



[Reports](#) /
 [LEAs](#) /
 [Jordan District Reports](#) /
 [Fox Hollow School](#) /
 [Final Report](#)

Fox Hollow School Final Report 2020-2021

Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2020 and from the LEA's data entry of the School LAND Trust expenditures in 2020-2021.

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)
Carry-Over from 2019-2020	\$0.00	\$0.00	\$24,127.32
Distribution for 2020-2021	\$131,590.00	\$0.00	\$131,590.00
Total Available for Expenditure in 2020-2021	\$131,590.00	\$0.00	\$155,717.32
Salaries and Benefits	\$92,060.00	\$0.00	\$98,139.88
Contracted Services	\$5,620.00	\$0.00	\$4,500.00
Technology Related Supplies	\$27,620.00	\$0.00	\$46,381.00
Software	\$5,990.00	\$0.00	\$6,565.50
General Supplies	\$300.00	\$0.00	\$0.00
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			\$0.00
Total Expenditures	\$131,590.00	\$0.00	\$155,586.38
Remaining Funds (Carry-Over to 2021-2022)			\$130.94

Goal #1

close

State Goal

close

Fox Hollow will improve reading scores as outlined below: Acadience: 65% of Kindergarten students will be at or above proficiency in First Sound Fluency (FSF) by end-of-year; 75% of 1st grade students will be at or above proficiency on Nonsense Word Fluency Correct Letter Sound (NWF-CLS) by end of year; 65% of 2nd grade students will be at or above proficiency on Dibels Oral Reading Fluency (DORF) fluency; 74% of 3rd grade students will be at or above proficiency on DORF at end of year; RISE (end-of-year State Assessment: the average proficiency rate for 3rd-6th grade students on RISE English Language Arts (ELA) will be at or above 45%.

Academic Area

close

- English/Language Arts

Measurements

close

Measurements

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

DIBELS benchmark tests will include First Sound Fluency (FSF), Nonsense word Fluency-Correct Letter Sound (NWFCLS), and DIBELS Oral Reading Fluency (DORF), RISE is the end-of-year State test for ELA 3rd-6th grades. Progress may also be measured by the intermediate measures for RISE, guided reading levels, District benchmarks, and SRI testing.

Please show the before and after measurements and how academic

performance was improved.

DIBELS testing was administered three times throughout the year. This is the data from the end of year testing.

Kinder had 40% of students meet the goal in FSF

1st had 71% of students meet the goal in NWF (CLS)

2nd had 83% of students meet the goal in DORF (accuracy), 55% met goal in DORF (fluency), 72% in DORF (retell)

3rd 80% of students met the goal in DORF (accuracy), 68% met goal in DORF (fluency), 84% in DORF (retell)

The proficiency rate for grades 3-6 on RISE was 44%

Due to COVID student learning was interrupted frequently during the year.

Action Steps

[close](#)

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

1. Tier I Core instruction will be improved through the use of an instructional coach, professional development opportunities for teachers, and effective use of PLCs. Substitutes will be hired to facilitate grade-level planning.

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

Two instructional coaches were hired to provide improved Tier I instruction, they also attended weekly PLCs to give suggestions and support. Teachers were paid a stipend for grade level planning during the summer. Due to COVID there were not many professional development opportunities for teachers.

Digital Citizenship/Safety Principles Component

[close](#)

No

Goal #2

close

State Goal

close

Improve math RISE scores in grades 3-6 to or above 55% proficiency

Academic Area

close

- Mathematics

Measurements

close

Measurements

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

RISE proficiency scores will improve from the 2018 scores or 50% to at least 55%.

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

Due to COVID student learning was interrupted frequently throughout the year. Students did not meet the math goal of 55% proficient. There is not RISE data from the previous year to compare to.

Action Steps

close

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

1. One teacher will attend the NCTM Conference, and will share learning with faculty.
2. Online interventions and practice programs will be available for student use.

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

Online interventions and practice programs were purchased and available for student use. Due to COVID the NCTM conference was online and teachers did not attend. UCTM was cancelled due to COVID.

Digital Citizenship/Safety Principles Component

close

No

Goal #3

close

State Goal

close

Fox Hollow will increase science proficiency in each of grades 4-6 by 5% on the RISE. 4th grade from 50% to 55%, 5th grade from 41% to 46%; and 6th grade from 50% to 55%.

Academic Area

close

- Science

Measurements

close

Measurements

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

The RISE end of year test.

4th grade from 50% to 55%, 5th grade from 41% to 46%; and 6th grade from 50% to 55%.

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

Due to COVID student learning was interrupted frequently throughout the year. Overall, science proficiency was 48%. 4th Grade was 42% proficient, 5th grade 47% proficient, 6th grade 54% proficient.

Action Steps

close

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

1. Purchase lab materials for demonstrations and experiments for Core standards.
2. Purchase texts for science if additional money becomes available.
3. PD will be provided in STEM.
4. Teachers will be paid to run before-school programs in science and robotics.

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

Due to COVID, before school science and robotics programs were not available. District science specialists provided PD for teachers to teach about the FOSS program purchased by Jordan District.

Digital Citizenship/Safety Principles Component

close

No

Goal #4

close

State Goal

close

Students will improve RISE scores by 2% through increased and improved use of online resources for interventions and extension activities through access to relevant technology.

Academic Area

close

- Educational Technology/Library/Media

Measurements

close

Measurements

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

Student access to online intervention and extension activities will improve RISE test scores for students who need enrichment and for students who need interventions. They will improve their performance by 2%.

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

Due to COVID student learning was interrupted frequently throughout the year. There is no RISE data from the previous year to compare improvement.

Action Steps

[close](#)

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

1. More devices will be purchased to replace outdated devices.
2. Subscriptions to supplementary programs will be used to improve students proficiency.

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

Devices were purchased throughout the year so that all students in grades 2-6 had a device. Subscriptions to supplementary programs were also used to improve student proficiency.

Digital Citizenship/Safety Principles Component

[close](#)

No

Goal #5

[close](#)

State Goal

[close](#)

At least 60% of EL students will meet adequate language growth targets on the WIDA test.

Academic Area

[close](#)

- English/Language Arts
- Mathematics
- English/Language Arts
- Educational Technology/Library/Media
- Science

Measurements

[close](#)

Measurements

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

At least 60% of EL students will meet adequate language growth targets on the WIDA test.

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

46% of students showed proficiency on the WIDA testing. Due to COVID student learning was interrupted frequently throughout the year.

Action Steps

close

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

1. Scholarships will be provided to teachers who are willing to get their ESL endorsement, in an effort to improve instruction for ELs.
2. 1 aide will be hired to support teachers who are providing ELD for students.
3. Incentives and rewards for students will be provided.

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

Three teachers completed their ESL endorsement. An ESL assistant was not available so instructional coaches helped provide support for ELD students.

Digital Citizenship/Safety Principles Component

close

No

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
----------	---

Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	\$27,620.00
Software < \$5,000	\$5,990.00
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	\$5,620.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$92,060.00
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	\$300.00
Total:	\$131,590.00

Funding Changes

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

Additional funding will be used for teacher grants and/or to provide collaborative time for teachers to team, develop assessments, curriculum mapping and for teachers to participate in conferences and/or professional development (#1,2,3). Substitutes and assistants to support student learning and the PLC process (#1). Purchase additional classroom technology, such as; software, Chromebooks, computers, etc. (#4) Offer extra courses/classes to reduce class sizes. Provide travel costs for national conferences (#1,2). Excess funds will be used for after school enrichment and academic support (#5). Student incentives up to \$2 per student to improve behavior.

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

The majority of the money was spent on personnel and technology devices.

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- School website
- Other: Please explain.

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

Letters to policy makers and/or administrators of trust lands and trust funds.

Other: Please explain.

School assembly

School marquee

School newsletter

School website

Sticker and stamps that identify purchases made with School LAND Trust funds.

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
16	0	5	2020-04-01

For assistance, contact:

schoollandtrust@schools.utah.gov

[\(801\)538-7533](tel:(801)538-7533), [\(801\)538-7764](tel:(801)538-7764) or [\(801\)538-7555](tel:(801)538-7555)

Copyright © Utah State Board of Education - All rights reserved.

SLT v2.9.2