

Traverse Mountain 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.

Available Funds	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2012 - 2013	\$0	\$0
Distribution for 2013 - 2014	\$35,833	\$46,294
Total Available for Expenditure in 2013 - 2014	\$35,833	\$46,294
Salaries and Employee Benefits (100 and 200)	\$31,500	\$10,475
Professional and Technical Services (300)	\$2,000	\$6,672
Repairs and Maintenance (400)	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0
Travel (580)	\$0	\$0
General Supplies (610)	\$2	\$2,333
Textbooks (641)	\$2,333	\$0
Library Books (644)	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0
Software (670)	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$21,550
Total Expenditures	\$35,835	\$41,030
Remaining Funds (Carry-Over to 2014 - 2015)	(\$2)	\$5,264

ITEM A - Report on Goals

Goal #1

Ninety percent of all students will pass the Direct Reading Assessment (DRA) at their grade level benchmark on the Spring 2014 assessment administration.

All students in 4th through 6th grades will meet or exceed a 50 Student Growth Percentile (SGP) score on the Language Arts Criterion Reference Test (CRT) which will be administered in May 2014.

Identified academic area(s).

Reading

This was the action plan.

The following steps will be taken to reach the reading goal:

1. Students will be evaluated on the DRA in September, 2013.
 2. Teachers will align curriculum to work with small guided reading groups for Tier I Instruction.
 3. Students needing extra assistance will be tracked with Tier 2 Accommodations (in class groups, double dose extended day, additional group with paraprofessional, etc.)
 4. Students will be evaluated on the DRA in January 2014.
 5. Teachers will continue with Steps 2 and 3 in providing support for all readers.
 6. The DRA will be administered a final time in April 2014 and determination of reaching the school goal will be analyzed.
 7. Students in 3rd through 6th grades will take the end of year Language Arts CRT and the results will be analyzed to determine SGP for students 4th through 6th grades.
- A partial teacher FTE and paraprofessional salaries will be used to hire individuals to assist in classes with high class sizes. The paraprofessionals will work with students in providing a "double dose" of literacy instruction under the direction of the classroom teacher. The students will come to school 1 hour early, thus extending their school day and providing extra instruction. Funds will be used for teachers to attend the 2014 CITES Literacy Conference, to pay teachers to work additional days in the Summer to map their literacy curriculum, and to purchase Guided Reading Materials.

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

Our amended reading goal for the 2013-2014 school year is eighty percent of all students will pass the Direct Reading Assessment (DRA) at their grade level benchmark on the Spring 2014 assessment administration

The faculty of Traverse Mountain Elementary School spent various days in the Summer of 2013 preparing for the school year and establishing procedures to implement the goals of the School Improvement Plan. Teachers met during the Summer of 2013 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 2013-2014 school year.

As the school year commenced, teachers administered the DRA to all students. As an indicator of progress, each teacher recorded the total number of students in their class and then the total number who passed their grade-level DRA. These numbers were recorded on a Google spreadsheet. Teachers are grouped by grade levels in Professional

Learning Communities (PLC). The work of these PLCs is to review student data and create opportunities for students to learn at their differentiated level of learning.

In August 2013, soon after the school year began, teachers gave the first of three reading assessments. Data was collected from the assessments and grade-level teams made plans for differentiated instruction. In January 2014 another test was given and then again in April 2014. 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.

The following measurements will be used to determine growth progress and final achievement of the reading goal:

- The DRA will be administered to all students in the Fall and Winter. Students in Kindergarten, 1st, and 2nd grades will also take the DRA in the Spring along with those student in 3rd through 6th grades that tested below grade level during the Winter assessment.
- The SGP measurement will be available at the end of the 2013-14 school year. Teachers will administer grade level common assessments to ensure growth progress during the school year.

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

READING SCORES

Teacher	Number of students in your class	Number of students who passed benchmark on DRA	Class Average
KP	50	47	0.94
KS	49	49	1.00
KB	26	22	0.85
KH	25	20	0.80
1A	25	18	0.72
1CH	26	19	0.73
1G	26	15	0.58
1T	26	23	0.88
1CHR	26	22	0.85
1W	24	20	0.83
2M	28	23	0.82
2SM	28	22	0.79
2G	28	24	0.86
2SC	29	28	0.97
2SW	28	24	0.86
3L	28	23	0.82
3W	26	21	0.81
3M	28	20	0.71
3T	27	17	0.63
3F	28	16	0.57
4C	33	23	0.70
4L	32	28	0.88
4R	33	30	0.91
4S	32	28	0.88
5L	29	25	0.86
5M	29	24	0.83
5SC	28	22	0.79

5SM	29 21 0.72
6M	30 26 0.87
6C	30 26 0.87
6D	30 23 0.77

School Average 0.81

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

Amount	Category	Description
31500	Salaries and Employee Benefits (100 and 200)	<ul style="list-style-type: none"> • \$28,500 will be used to pay a partial teacher and paraprofessional salaries. These individuals will work with students in small groups in class as well as in the double dosing extended day program. • \$3,000 will be used to pay various teachers to work in the summer to map their literacy curriculum.
2000	Professional and Technical Services (300)	<ul style="list-style-type: none"> • \$2,000 will go towards registering teachers to attend the CITES Literacy Conference in 2014.
2333	Textbooks (641)	Guided Reading Books will be purchased to supplement our small group guided reading libraries.

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

\$10,475 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 reading instruction and with differentiated learning. Some of this money was used to pay teachers for two days of PLC work during the summer of 2013. \$6,672 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. \$2,333 was spent on General Supplies (610) to purchase books to teach the core curriculum standards to younger grade students. These books were purchased to supplement our small group guided reading instruction.

Goal #2

All students will demonstrate either 80% mastery or 25% growth on the Traverse Mountain Grade Level Comprehensive Math Assessment.

All students in 4th through 6th grades will meet or exceed a 50 Student Growth Percentile (SGP) score on the Math Criterion Reference Test (CRT) which will be administered in May 2014.

Identified academic area(s).

Mathematics

This was the action plan.

The following steps will be taken to reach the math goal:

1. Students will be assessed using the Grade Level Comprehensive Math Assessments in September 2013.
2. Teacher teams will analyze data and plan math curriculum based on student performance on the assessment.
3. The Grade Level Comprehensive Math Assessments will be administered again in January 2014.
4. Teachers will continue to adjust curriculum.
5. Students will have a final assessment in Spring 2014.
6. The data will be gathered to determine growth and achievement as prescribed in the math goal.
7. Student test scores on the end of year CRT will be used to analyze SGP as prescribed in the math goal.

*Funding used in the Reading Goal to hire additional teacher FTE and paraprofessionals will benefit the math goal as these personnel will also work with students and the math goals.

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

Our amended mathematics goal for the 2013-2014 school year eliminates the statement about 4th through 6th grades meeting the 50 SGP on the Match CRT because our student did not take the CRT during the 2013-2014 school year. The faculty of Traverse Mountain Elementary School spent various days in the Summer of 2013 preparing for the

school year and establishing procedures to implement the goals of the School Improvement Plan. Teachers met during the Summer of 2013 to discuss common benchmark math assessments. All teachers attended curriculum training with the district. The basis for our data collection rests with the common baseline math assessment that were given over the course of the 2013-2014 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 (PLC). The work of these PLCs is to review student data and create opportunities for students to learn at their differentiated level of learning.

In August 2013, 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 2014 another test was given and then again in April 2014. 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.

The following measurements will be used to determine growth progress and final achievement of the math goal:

- The Traverse Mountain Grade Level Comprehensive Math Assessments will be administered to all students 3 times per year.
- The SGP measurement will be available at the end of the 2013-14 school year. Teachers will administer grade level common assessments to ensure growth progress during the school year.

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 2013, January 2014, and April 2014. 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, 94% of our AVRG performing students and 97% 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 2014 as compared with the initial evaluation in August 2013. The following spreadsheet indicates the math scores:

Teacher	Student Level	Math August	Math January	Math April	% Improved	% Improved	School Average
KP	Low	8	56	85	77		
	Avrg	44	92	97	53	Low % Average:	55.48
	High	80	97	100	20		
KS	Low	16	95	100	84	Avrg % Average:	48.58
	Avrg	42	100	100	58		
	High	82	100	100	18	High % Average:	29.39
KB	Low	15	48	93	78		
	Avrg	36	95	100	64		
	High	65	100	100	10		
KH	Low	11	52	94	83		
	Avrg	38	48	97	59		
	High	68	97	100	32		
1A	Low	27	79	87	60		
	Avrg	47	82	97	50		
	High	63	92	97	34		
1CH	Low	25	75	88	63		
	Avrg	43	87	97	54		
	High	60	93	100	40		
1G	Low	21	66	87	66		
	Avrg	47	61	95	48		

	High	66	95	97	31
1T	Low	25	68	87	62
	Avrg	47	76	97	50
	High	60	82	100	40
1CHR	Low	24	77	85	61
	Avrg	58	85	100	42
	High	72	93	100	28
1W	Low	27	61	92	65
	Avrg	45	68	92	47
	High	62	87	100	38
2M	Low	42	85	92	50
	Avrg	62	72	100	38
	High	82	90	100	18
2SM	Low	20	78	75	55
	Avrg	45	90	95	50
	High	67	80	100	33
2G	Low	45	62	82	37
	Avrg	52	72	97	45
	High	70	85	97	27
2SCH	Low	37	67	74	37
	Avrg	70	80	100	30
	High	87	90	97	10
2SW	Low	25	58	88	63
	Avrg	55	68	93	38
	High	78	90	98	20
3L	Low	15	46	77	62
	Avrg	46	69	88	42
	High	77	92	100	23
3W	Low	23	42	58	65
	Avrg	27	77	100	73
	High	65	96	100	35
3M	Low	4	54	81	77
	Avrg	42	81	100	58
	High	69	96	100	31
3T	Low	23	65	85	62
	Avrg	54	73	100	46
	High	77	92	100	23
3F	Low	35	65	85	50

	Avrg	35	81	85	50
	High	54	92	100	46
4C	Low	28	38	84	56
	Avrg	22	62	94	72
	High	46	72	98	52
4L	Low	24	48	72	48
	Avrg	36	58	90	54
	High	68	82	98	30
4R	Low	22	52	72	50
	Avrg	46	54	84	38
	High	80	88	98	18
4S	Low	22	60	84	62
	Avrg	32	66	88	56
	High	54	82	90	36
5L	Low	39	42	86	47
	Avrg	42	71	92	50
	High	71	83	99	28
5M	Low	41	55	78	37
	Avrg	71	80	91	20
	High	89	93	98	9
5SC	Low	55	61	68	13
	Avrg	69	74	78	9
	High	80	87	95	15
5SM	Low	46	58	60	14
	Avrg	24	70	82	58
	High	74	80	94	20
6M	Low	24	36	80	56
	Avrg	28	70	86	58
	High	54	82	94	40
6C	Low	16	40	52	36
	Avrg	36	48	68	32
	High	30	70	84	54
6D	Low	34	46	78	44
	Avrg	30	60	94	64
	High	48	76	100	52

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

Amount	Category	Description
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1 General Supplies (610) We do not have expenditures as part of this goal. We have all of our expenditures allocated in Goal #1.

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

Students will submit three published stories into their Traverse Mountain Writing Portfolio.

Identified academic area(s).

Writing

This was the action plan.

1. Students will publish a "beginning of the year" story to submit to their portfolio.
2. Student will publish a "midyear" story to submit to their portfolio.
3. Students will publish an "end of year" story to submit to their portfolio.

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

Teachers met as grade-level teams during the Summer of 2013 to create writing rubrics using the six traits of writing. Soon after school began in August 2013 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 2014 the students were given a writing topic and the second of three writing samples was collected. Teachers met again to collaborate the direction for writing instruction and they continued to instruct based on the curriculum and student needs. In April 2014 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 students 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.

The school wide writing program will focus on student writing improvement. Teachers will assign writing prompts and use writing conferences with students to determine three stories from the year to include in their personal writing portfolio.

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 the 6th grade.

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

Amount	Category	Description
1	General Supplies (610)	We do not have planned expenditures under this goal. We have all of our expenditures allocated in Goal #1.

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

\$21,550 was spent on Equipment (Computer Hardware, Instruments, Furniture) (730) for laptop computers, ipad minis, document cameras, headphones, and projectors which assisted our students in meeting their writing goals as stated in Goal #3.

ITEM B - In the Financial Proposal and Report, there is a carry-over of \$5264 to the 2014-2015 school year. This is 11% of the distribution received in 2013-2014. Please describe the reason for a carry-over of more than 10% of the distribution.

\$5,264 is a carry-over to the 2014-2015 school year for the purchase of Mastery Connect, an assessment software to assist our teachers in differentiating instruction to meet the math and reading goals based on the core curriculum. This amount includes the training of head teachers on each grade level who will in turn train teachers on their PLC teams.

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 paraprofessionals 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."

We received an additional \$10,461 for the 2013-2014 school year. \$5,264 is being carried over into the 2014-2015 school year for the purchase of Mastery Connect as described above and \$2,550 was for teachers to attend professional development conferences to train teachers in valuable teaching strategies for instructing students. The amount helped pay for substitute teachers as the regular general education teacher attended the conferences. \$2,647 was used to purchase laptop computers 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 and #3.

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
- 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. 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 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.

10/20/2014