


Good Foundations Academy Final Report 2019-2020

2019 - 2020 

Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2019 and from the LEA's data entry of the School LAND Trust expenditures in 2019-2020.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)
Carry-Over from 2018-2019	\$0	\$0
Distribution for 2019-2020	\$58,622	\$60,202
Total Available for Expenditure in 2019-2020	\$58,622	\$60,202
Salaries and Benefits	\$58,622	\$50,542.31
Books Curriculum Subscriptions	\$0	\$11,371.75
USBE Administrative Adjustment - Scroll to the bottom to see Comments.		-\$1,712.06
Total Expenditures	\$58,622	\$60,202
Remaining Funds (Carry-Over to 2020-2021)		\$0

Goal #1

close

State Goal

close

Improve early literacy skills in our Kindergarten through Grade 3 students

Academic Area

close

-
- English/Language Arts
-

Measurements

close

Measurements

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

In the area of early literacy skills, student growth and overall proficiency will be measured by using the GFA Early Literacy Inventory (ELI) Assessments.

The GFA ELI Composite scores are created from the assessments listed:

- DIBELS Letter Naming Fluency (DLNF)
- DIBELS First Sound Fluency (DFSF)
- DIBELS Phoneme Segmentation Fluency (DPSF)
- DIBELS Nonsense Word Fluency Correct Letter Sounds (DCLS)
- DIBELS Nonsense Words Fluency Whole Words Read (DWWR)
- DIBELS Oral Reading Fluency Words Correct (DORFWC)
- DIBELS Oral Reading Fluency Accuracy (DORFAcc)
- DIBELS Maze (DMaze)

The Kindergarten ELI Composite score will include: DLNF, DFSF, DPSF and DCLS

The Grade 1 ELI Composite score will include: DLNF, DPSF, DCLS, DWWR, DORFWC and DORFAcc

The Grade 2 ELI Composite score will include: DLNF, DPSF, DCLS, DWWR, DORFWC and DORFAcc

The Grade 3 ELI Composite score will include: DPSF, DCLS, DWWR, DORFWC, DORFAcc and DMaze

Our goal will be that each grade (K through 3) will increase the percentage of students that are at or above benchmark on the GFA ELI Composite Score by 5% between the Beginning of Year (BOY) Benchmark and the End of Year (EOY) Benchmark for the school year.

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

In SY 2020, in Kindergarten,

- at BOY, 58% of students were at or above benchmark on the composite score.
- at MOY, 67% of students were at or above benchmark on the composite score.
- this represents a 9% increase in students who were at or above benchmark on the composite score by the MOY Benchmark.
- this goal was met in Kindergarten by the MOY Benchmark.
- due to the COVID-19 pandemic, EOY Benchmark was not administered.

In SY 2020, in Grade 1,

- at BOY, 52% of students were at or above benchmark on the composite score.
- at MOY, 45% of students were at or above benchmark on the composite score.
- this represents a 7% decrease in students who were at or above benchmark on the composite score by the MOY Benchmark.
- due to the COVID-19 pandemic, EOY Benchmark was not administered. No EOY data available to determine if goal was reached.

In SY 2020, in Grade 2,

- at BOY, 70% of students were at or above benchmark on the composite score.
- at MOY, 55% of students were at or above benchmark on the composite score.
- this represents a 15% decrease in students who were at or above benchmark on the composite score by the MOY Benchmark.
- due to the COVID-19 pandemic, EOY Benchmark was not administered. No EOY data available to determine if goal was reached.

In SY 2020, in Grade 3,

- at BOY, 49% of students were at or above benchmark on the composite score.
- at MOY, 48% of students were at or above benchmark on the composite score.

- this represents a 1% decrease in students who were at or above benchmark on the composite score by the MOY Benchmark.
- due to the COVID-19 pandemic, EOY Benchmark was not administered. No EOY data available to determine if goal was reached.

Action Steps

[close](#)

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

Good Foundations Academy (GFA) will use School LAND Trust (SLT) funding to pay for academic aides to service students in early literacy skills. These aides will work in small groups to guide students through the essential prerequisite skills in this area.

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

Good Foundations Academy (GFA) hired and trained academic aides to service students in early literacy skills.

Digital Citizenship/Safety Principles Component

[close](#)

No

Goal #2

[close](#)

State Goal

close

Improve math scores in grades 3 through 6

Academic Area

close

- Mathematics

Measurements

close

Measurements

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

In the area of math, student growth and overall proficiency, will be measured by using the Utah State RISE assessments.

Our goal will be that each grade level (3 through 6) will increase either their proficiency score in math, or their growth score in math, by 5% over the previous year score.

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

Due to the COVID-19 pandemic, the RISE assessment was not administered in Spring 2020.

The

following data reflects student growth and overall proficiency on the i-Ready Math Diagnostic in

grades (4 through 6) which was administered at the Beginning of Year (BOY) and Middle of Year (MOY) before the mandatory school closure in March 2020.

In SY 2020, in Grade 4 Math,

- at BOY, 25% of students were proficient on the i-Ready Diagnostic
- at MOY, 36% of students were proficient on the i-Ready Diagnostic
- this represents an 11% increase in students who were Proficient on the i-Ready Diagnostic by the MOY.
- due to the COVID-19 pandemic, EOY i-Ready Diagnostic was not administered.

In SY 2020, in Grade 5 Math,

- at BOY, 34% of students were proficient on the i-Ready Diagnostic
- at MOY, 37% of students were proficient on the i-Ready Diagnostic
- this represents a 3% increase in students who were Proficient on the i-Ready Diagnostic by the MOY.
- due to the COVID-19 pandemic, EOY i-Ready Diagnostic was not administered.

In SY 2020, in Grade 6 Math,

- at BOY, 38% of students were proficient on the i-Ready Diagnostic
- at MOY, 51% of students were proficient on the i-Ready Diagnostic
- this represents a 13% increase in students who were Proficient on the i-Ready Diagnostic by the MOY.
- due to the COVID-19 pandemic, EOY i-Ready Diagnostic was not administered.

Action Steps

close

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

Good Foundations Academy (GFA) will use School LAND Trust (SLT) funding to pay for academic aides to service students in basic math skills. These aides will work in small groups to guide students through the essential steps to build these skills.

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

Good Foundations Academy (GFA) hired, trained and employed academic aides to service students in basic math skills.

Digital Citizenship/Safety Principles Component

close

No

Goal #3

close

State Goal

close

Improve Science scores in grades 4 through 6

Academic Area

close

-
- Science
-

Measurements

close

Measurements

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

In the area of science, student growth and overall proficiency, will be measured by using the Utah State RISE assessments.

Our goal will be that each grade level (4 through 6) will increase either their proficiency score in science, or their growth score in science, by 5% over the previous year score.

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

Due to the COVID-19 pandemic, the RISE assessment was not administered in Spring 2020. There is no RISE data available for Science.

In SY 2020, in Grade 4 Science,

- the proficiency rate in SY 2019 was 62%.
- the proficiency rate in SY 2020 is unknown.
- due to the COVID-19 pandemic, the RISE assessment was not administered. There is no RISE data available to determine if goal was reached.

In SY 2020, in Grade 5 Science,

- the proficiency rate in SY 2019 was 49%.
- the proficiency rate in SY 2020 is unknown.
- due to the COVID-19 pandemic, the RISE assessment was not administered. There is no RISE data available to determine if the goal was reached.

In SY 2020, in Grade 6 Science,

- the proficiency rate in SY 2019 was 64%.
- the proficiency rate in SY 2020 is unknown.
- due to the COVID-19 pandemic, the RISE assessment was not administered. There is no RISE data available to determine if the goal was reached.

Action Steps

close

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

Good Foundations Academy (GFA) will use School LAND Trust (SLT) funding to pay for academic aides to service students in reading comprehension skills. These believe that increased reading comprehension will lead to higher scores in content areas, such as science.

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

Good Foundations Academy (GFA) hired, trained and employed academic aides to service students in reading fluency and comprehension skills in the belief that it would increase student science scores.
This strategy was very effective in SY 2019.

Digital Citizenship/Safety Principles Component

close

No

Goal #4

close

State Goal

close

Improve overall academic scores in Grades K through 6

Academic Area

close

- English/Language Arts
- Mathematics
- Science

Measurements

[close](#)

Measurements

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

In the area of reading math and science, student growth and overall proficiency will be measured by using the Measurements listed in Goals 1 through 3.

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

Due to the COVID-19 pandemic, EOY DIBELS Benchmark testing was not administered in Spring 2020. The following data reflects student growth and overall proficiency from Beginning of Year (BOY) to Middle of Year (MOY) before the mandatory school closure in March 2020.

In SY 2020, in Kindergarten Reading,

- at BOY, 58% of students were at or above benchmark on the composite score.
- at MOY, 67% of students were at or above benchmark on the composite score.
- this represents a 9% increase in students who were at or above benchmark on the composite score by the MOY Benchmark.
- this goal was met in Kindergarten by the MOY Benchmark.
- due to the COVID-19 pandemic, EOY Benchmark was not administered.

In SY 2020, in Grade 1 Reading,

- at BOY, 52% of students were at or above benchmark on the composite score.
- at MOY, 45% of students were at or above benchmark on the composite score.
- this represents a 7% decrease in students who were at or above benchmark on the composite score by the MOY Benchmark.
- due to the COVID-19 pandemic, EOY Benchmark was not administered. No EOY data available to determine if goal was reached.

In SY 2020, in Grade 2 Reading,

- at BOY, 70% of students were at or above benchmark on the composite score.
- at MOY, 55% of students were at or above benchmark on the composite score.
- this represents a 15% decrease in students who were at or above benchmark on the composite score

by the MOY Benchmark.

- due to the COVID-19 pandemic, EOY Benchmark was not administered. No EOY data available to determine if goal was reached.

In SY 2020, in Grade 3 Reading,

- at BOY, 49% of students were at or above benchmark on the composite score.
- at MOY, 48% of students were at or above benchmark on the composite score.
- this represents a 1% decrease in students who were at or above benchmark on the composite score by the MOY Benchmark.
- due to the COVID-19 pandemic, EOY Benchmark was not administered. No EOY data available to determine if goal was reached.

In SY 2020, in Grade 4 Reading,

- at BOY, 73% of students were at or above benchmark on the composite score.
- at MOY, 74% of students were at or above benchmark on the composite score.
- this represents a 1% increase in students who were at or above benchmark on the composite score by the MOY Benchmark.
- due to the COVID-19 pandemic, EOY Benchmark was not administered.

In SY 2020, in Grade 5 Reading,

- at BOY, 66% of students were at or above benchmark on the composite score.
- at MOY, 73% of students were at or above benchmark on the composite score.
- this represents a 7% increase in students who were at or above benchmark on the composite score by the MOY Benchmark.
- due to the COVID-19 pandemic, EOY Benchmark was not administered.

In SY 2020, in Grade 6 Reading,

- at BOY, 80% of students were at or above benchmark on the composite score.
- at MOY, 84% of students were at or above benchmark on the composite score.
- this represents a 4% increase in students who were at or above benchmark on the composite score by the MOY Benchmark.
- due to the COVID-19 pandemic, EOY Benchmark was not administered.

Due to the COVID-19 pandemic, the RISE assessment was not administered in Spring 2020.

The

following data reflects student growth and overall proficiency on the i-Ready Math Diagnostic in

grades (4 through 6) which was administered at the Beginning of Year (BOY) and Middle of Year (MOY) before the mandatory school closure in March 2020. EOY i-Ready Diagnostic was

not administered.

In SY 2020, in Grade 4 Math,

- at BOY, 25% of students were proficient on the i-Ready Diagnostic
- at MOY, 36% of students were proficient on the i-Ready Diagnostic
- this represents an 11% increase in students who were Proficient on the i-Ready Diagnostic by the MOY.
- due to the COVID-19 pandemic, EOY i-Ready Diagnostic was not administered.

In SY 2020, in Grade 5 Math,

- at BOY, 34% of students were proficient on the i-Ready Diagnostic
- at MOY, 37% of students were proficient on the i-Ready Diagnostic
- this represents a 3% increase in students who were Proficient on the i-Ready Diagnostic by the MOY.
- due to the COVID-19 pandemic, EOY i-Ready Diagnostic was not administered.

In SY 2020, in Grade 6 Math,

- at BOY, 38% of students were proficient on the i-Ready Diagnostic
- at MOY, 51% of students were proficient on the i-Ready Diagnostic
- this represents a 13% increase in students who were Proficient on the i-Ready Diagnostic by the MOY.
- due to the COVID-19 pandemic, EOY i-Ready Diagnostic was not administered.

Due to the COVID-19 pandemic, the RISE assessment was not administered in Spring 2020. There is no RISE data available for Science.

Action Steps

close

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

Good Foundations Academy (GFA) will use School LAND Trust (SLT) funding to pay for an aide to provide explicit instruction and supports to students in Positive Behavior, Interventions and Supports (PBIS).

This aid will work closely with teachers and administrators in the school to help our students build their academic capacity. This should increase scores in all academic areas.

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

Good Foundations Academy (GFA), hired, trained and employed an aide that worked closely with teachers and administrators to provide explicit instruction and supports to students in Positive Behavior, Interventions and Supports (PBIS) to help support and build our students academic capacity.

Digital Citizenship/Safety Principles Component

close

Yes

Category	Description
Behavioral	Good Foundations Academy (GFA) will use School LAND Trust (SLT) funding to pay for an aide to provide explicit instruction and supports to students in Positive Behavior, Interventions and Supports (PBIS). PBIS is an essential component in allowing our students understand the social expectations of our educational community. Once those expectations are communicated, explicitly taught and scaffolded, students can more effectively focus on their academic goals. This aid will work closely with teachers and administrators in the school to help our students build their academic capacity. This should increase scores in all academic areas.

Please explain how this component was completed to support the goal.

Good Foundations Academy (GFA) hired, trained and employed an aide that worked closely with teachers and administrators to provide explicit instruction and supports to students in Positive Behavior, Interventions and Supports (PBIS) so that they could more effectively focus on their academic goals.

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Total:	\$58,622

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$58,622
Total:	\$58,622

Funding Changes

There are times when the planned expenditures in the goals of a plan are provided by the LEA, a grant, or another unanticipated funding source leaving additional funds to implement the goals. If additional funds are available, how will the council spend the funds to implement the goals in this plan?

Any additional funds will be spent on additional academic aides for our Tier 2 program. These aides are essential to reach our School LANDS Trust Goals.

Publicity

- School assembly
- School newsletter
- School website

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
8	0	0	2019-03-11