. 5) Accelerated Reader and STAR computerized scores were also used to monitor amount of reading completed by students and as part of our reward system. 6) Our library was opened weekly during the summer months every Wednesday from 10:00 to 12:00 to allow students to check out books and take Accelerated Reader Tests.

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

- 1) Dibels Benchmark tests will be given at the beginning, middle and end of the year.
- 2) Core Phonics Survey will be given to all intensive and needed strategic students at the beginning of the school year

to determine placement in the correct intervention class.

3) Dibels Progress Monitoring will be used for all students, at least every six weeks for students reaching benchmark, twice monthly for strategic students, and weekly for all intensive students.

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

<b>Grade</b>	<b>When</b>	<b>2012-2013</b>	<b>2013-2014</b>
Kindergarten	BOY	56%	58%
	EOY	95%	90%
	growth	39%	32%
First Grade	BOY	73%	76%
	EOY	75%	75%
	growth	2%	-1%
Second Grade	BOY	87%	75%
	EOY	91%	85%
	growth	4%	10%
Third Grade	BOY	83%	84%
	EOY	92%	95%
	growth	9%	11%
Fourth Grade	BOY	62%	82%
	EOY	87%	88%
	growth	25%	6%
Fifth Grade	BOY	59%	68%
	EOY	81%	84%
	growth	22%	16%
Sixth Grade	BOY	83%	89%
	EOY	94%	88%
	growth	11%	-1%

The overall benchmark score for 2012-2013 was BOY 71.85% to EOY 87.85% on benchmark.

The overall benchmark score for 2013-2014 was BOY 76% to EOY 86.4% on benchmark which was a mild drop but some grade did see an increase and by comparing beginning to end you can see that there was significant growth.

**The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:**

<b>Amount</b>	<b>Category</b>	<b>Description</b>
32000	Salaries and Employee Benefits (100 and 200)	Aides will be hired to support struggling readers and to oversee our computer lab. Aides will also be used to oversee our summer library reading program.
1000	Library Books (644)	Library books will be purchased to increase and update our collection. With our ever growing student body we need more materials to keep reading interest high.

**Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.**

Paraprofessionals were hired to support our intensive and strategic students during small group instruction and/or in our reading intervention classrooms. Nine paraprofessionals worked from 4 to 28 hours per week providing reading and/or math support. Additionally, substitutes were provided for teachers to attend Close Reading training, data

discussions, and for collaboration following professional development. The expenditure for salaries and benefits was \$44,705. In addition to our salaries and benefits, our library purchased \$1016 worth of new books to continue to grow and update our collection. The funding we anticipated for professional services was not needed as the district was able to provide the training necessary in Close Reading, for which there was no charge.

## Goal #2

Our goal is to improve student math achievement by having an average of 50% of our students score in Tier 4 (76% or higher) on each Acuity Benchmark Post test throughout the school year.

Identified academic area(s).

Mathematics

### This was the action plan.

- 1) All students will participate in Acuity Pre and Post test four times each year. This data will then be collected and analyzed to support teaching.
- 2) Acuity Math Universal Screen will be given three time throughout the school year and the information will be compared to Pre and Post benchmark assessments.
- 3) Each grade level will develop a set intervention time that will re-teach struggling students, reinforce students who have some understanding, and enrich students who have shown mastery of the concepts.
- 4) Paraprofessionals will be used to support struggling students with basic math fact review when needed.
- 5) Substitutes will be provided so teachers can work as teams to identify student needs and develop curriculum to support those needs and /or for professional development if available.

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

1) A computer lab aide was hired to administer district testing, to compile data for teachers, and to support students who were struggling with math on a practice program. 2) All students were tested pre and post throughout the school year. 3) All grade levels developed some type of intervention support either by grade level or within each classroom grouping students with concept needs together. 4) Paraprofessionals were utilized when needed to monitor student progress and to help with basic intervention needs, specifically with kindergarten counting needs. 5) Substitutes were not utilized for math training as we did a book study after school for interested teachers on Accessible Math and felt this gave us enough guidance to begin implementation on some needed skills.

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

- 1) Acuity will be used for pre and post testing every other month.
- 2) Acuity Universal Screener will be given three times throughout the school year and the information will be utilized to inform instruction and identify additional student support.
- 3) Each grade level will implement a RTI support time to address identified needs of students. The could include front loading or small group intervention as determined by each grade level's needs.
- 4) Paraprofessionals will be used to support struggling students with basic math fact review when needed.
- 5) Substitutes will be provided so teachers can work as teams to identify student needs and develop curriculum to support those needs and /or for professional development if available.

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

Though we did not meet our goal, we did see positive growth in each of the grades on each test from pre-test to post-test. The first set of columns are Tier 4 and the second set of columns are Tier 3.

Grade Pre Test A Post Test A Growth Pre Test A Post Test A Growth

1	5.0%	40.0%	35.0%	48.0%	53.0%	5.0%
2	21.0%	85.0%	64.0%	47.0%	13.0%	-34.0%
3	10.0%	54.0%	44.0%	29.0%	34.0%	5.0%
4	2.0%	31.0%	29.0%	30.0%	50.0%	20.0%
5	4.0%	67.0%	63.0%	12.0%	22.0%	10.0%
6	6.0%	61.0%	55.0%	29.0%	31.0%	2.0%
	8.0%	<b>56.3%</b>	48.3%	32.5%	33.8%	1.3%

Grade Pre Test B Post Test B Growth Pre Test B Post Test B Growth

1	3.0%	32.0%	29.0%	29.0%	47.0%	18.0%
2	2.0%	67.0%	65.0%	22.0%	29.0%	7.0%
3	2.0%	18.0%	16.0%	20.0%	52.0%	32.0%

4	2.0%	13.0%	11.0%	17.0%	37.0%	20.0%
5	7.0%	45.0%	38.0%	17.0%	27.0%	10.0%
6	7.0%	39.0%	32.0%	20.0%	30.0%	10.0%
	3.8%	<b>35.7%</b>	31.8%	21%	37%	16%

Grade Pre Test C Post Test C Growth Pre Test C Post Test C Growth

1	22.0%	78.0%	56.0%	55.0%	20.0%	-35.0%
2	8.0%	70.0%	62.0%	47.0%	28.0%	-19.0%
3	3.0%	40.0%	37.0%	27.0%	46.0%	19.0%
4	2.0%	18.0%	16.0%	9.0%	46.0%	37.0%
5	4.0%	51.0%	47.0%	16.0%	39.0%	23.0%
6	0.0%	54.0%	54.0%	14.0%	29.0%	15.0%
	6.5%	<b>51.8%</b>	45.3%	28.0%	34.7%	6.7%

Grade Pre Test D Post Test D Growth Pre Test D Post Test D Growth

1	28.0%	71.0%	43.0%	55%	25%	-30%
2	19.0%	85.0%	66.0%	60%	15%	-45%

**The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:**

Amount	Category	Description
8000	Salaries and Employee Benefits (100 and 200)	Substitutes will be hired to support collaboration and planning for RTI strategies as well as for professional development.
2500	Professional and Technical Services (300)	If available, we will hire a BYU professor to train on strategies to deepen math discussions.

**Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.**

A portion of our paraprofessionals and our computer lab aide's time was spent supporting math as well as reading. The total spent on Paraprofessionals is an not broken out by math or reading as our aides support both at varying times of the day. Additionally some of our lab aide time is spent with math testing, data compilation, and student support before school and during class instruction.

**ITEM B - In the Financial Proposal and Report, there is a carry-over of \$10492 to the 2014-2015 school year. This is 22% of the distribution received in 2013-2014. Please describe the reason for a carry-over of more than 10% of the distribution.**

Finding quality aides is difficult and keeping those aides is even more difficult. Due to the timing of when aides left, we held off until my teachers had time to retrain new aides. We also planned benefits with some aides that were not needed due to reduction in hours. This adjusted the amount spent. Additionally, we did not need the \$2,500 earmarked for professional services as mentioned in the above section. These carry-over funds are planned into our current year expenditure with plans to reduce our carry-over to a limited amount.

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

If funds become available, additional professional development/collaboration time will be provided. As we have been working this year on completing a book study of Accessible Mathematics, having additional time to prepare and learn from experts about the strategies to increase our effectiveness of Go Math would be helpful.

**The distribution was about 14% more that the estimate in the school plan. Please explain how the additional money was spent, if it was spent for items other than expenditures described in the approved goals above. If all expenditures were spent for items in the goals, please enter "Not applicable."**

Not applicable

**ITEM D - The school plan was advertised to the community in the following way(s):**

- Letters to policy makers and/or administrators of trust lands and trust funds
- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School newsletter

**ITEM E - Please select from the pull down menus the names of policymakers the council has communicated with about the School LAND Trust Program. To choose more than one name on a list, use CTRL while selecting. To unhighlight a selected name, choose another name or use CTRL and select it.**

**State Leaders**

Governor: Gary R. Herbert.

**U.S. Senators**

Mike Lee  
Orrin Hatch

**State Senators**

Dist. 12 Daniel Thatcher

**U.S. Representatives**

Chris Stewart  
Jason Chaffetz  
Jim Matheson  
Rob Bishop

**State Representatives**

Dist. 38 Hutchings, Eric K.

**State School Board**

Michael Jensen

**District School Board**

Julene Jolley

**ITEM G - A summary of this Final Report must be provided to parents and posted on the school website by October 20th of the 2014. When was this task completed?**

**Not required for Charter Schools.**

10/06/2014