

Traverse Mountain EL Final Report 2012-2013

Financial Proposal and Report - This report is automatically generated from the School Plan entered in the spring of 2012 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2012-2013.

| Available Funds | Planned Expenditures (entered by the school) | Actual Expenditures (entered by the District Business Administrator) |
|---|---|--|
| Carry-Over from 2011 - 2012 | \$0 | \$1,561 |
| Distribution for 2012 - 2013 | \$29,714 | \$33,755 |
| Total Available for Expenditure in 2012 - 2013 | \$29,714 | \$35,316 |
| Salaries and Employee Benefits (100 and 200) | \$14,714 | \$18,503 |
| Professional and Technical Services (300) | \$0 | \$1,556 |
| 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) | \$0 | \$0 |
| Periodicals, AV Materials (650-660) | \$0 | \$0 |
| Software (670) | \$0 | \$0 |
| Equipment (Computer Hardware, Instruments, Furniture) (730) | \$15,000 | \$15,257 |
| Total Expenditures | \$29,714 | \$35,316 |
| Remaining Funds (Carry-Over to 2013 - 2014) | \$0 | \$0 |

ITEM A - Report on Goals

Goal #1

MATH: Three students will be identified in each class as a result of their performance on the grade level BENCHMARK MATH ASSESSMENT. The performance of three students- one student scoring below average, one scoring average, and one scoring above average will be tracked and analyzed by grade level teams. **The goal is for each of these students to improve by either 25 percentage points or reach/surpass 80% mastery on the grade level final benchmark assessment given in April 2013 as compared to the initial evaluation in August 2012.**

Identified academic area(s).

Mathematics

This was the action plan.

1. Grade level teams create common benchmark math assessment - Summer 2012
2. Students take grade level math assessment - August 2012
3. Grade level teams select three students to specifically track- one below average, one average, and one above average.
4. Grade level teams analyze benchmark math assessment data and plan differentiated curriculum for students.
5. Students again take the grade level math assessment - January 2013
6. Grade level teams continue adjusting differentiated curriculum for students based on results of the math assessment.
7. Students take the same benchmark math assessment previously administered in August and January to determine growth - April 2013

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

The faculty of Traverse Mountain Elementary School spent various days in the Summer of 2012 preparing for the school year and establishing procedures to implement the goals of the School Improvement Plan. Teachers met during the summer of 2012 to create common benchmark math assessments. All teachers attended curriculum training with the district. The basis for our data collection rests with the common baseline math assessments that were given over the course of the 2012-2013 school year.

As the school year commenced, teachers administered the baseline math assessments to all students. As an indicator of progress, each teacher selected three students to track with our school wide Google spreadsheet. Teachers are grouped by grade levels in professional learning communities. The work of these PLC's is to review student data and create opportunities for students to learn better at their differentiated level of learning.

In August 2012 soon after the school year began teachers gave the first of three math assessments. Data was collected from the assessments and grade-level teams made plans for differentiated instruction. In January 2013 another test was given and then again in April 2013. Each time teams met to discuss and collaborate the differentiated instruction necessary for diverse learners.

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

Progress towards the goal will be determined by administering the grade level benchmark math assessment in August 2012, January 2013, and April 2013. This common grade level math assessment will drive instruction as teacher teams identify curriculum needs of students and engage them in differentiated opportunities for academic growth.

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

Our school developed Google Spreadsheets shared by all teachers on the faculty using Google Drive. Using the grade level baseline math assessment, teachers entered the scores of one student at the LOW level, one at the AVRG level, and one at the HIGH level. The same assessment was given in August 2012, January 2013, and April 2013. The final column indicates the percentage improvement for each of these three students as indicated by teacher. Finally, at the far right is the Average Improvement made by students in each of the three student levels.

100% of our HIGH performing students, 93% of AVRG performing students and 93% of LOW performing students reached the goal of 25 percentage points or to reach/surpass 80% mastery on the grade level final benchmark assessment given in April 2013 as compared with the initial evaluation in August 2012. The following spreadsheet indicates the math scores:

MATH SCORES

| Teacher | Student Level | Math August | Math January | Math April | % Improved | % Improved School Average |
|---------|---------------|-------------|--------------|------------|------------|---------------------------|
| K-P | Low | 20 | 102 | 152 | 132 | |
| | Avrg | 46 | 139 | 157 | 111 | Low % Average: 62.83 |
| | High | 133 | 152 | 157 | 24 | |
| K-S | Low | 21 | 104 | 157 | 136 | Avrg % Average: 44.26 |
| | Avrg | 72 | 128 | 157 | 85 | |
| | High | 132 | 140 | 157 | 25 | High % Average: 25.87 |
| K-W | Low | 21 | 97 | 157 | 136 | |
| | Avrg | 75 | 126 | 137 | 62 | |
| | High | 95 | 109 | 147 | 52 | |
| K-H | Low | 18 | 82 | 134 | 116 | |
| | Avrg | 74 | 91 | 96 | 22 | |
| | High | 113 | 137 | 147 | 34 | |
| 1st-A/G | Low | 42 | 50 | 100 | 58 | |
| | Avrg | 58 | 62 | 92 | 34 | |
| | High | 69 | 73 | 100 | 31 | |
| 1st-Chi | Low | 46 | 46 | 88 | 42 | |
| | Avrg | 58 | 73 | 96 | 38 | |
| | High | 73 | 85 | 96 | 23 | |
| 1st-H | Low | 15 | 35 | 96 | 81 | |
| | Avrg | 34 | 35 | 96 | 62 | |
| | High | 61 | 88 | 96 | 35 | |
| 1st-T | Low | 18 | 96 | 100 | 82 | |
| | Avrg | 46 | 81 | 100 | 54 | |
| | High | 69 | 85 | 100 | 31 | |
| 1st-Chr | Low | 13 | 42 | 96 | 83 | |
| | Avrg | 46 | 85 | 96 | 50 | |
| | High | 69 | 92 | 100 | 31 | |
| 2nd-Sw | Low | 28 | 53 | 65 | 37 | |

| | | | |
|--------|------|------|--------------|
| | Avrg | 56 | 70 75 19 |
| | High | 80 | 83 90 10 |
| 2nd-M | Low | 50 | 47 62 12 |
| | Avrg | 57 | 75 97 40 |
| | High | 90 | 80 97 7 |
| 2nd-Sm | Low | 30 | 45 58 28 |
| | Avrg | 60 | 73 95 35 |
| | High | 73 | 92 100 27 |
| 2nd-R | Low | 20 | 50 88 68 |
| | Avrg | 58 | 88 90 32 |
| | High | 83 | 88 93 10 |
| 2nd-Sc | Low | 30 | 48 77 47 |
| | Avrg | 67 | 79 97 30 |
| | High | 95 | 96 100 5 |
| 3rd-F | Low | 9 | 61 82 73 |
| | Avrg | 33 | 82 100 67 |
| | High | 76 | 85 100 24 |
| 3rd-M | Low | 6 | 48 61 55 |
| | Avrg | 43 | 67 94 51 |
| | High | 70 | 82 97 27 |
| 3rd-W | Low | 9 | 48 61 52 |
| | Avrg | 48 | 82 97 49 |
| | High | 70 | 85 97 27 |
| 3rd-M | Low | 30 | 42 55 25 |
| | Avrg | 42 | 58 85 43 |
| | High | 78 | 91 97 19 |
| 4th-La | Low | 54 | 69 77 23 |
| | Avrg | 81 | 83 89 8 |
| | High | 97 | 98 100 3 |
| 4th-Le | Low | 30 | 45 70 40 |
| | Avrg | 55 | 63 83 28 |
| | High | 65 | 93 98 33 |
| 4th-J | Low | 20 | 43 83 63 |
| | Avrg | 35 | 70 85 50 |
| | High | 50 | 70 90 40 |
| 4th-S | Low | 17.5 | 55 78 60.5 |
| | Avrg | 37.5 | 57.5 92.5 55 |
| | High | 62.5 | 75 95 32.5 |

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|-------|------|----|----------|
| 5th-M | Low | 30 | 69 71 41 |
| | Avrg | 50 | 70 78 28 |
| | High | 64 | 74 81 17 |
| 5th-S | Low | 24 | 40 68 44 |
| | Avrg | 59 | 67 78 19 |
| | High | 74 | 78 83 9 |
| 6th-C | Low | 20 | 38 67 47 |
| | Avrg | 22 | 42 58 36 |
| | High | 52 | 60 95 43 |
| 6th-D | Low | 36 | 52 97 61 |
| | Avrg | 38 | 60 78 40 |
| | High | 58 | 70 90 32 |
| 6th-M | Low | 28 | 58 82 54 |
| | Avrg | 40 | 68 87 47 |
| | High | 50 | 76 97 47 |

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

Amount Category

Description

14714 Salaries and Employee Benefits (100 and 200)

An additional teacher (partial FTE) will be hired to help reduce class size and additional funding from this category will be used to hire aides to assist with small group math instruction.

15000 Equipment (Computer Hardware, Instruments, Furniture) (730)

A portable laptop computer lab will be purchased to give students opportunities to practice math skills by using programs such as UCUTips, Timez Attack, and online math practice tests.

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

\$18,503 was spent on Salaries and Employee Benefits (100 and 200). Two major ways the Trust LANDS Grant helped our school is with the hiring of classroom aides to assist with small group math instruction and with differentiated learning. Some of this money was used to hire a part time FTE to reduce class size.

\$1,556 was spent on Professional and Technical Services (300) for teachers to attend professional development conferences and to train teachers in valuable teaching strategies for instructing students. This amount helped pay for substitute teachers as the regular general education teacher attended said conferences.

\$15,257 was spent on Equipment (Computer Hardware, Instruments, Furniture (730) for *ipad mini's* and a portion of a new *Chrome Book* computer lab. These pieces of computer hardware allowed students to enhance math curriculum instruction.

Goal #2

READING: Each teacher will identify three students to track, one that performs below average, one performing at average, and one performing above average on the grade level BENCHMARK READING (LANGUAGE) ASSESSMENT. **The goal is for each of these students to make at least one year's growth according to the assessment given at the end of April 2013 as compared to the initial evaluation in August 2012.**

Identified academic area(s).

Reading

This was the action plan.

1. Grade level teams create common benchmark reading assessment - Summer 2012
2. Students take grade level reading assessment - August 2012
3. Grade level teams select three students to specifically track- one below average, one average, and one above average.
4. Grade level teams analyze benchmark reading assessment data and plan differentiated curriculum for students.
5. Students again take the grade level reading assessment - January 2013
6. Grade level teams continue adjusting differentiated curriculum for students based on results of the reading assessment.
7. Students take the same benchmark reading assessment previously administered in August and January to determine growth - April 2013

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

The faculty of Traverse Mountain Elementary School spent various days in the Summer of 2012 preparing for the school year and establishing procedures to implement the goals of the school improvement plan. Teachers met during the summer of 2012 to discuss common benchmark reading assessments. All teachers attended curriculum training with the district. The basis for our data collection rests with the Developmental Reading Assessment (DRA) that were given over the course of the 2012-2013 school year.

As the school year commenced, teachers administered the DRA to all students. As an indicator of progress, each teacher selected three students to track with our school wide Google spreadsheet. Teachers are grouped by grade levels in Professional Learning Communities (PLC). The work of these PLC's is to review student data and create opportunities for students to learn at their differentiated level of learning.

In August 2012, soon after the school year began, teachers gave the first of three math assessments. Data was collected from the assessments and grade-level teams made plans for differentiated instruction. In January 2013 another test was given and then again in April 2013. Each time teams met to discuss and collaborate the differentiated instruction necessary for diverse learners.

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

Progress towards the goal will be determined by administering the grade level benchmark reading assessment in August 2012, January 2013, and April 2013. This common grade level reading assessment will drive instruction as teacher teams identify curriculum needs of students and engage them in differentiated opportunities for academic growth. The DRA assessment will be used, however, grade levels will have the opportunity to create other common assessments.

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

Our school developed Google Spreadsheets shared by all teachers on the faculty using Google Drive. Using the Developmental Reading Assessment (DRA), teachers entered the scores of one student at the LOW level, one at the AVRG level, and one at the HIGH level. The same assessment was given in August 2012, January 2013, and April 2013. The final column indicates the percentage improvement for each of these three students as indicated by teacher. Finally, at the far right is the Average Improvement made by students in each of the three student levels. 96% of HIGH performing students, 96% of AVRG performing students and 81% of LOW performing students reached this goal. The spreadsheet shown below indicates the growth of each of the selected students.

READING SCORES

| Teacher | Student Level | August Level | January Level | April Level | Level Improved |
|---------|---------------|--------------|---------------|-------------|-----------------------|
| K-P | Low | 0 | 6 12 12 | | |
| | Avrg | 0 | 3 6 6 | | Low % Average: 13.70 |
| | High | 0 | 1 3 3 | | |
| K-S | Low | 0 | 1 3 3 | | Avrg % Average: 12.48 |
| | Avrg | 0 | 3 6 6 | | |
| | High | 0 | 6 14 14 | | High % Average: 7.15 |
| K-W | Low | 0 | 1 3 3 | | |
| | Avrg | 0 | 2 4 4 | | |
| | High | 0 | 3 6 6 | | |
| K-H | Low | 0 | 1 3 3 | | |
| | Avrg | 0 | 3 4 4 | | |
| | High | 0 | 3 4 4 | | |
| 1st-A/G | Low | 2 | 8 18 16 | | |

| | | | |
|---------|------|----|----------|
| | Avrg | 3 | 12 20 17 |
| | High | 8 | 18 24 16 |
| 1st-Chi | Low | 2 | 6 18 16 |
| | Avrg | 4 | 12 20 16 |
| | High | 14 | 20 24 10 |
| 1st-H | Low | 2 | 12 20 18 |
| | Avrg | 4 | 16 24 20 |
| | High | 6 | 16 24 18 |
| 1st-T | Low | 2 | 6 12 10 |
| | Avrg | 3 | 12 20 17 |
| | High | 14 | 20 24 10 |
| 1st-Chr | Low | 2 | 12 16 14 |
| | Avrg | 4 | 16 20 16 |
| | High | 14 | 20 24 10 |
| 2nd-Sw | Low | 8 | 18 28 20 |
| | Avrg | 16 | 28 30 14 |
| | High | 24 | 28 30 6 |
| 2nd-M | Low | 4 | 8 12 8 |
| | Avrg | 16 | 28 30 14 |
| | High | 24 | 28 30 6 |
| 2nd-Sm | Low | 4 | 20 28 24 |
| | Avrg | 18 | 28 30 12 |
| | High | 24 | 28 30 6 |
| 2nd-R | Low | 16 | 18 20 4 |
| | Avrg | 18 | 24 28 10 |
| | High | 24 | 28 30 6 |
| 2nd-Sc | Low | 4 | 12 20 16 |
| | Avrg | 16 | 24 30 14 |
| | High | 24 | 28 30 6 |
| 3rd-F | Low | 8 | 12 16 8 |
| | Avrg | 24 | 30 38 14 |
| | High | 34 | 34 38 4 |
| 3rd-M | Low | 18 | 28 30 12 |
| | Avrg | 28 | 34 38 10 |
| | High | 34 | 34 38 4 |
| 3rd-W | Low | 18 | 28 34 16 |
| | Avrg | 24 | 34 38 14 |
| | High | 30 | 38 38 8 |

| | | | |
|--------|------|----|----------|
| 3rd-M | Low | 16 | 28 38 22 |
| | Avrg | 30 | 34 38 8 |
| | High | 34 | 38 38 4 |
| 4th-La | Low | 18 | 24 38 20 |
| | Avrg | 34 | 38 40 6 |
| | High | 40 | 40 40 0 |
| 4th-Le | Low | 24 | 28 28 4 |
| | Avrg | 38 | 40 40 2 |
| | High | 40 | 40 40 0 |
| 4th-J | Low | 14 | 28 34 20 |
| | Avrg | 38 | 40 40 2 |
| | High | 40 | 40 40 0 |
| 4th-S | Low | 30 | 38 40 10 |
| | Avrg | 38 | 40 40 2 |
| | High | 40 | 40 40 0 |
| 5th-M | Low | 70 | 75 80 10 |
| | Avrg | 76 | 82 88 12 |
| | High | 84 | 90 94 10 |
| 5th-S | Low | 56 | 65 72 16 |
| | Avrg | 62 | 75 81 19 |
| | High | 82 | 89 92 10 |
| 6th-C | Low | 75 | 69 80 5 |
| | Avrg | 67 | 81 93 26 |
| | High | 73 | 79 81 8 |
| 6th-D | Low | 42 | 52 74 32 |
| | Avrg | 54 | 67 90 36 |
| | High | 82 | 94 94 12 |
| 6th-M | Low | 64 | 81 92 28 |
| | Avrg | 79 | 82 95 16 |
| | High | 85 | 85 97 12 |

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

Amount Category

0 Salaries and Employee Benefits (100 and 200)

Description

An additional teacher (partial FTE) will be hired to help reduce class size and additional funding from this category will be used to hire aides to assist with small group reading instruction.

0 Equipment (Computer Hardware, Instruments, Furniture) (730) A portable laptop computer lab will be purchased to give students opportunities to practice reading skills by using various reading programs such as Learning A-Z, Reading A-Z, and online reading practice tests.

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

No expenditures were made to implement this goal as identified in the Financial Proposal and Report.

Goal #3

WRITING: All students K-6th will complete three writing samples for the Traverse Mountain Elementary Writing Portfolio. These writing samples will demonstrate growth through the year based on the Six Writing Traits- Ideas · Organization · Voice · Sentence Fluency · Word Choice · Conventions

Identified academic area(s).

Writing

This was the action plan.

1. Grade level teacher teams will create the grade level six trait writing rubric - Summer 2012
2. Students will complete the first writing sample - August 2012
3. Teachers will give writing instruction based on the state core curriculum and link this to the six traits instruction.
4. Students will complete a second writing sample - January 2013
5. Teachers will continue writing instruction based on the curriculum and student needs.
6. Students will complete the final writing sample - April 2013
7. Writing samples will be stored in a portfolio and passed onto the next grade level to be continued as students progress through the grade levels.
8. At the conclusion of 6th grade, the portfolios will be given to parents during the final parent conference.

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

Teacher met as grade-level teams during the Summer of 2012 to create writing rubrics using the six traits of writing. Soon after school began in August 2012 each teacher presented a writing topic to their students and collected the first of three writing samples. Teachers met together to collaborate the direction writing instruction would be delivered based on the state core curriculum. This instruction was linked to the six traits instruction. During the month of January 2013 the students were given a writing topic and the second of three writing samples was collected. Teachers met again to collaborate the direction of writing instruction and they continued to instruct based on the curriculum and student needs. In April 2013 students were given a third topic and completed the third of three writing samples. All three writing samples are stored in personalized student portfolios that follow each student throughout their elementary years. In this manner student progress can be continually assessed through the grade levels. Sixth grade student were given their portfolio at the end of their sixth grade year.

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

Students will submit three writing samples into their portfolio in August 2012, January 2013, and April 2013. These samples will be self-evaluated and evaluated by the grade level teams following the grade level six trait writing rubric.

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

The goal was to collect three different writing samples in individualized student portfolios. These portfolios were started this school year and remain with each student's teacher until the end of the school year. These portfolios will be passed on to the student's next year's teacher and so forth each school year until the student reaches the end of 6th grade.

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

Amount Category

0 Salaries and Employee Benefits (100 and 200)

Description

An additional teacher (partial FTE) will be hired to help reduce class size and additional funding from this category will be used to hire aides to assist with small group writing instruction.

0 Equipment (Computer Hardware, Instruments, Furniture) (730) A portable laptop computer lab will be purchased to give students opportunities to practice writing skills.

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

No expenditures were made to implement this goal.

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

Additional funds will be used to allocate more hours to aides to work with students in small groups for math, reading, and writing instruction.

The distribution was about 14% more than 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."

Additional money was spent not only for aides to work with students in small groups for math, reading and writing instruction (\$3789) as outlined in the estimated distribution of additional funds but also for teachers to attend professional development conferences (\$1556) to train teachers in valuable teaching strategies for instructing students. This amount helped pay for substitute teachers as the regular general education teacher attended the conferences. An additional \$257 was spent on equipment to buy *Chrome Books* to assist students in their writing samples. These amounts account for the 14% more than the estimate in the school plan and are accounted for in Goal #1.

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
- School newsletter
- School website

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. 11 Howard Stephenson

U.S. Representatives

Jason Chaffetz

State Representatives

Dist. 1 Menlove, Ronda Rudd
Dist. 37 Moss, Carol Spackman

District School Board

Brian Halladay
JoDee Sundberg
John Burton
Scott Carlson
Debbie Taylor
Wendy K. Hart
Paula Hill

State School Board

David Thomas

ITEM F - The State Board Rule requires reporting of the dates when local boards approved the other plans school community councils are responsible for. Please enter the most recent approval date for each plan listed. These approval dates are for plans being implemented in the 2013-2014 school year and require a 2013 approval date.

2013 - 2014 School Plans

School Improvement Plan
(required for all schools) 06/18/2013

Professional Development Plan
(required for all schools) 06/18/2013

Reading Achievement Plan
(required for all schools with K-3 grades) 06/18/2013

Note for Charter Schools: Charter Schools are only required to have a Reading Achievement Plan, if they receive funding for the program. The other plans are not required.

ITEM G - A summary of this Final Report must be provided to parents and posted on the school website by November 15th of the 2013. When was this task completed?

Not required for Charter Schools.

11/08/2013