

Good Foundations Academy Final Report 2020-2021

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)	Actual Expenditures (entered by the LEA)	
Carry-Over from 2019-2020	\$0.00	\$0.00	
Distribution for 2020-2021	\$61,548.00	\$61,548.00	
Total Available for Expenditure in 2020-2021	\$61,548.00	\$61,548.00	
Salaries and Benefits	\$53,000.00	\$52,471.04	
Professional Development	\$7,814.00	\$0.00	
Books Curriculum Subscriptions	\$0.00	\$6,078.24	
USB E Administrative Adjustment - Scroll to the bottom to see Comments.		\$2,998.72	
Total Expenditures	\$60,814.00	\$61,548.00	
Remaining Funds (Carry-Over to 2021-2022)		\$0.00	

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 (LNF)

DIBELS First Sound Fluency (FSF)

DIBELS Phoneme Segmentation Fluency (PSF)

DIBELS Nonsense Word Fluency Correct Letter Sounds (NWFCLS)

DIBELS Nonsense Words Fluency Whole Words Read (NWFWWR)

DIBELS Oral Reading Fluency Words Correct (DORFWC)

DIBELS Oral Reading Fluency Accuracy (DORFAcc)

DIBELS Maze (Daze)

The GFA Kindergarten ELI includes DIBELS LNF, FSF, PSF and NWFCLS

The GFA Grade 1 ELI includes DIBELS LNF, PSF, NWFCLS, NWFWWR, DORFWC and DORFAcc

The GFA Grade 2 ELI includes DIBELS NWFCLS, DNWFWWR, DORFWC and DORFAcc

The GFA Grade 3 ELI includes DIBELS DORFWC, DORFAcc and Daze

Our goal is that, between the Beginning of Year (BOY) Benchmark and the End of Year (EOY) Benchmark,

GFA will increase the percentage of students (Grades K through 3) that are at or above benchmark on the

GFA ELI Composite Score by 5%

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

In SY 2021, in Kindergarten,

- at BOY, 45% of students were at or above benchmark on the composite score
- at EOY, 75% of students were at or above benchmark on the composite score
- this represents a 30% increase in students who were at or above benchmark on the composite score
- this goal was met in Kindergarten

In SY 2021, in Grade 1

- at BOY, 42% of students were at or above benchmark on the composite score
- at EOY, 53% of students were at or above benchmark on the composite score
- this represents an 11% increase in students who were at or above benchmark on the composite score
- this goal was met in Grade 1

In SY 2021, in Grade 2

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

- at EOY, 41% 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
- this goal was not met in Grade 2

In SY 2021, in Grade 3

- at BOY, 52% of students were at or above benchmark on the composite score
- at EOY, 54% of students were at or above benchmark on the composite score
- this represents a 2% increase in students who were at or above benchmark on the composite score
- this goal was not met in Grade 3

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.

Assessments were done through a variety of resources to help determine instruction, interventions, and individual student needs. Good Foundations Academy (GFA) used the Acadience Reading Benchmark and Progress Monitoring Assessments, Phonemic Awareness Assessments by Michael Heggerty, Waterford Assessments, Lexia Assessments, Sound Partners Assessments, and SIPPS to gather data needed to guide the delivery of instruction in Tier 1, Tier 2, and Tier 3. Once benchmark testing was completed, the data from the results was used to guide grade level PLC's to collaborate, create, and discuss plans on what to implement for Tier 1, Tier 2, and Tier 3 instruction that would meet the needs of each student. During the grade level PLC's, students were identified, a plan of what interventions to be used was created, and the interventions were provided by both teachers and trained paraprofessionals. Regular progress monitoring was conducted weekly, bi-weekly, or monthly depending on the needs of each individual student to determine progress, shifting of interventions, or other possible referrals.

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 is that the percentage of GFA students (Grades 3 through 6) that are proficient, or above proficient, on the RISE Math Assessments is either greater than the Utah State average, or 3% higher than the previous year.

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

In SY 2021, in Grade 3 Math,

- the percentage of GFA 3rd grade students that are proficient, or above proficiency, on the RISE Math

Assessment is 57%.

- the Utah State average of 3rd grade students that are proficient, or above proficiency, on the RISE

Math Assessment is 45%.

- as compared to the state average, our score is 12% higher than the state average in Grade 3 Math.
- the proficiency goal was met in Grade 3.

In SY 2021, in Grade 4 Math,

- the percentage of GFA 4th grade students that are proficient, or above proficiency, on the RISE Math

Assessment is 38%.

- the Utah State average of 4th grade students that are proficient, or above proficiency, on the RISE

Math Assessment is 45%.

- as compared to the state average, our score is 7% lower than the state average in Grade 4 Math.
- the proficiency goal was not met in Grade 4.

In SY 2021, in Grade 5 Math,

- the percentage of GFA 5th grade students that are proficient, or above proficiency, on the RISE Math

Assessment is 39%.

- the Utah State average of 5th grade students that are proficient, or above proficiency, on the RISE

Math Assessment is 42%.

- as compared to the state average, our score is 3% lower than the state average in Grade 5 Math.
- the proficiency goal was not met in Grade 5.

In SY 2021, in Grade 6 Math,

- the percentage of GFA 6th grade students that are proficient, or above proficiency, on the RISE Math

Assessment is 24%.

- the Utah State average of 6th grade students that are proficient, or above proficiency, on the RISE

Math Assessment is 32%.

- as compared to the state average, our score is 8% lower than the state average in Grade 6 Math.
- the proficiency goal was not met in Grade 6.

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.

Assessments were completed through a variety of resources to help determine instruction, interventions, and individual student needs. Good Foundations Academy (GFA) used Eureka Math Module Assessments at each grade level (3-6) and iReady Math diagnostics to gather the data needed to guide the delivery of instruction in Tier 1, Tier 2, and Tier 3. The data was used to guide grade level PLC's to collaborate, create, and discuss specific interventions. Academic paraprofessionals worked with small groups of students during Tier 1, Tier 2, and Tier 3 instructional blocks of time to support and service students in basic math skills. Progress monitoring was conducted weekly, biweekly, or monthly depending on the needs of the students and to help determine progress or the need to shift instruction or interventions.

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 is that the percentage of GFA students (Grades 4 through 6) that are proficient, or

above proficient, on the RISE Science Assessments is either greater than the Utah State average, or 3% higher than the previous year.

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

In SY 2021, in Grade 4 Science,

- the percentage of GFA 4th grade students that are proficient, or above proficiency, on the RISE

Science Assessment is 53%.

- the Utah State average of 4th grade students that are proficient, or above proficiency, on the RISE

Science Assessment is 43%.

- as compared to the state average, our score is 10% higher than the state average in Grade 4 Science.
- the proficiency goal was met in Grade 4.

In SY 2021, in Grade 5 Science,

- the percentage of GFA 5th grade students that are proficient, or above proficiency, on the RISE

Science Assessment is 55%.

- The Utah State average of 5th grade students that are proficient, or above proficiency, on the RISE

Science Assessment is 45%.

- as compared to the state average, our score is 10% higher than the state average in Grade 5 Science
- the proficiency goal was met in Grade 5.

In SY 2021, in Grade 6 Science,

- the percentage of GFA 6th grade students that are proficient, or above proficiency, on the RISE

Science Assessment is 44%.

- the Utah State average of 6th grade students that are proficient, or above proficiency, on the RISE

Science Assessment is 53%.

- as compared to the state average, our score is 9% lower than the state average in Grade 6 Science.
- the proficiency goal was not met in Grade 6.

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's (GFA) action plan was implemented by using Acadience Reading Benchmark data to identify students needing additional support in developing reading comprehension skills. Upon completion of benchmark testing, the data was used to guide grade level PLC's to collaborate, determine, and create specific interventions needed to advance reading comprehension skills. Academic paraprofessionals were trained in specific reading strategies to improve reading comprehension skills during Tier 2, and Tier 3 instructional time.

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
 - 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.

In SY 2021, in Kindergarten Reading,

- at BOY, 45% of students were at or above benchmark on the composite score
- at EOY, 75% of students were at or above benchmark on the composite score
- this represents a 30% increase in students who were at or above benchmark on the composite score
- this goal was met in Kindergarten

In SY 2021, in Grade 1 Reading,

- at BOY, 42% of students were at or above benchmark on the composite score
- at EOY, 53% of students were at or above benchmark on the composite score
- this represents an 11% increase in students who were at or above benchmark on the composite score
- this goal was met in Grade 1

In SY 2021, in Grade 2 Reading,

- at BOY, 48% of students were at or above benchmark on the composite score
- at EOY, 41% 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
- this goal was not met in Grade 2

In SY 2021, in Grade 3 Reading,

- at BOY, 52% of students were at or above benchmark on the composite score
- at EOY, 54% of students were at or above benchmark on the composite score
- this represents a 2% increase in students who were at or above benchmark on the composite score
- this goal was not met in Grade 3 (however, there was a 2% increase)

In SY 2021, in Grade 3 Math,

- the percentage of GFA 3rd grade students that are proficient, or above proficiency, on the RISE Math

Assessment is 57%.

- the Utah State average of 3rd grade students that are proficient, or above proficiency, on the RISE

Math Assessment is 45%.

- as compared to the state average, our score is 12% higher than the state average in Grade 3 Math.
- the proficiency goal was met in Grade 3.

In SY 2021, in Grade 4 Math,

- the percentage of GFA 4th grade students that are proficient, or above proficiency, on the RISE Math

Assessment is 38%.

- the Utah State average of 4th grade students that are proficient, or above proficiency, on the RISE

Math Assessment is 45%.

- as compared to the state average, our score is 7% lower than the state average in Grade 4 Math.
- the proficiency goal was not met in Grade 4.

In SY 2021, in Grade 5 Math,

- the percentage of GFA 5th grade students that are proficient, or above proficiency, on the RISE Math

Assessment is 39%.

- the Utah State average of 5th grade students that are proficient, or above proficiency, on the RISE

Math Assessment is 42%.

- as compared to the state average, our score is 3% lower than the state average in Grade 5

Math.

- the proficiency goal was not met in Grade 5.

In SY 2021, in Grade 6 Math,

- the percentage of GFA 6th grade students that are proficient, or above proficiency, on the RISE Math

Assessment is 24%.

- the Utah State average of 6th grade students that are proficient, or above proficiency, on the RISE

Math Assessment is 32%.

- as compared to the state average, our score is 8% lower than the state average in Grade 6 Math.
- the proficiency goal was not met in Grade 6.

In SY 2021, in Grade 4 Science,

- the percentage of GFA 4th grade students that are proficient, or above proficiency, on the RISE

Science Assessment is 53%.

- the Utah State average of 4th grade students that are proficient, or above proficiency, on the RISE

Science Assessment is 43%.

- as compared to the state average, our score is 10% higher than the state average in Grade 4 Science.
- the proficiency goal was met in Grade 4.

In SY 2021, in Grade 5 Science,

- the percentage of GFA 5th grade students that are proficient, or above proficiency, on the RISE

Science Assessment is 55%.

- The Utah State average of 5th grade students that are proficient, or above proficiency, on the RISE

Science Assessment is 45%.

- as compared to the state average, our score is 10% higher than the state average in Grade 5 Science
- the proficiency goal was met in Grade 5.

In SY 2021, in Grade 6 Science,

- the percentage of GFA 6th grade students that are proficient, or above proficiency, on the RISE

Science Assessment is 44%.

- the Utah State average of 6th grade students that are proficient, or above proficiency, on the RISE

Science Assessment is 53%.

- as compared to the state average, our score is 9% lower than the state average in Grade 6

Science.

- the proficiency goal was not met in Grade 6.

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's (GFA) action plan was to hire an aide to work closely with teachers and administration to help promote school safety, good behavior and a positive school culture in order to increase academic success for all students. As a character school, our focus is on personal responsibility, respect, integrity, citizenship, cooperation, self-control and perseverance. As needed, the aide supports students by reviewing school expectations, character foundation stones, setting goals, and reinforcing positive behavior so all students can experience success.

Digital Citizenship/Safety Principles Component

[close](#)

Yes

Category	Description
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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). 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.

All students at Good Foundations Academy complete a Digital Citizenship course to ensure online safety, responsible technology use, and to help students achieve digital literacy. Students are taught to be responsible stewards of technology. One of top priorities of digital citizenship, is to teach students about how to be safe and protect themselves online. All students need to understand the potential risks online, including cyberbullying.

Goal #5

[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.

In SY 2021, in Kindergarten Reading,

- at BOY, 45% of students were at or above benchmark on the composite score
- at EOY, 75% of students were at or above benchmark on the composite score
- this represents a 30% increase in students who were at or above benchmark on the composite score
- this goal was met in Kindergarten

In SY 2021, in Grade 1 Reading,

- at BOY, 42% of students were at or above benchmark on the composite score
- at EOY, 53% of students were at or above benchmark on the composite score
- this represents an 11% increase in students who were at or above benchmark on the composite score
- this goal was met in Grade 1

In SY 2021, in Grade 2 Reading,

- at BOY, 48% of students were at or above benchmark on the composite score
- at EOY, 41% 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
- this goal was not met in Grade 2

In SY 2021, in Grade 3 Reading,

- at BOY, 52% of students were at or above benchmark on the composite score
- at EOY, 54% of students were at or above benchmark on the composite score
- this represents a 2% increase in students who were at or above benchmark on the

composite score

- this goal was not met in Grade 3 (there was an increase of 2%)

In SY 2021, in Grade 3 Math,

- the percentage of GFA 3rd grade students that are proficient, or above proficiency, on the RISE Math

Assessment is 57%.

- the Utah State average of 3rd grade students that are proficient, or above proficiency, on the RISE

Math Assessment is 45%.

- as compared to the state average, our score is 12% higher than the state average in Grade 3 Math.
- the proficiency goal was met in Grade 3.

In SY 2021, in Grade 4 Math,

- the percentage of GFA 4th grade students that are proficient, or above proficiency, on the RISE Math

Assessment is 38%.

- the Utah State average of 4th grade students that are proficient, or above proficiency, on the RISE

Math Assessment is 45%.

- as compared to the state average, our score is 7% lower than the state average in Grade 4 Math.
- the proficiency goal was not met in Grade 4.

In SY 2021, in Grade 5 Math,

- the percentage of GFA 5th grade students that are proficient, or above proficiency, on the RISE Math

Assessment is 39%..

- the Utah State average of 5th grade students that are proficient, or above proficiency, on the RISE

Math Assessment is 42%.

- as compared to the state average, our score is 3% lower than the state average in Grade 5 Math.
- the proficiency goal was not met in Grade 5.

In SY 2021, in Grade 6 Math,

- the percentage of GFA 6th grade students that are proficient, or above proficiency, on the RISE Math

Assessment is 24%.

- the Utah State average of 6th grade students that are proficient, or above proficiency, on the RISE

Math Assessment is 32%.

- as compared to the state average, our score is 8% lower than the state average in Grade 6

Math.

- the proficiency goal was not met in Grade 6.

In SY 2021, in Grade 4 Science,

- the percentage of GFA 4th grade students that are proficient, or above proficiency, on the RISE

Science Assessment is 53%.

- the Utah State average of 4th grade students that are proficient, or above proficiency, on the RISE

Science Assessment is 43%.

- as compared to the state average, our score is 10% higher than the state average in Grade 4 Science.
- the proficiency goal was met in Grade 4.

In SY 2021, in Grade 5 Science,

- the percentage of GFA 5th grade students that are proficient, or above proficiency, on the RISE

Science Assessment is 55%.

- The Utah State average of 5th grade students that are proficient, or above proficiency, on the RISE

Science Assessment is 45%.

- as compared to the state average, our score is 10% higher than the state average in Grade 5 Science
- the proficiency goal was met in Grade 5.

In SY 2021, in Grade 6 Science,

- the percentage of GFA 6th grade students that are proficient, or above proficiency, on the RISE

Science Assessment is 44%.

- the Utah State average of 6th grade students that are proficient, or above proficiency, on the RISE

Science Assessment is 53%.

- as compared to the state average, our score is 9% lower than the state average in Grade 6 Science.
- the proficiency goal was not met Grade 6.

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 help pay for academic field trips for our students.

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

Due to COVID-19, field trips were not permitted during the 2020-2021 school year. An amendment was submitted and approved to transfer funds that were to be used to pay for field trips to pay for salaries and employee benefits.

Digital Citizenship/Safety Principles Component

close

No

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$53,000.00
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	\$7,814.00
Total:	\$60,814.00

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
5	0	2	2020-03-03