

Final Report 2014-2015 - Traverse Mountain EL

This Final Report is currently pending initial review by a School LAND Trust Administrator.
You may unlock the Final Report to edit/update non-substantive changes without a vote.

Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2014 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2014-2015.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2013-2014	\$0	N/A	\$5,264
Distribution for 2014-2015	\$50,807	N/A	\$52,652
Total Available for Expenditure in 2014-2015	\$50,807	N/A	\$57,916
Salaries and Employee Benefits (100 and 200)	\$37,307	\$23,357	\$19,145
Employee Benefits (200)	\$0	\$0	\$4,212
Professional and Technical Services (300)	\$7,500	\$7,801	\$7,801
Repairs and Maintenance (400)	\$0	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0	\$0
Travel (580)	\$0	\$0	\$0
General Supplies (610)	\$1,000	\$13,932	\$10,826
Textbooks (641)	\$2,000	\$2,000	\$0
Library Books (644)	\$0	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0	\$0
Software (670)	\$1,000	\$8,826	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$2,000	\$2,000	\$15,932
Total Expenditures	\$50,807	\$57,916	\$57,916
Remaining Funds (Carry-Over to 2015-2016)	\$0	N/A	\$0

Goal #1

Goal

Eighty percent of all students will pass the Direct Reading Assessment (DRA) at their grade level benchmark on the Spring 2015 assessment administration.

Academic Areas

- Reading

Measurements

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, 2014, and Winter, 2015. Students in Kindergarten, 1st, and 2nd grades will also take the DRA in

the Spring, 2015 along with those students in 3rd through 6th grades that tested below grade level during the Winter 2015 assessment. ? Teachers will administer grade level common assessments to ensure growth progress during the school year. ? The SAGE formative and summative assessments will be administered to 3rd - 6th grade students to establish a baseline for comparison in future school years.

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

Our measurements shows each teacher's name and grade level. Then it shows the total number of students, the number of students who passed the DRA benchmark at the end of the year, and then the class average. At the end of the list is the school average for number of students who passed benchmark when measured by the DRA test.

P-AM - Kinder 27, 24, 0.89

P-PM - Kinder 27, 25, 0.93

S-AM - Kinder 28, 27, 0.96

S-PM - Kinder 27, 27, 1.00

H - Kinder 26, 21, 0.81

B - Kinder 27, 20, 0.74

Th - 1st 29, 27, 0.93

Chi - 1st 28, 24, 0.86

Tu - 1st 28, 26, 0.93

Chr - 1st 29, 27, 0.93

A - 1st 27, 24, 0.89

W - 1st 28, 23, 0.82

Sch - 2nd 31, 28, 0.90

S Sm - 2nd 30, 24, 0.80

P - 2nd 31, 24, 0.77

M - 2nd 30, 26, 0.87

G - 2nd 31, 26, 0.84

W - 3rd 29, 27, 0.93

K Y - 3rd 27, 23, 0.85

L - 3rd 27, 25, 0.93

M - 3rd 26, 22, 0.85

A - 3rd 28, 24, 0.86

P - 4th 29, 27, 0.93

A Y - 4th 28, 20, 0.71

L - 4th 29, 24, 0.83

A Sm - 4th 28, 26, 0.93

C - 4th 29, 22, 0.76

L - 5th 29, 27, 0.93

J Sm - 5th 30, 23, 0.77

Sch - 5th 30, 25, 0.83

D - 5th 29, 27, 0.93

C - 6th 28, 27, 0.96

Y - 6th 28, 23, 0.82

R - 6th 27, 26, 0.96

D - 6th 28, 26, 0.93

School Average 0.87

Action Plan Steps

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

The following steps will be taken to reach the reading goal: 1. Students will be evaluated on the DRA in Fall, 2014. 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, additional group with paraprofessional, etc.) 4. Students will be evaluated on the DRA in Winter 2015. 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 Spring 2015 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 SAGE and the results will be analyzed. ? 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. Funds will be used for teachers to attend the 2015 CITES Literacy Conference and other professional development conferences, to pay teachers to work additional days in the Summer to map their literacy curriculum, to give the DRA test to students in grades 1-3 before the school year begins, and to purchase Guided Reading Materials.

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

Our reading goal for the 2014-2015 school year is eighty percent of all students will pass the Direct Reading Assessment (DRA) at their grade level benchmark on the Spring 2015 assessment administration. The faculty of Traverse Mountain Elementary School spent various days in the Summer of 2014 preparing for the school year and establishing procedures to implement the goals of the School Improvement Plan. Teachers met during the Summer of 2014 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 2014-2015 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 2014, soon after the school year began, teachers gave their first of three reading assessments. Data was collected from the assessments and grade-level teams made plans for differentiated instruction. In January 2015 another test was given and then again in April 2015. Each time teams met to discuss and collaborate the differentiated instruction necessary for diverse learners.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Salaries and Employee Benefits (100 and 200) \$37,307. \$30,807 will be used to pay a hourly teacher's salary as needed as well as paraprofessional salaries. These individuals will work with students in small groups in class as well as in the double dosing program. \$3,000 will be used to pay various teachers to work in the Summer to map their literacy curriculum. \$3500 will be used to pay 1st - 3rd grade teachers one day of DRA testing before the school year begins. Funding used in the Reading Goal to hire paraprofessionals as well as professional and technical services will benefit the math and writing goals as these personnel will also work with students on the math and writing goals.	\$37,307	\$23,357	\$23,357 was spent on Salaries and Employee Benefits (100 and 200). Two major ways the Trust LANDS Grant helped our school was 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 teacher for two days of PLC work, as well as to administer the DRA during the Summer of 2014.
Professional and Technical Services (300)	Professional and Technical Services (300) \$7,500: This will pay for substitute teachers and professional development opportunities.	\$7,500	\$7,801	\$7801 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 seminars and conferences.
Textbooks (641)	Textbooks (641) \$2000 Guided Reading Books will be purchased to supplement our small group guided reading libraries.	\$2,000	\$2,000	\$2000 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.
Software (670)	Software (670) \$1000 This will help pay for software for students.	\$1,000	\$8,826	\$8826 was spent on Software (670). This amount was used to purchase Master Connect, Brain Pop, and ipad apps. Mastery Connect is a computer based program for recording common assessments and allows teachers to compare student scores on each standard in the curriculum, as well as teaching and learning effectiveness. Brain Pop is a computer based program that allows virtual and digital enhancement to Utah State Core

				lessons.
Equipment (Computer Hardware, Instruments, Furniture) (730)	Equipment (Computer Hardware, Instruments) (730) \$2000 Classroom hardware.	\$2,000	\$2,000	\$2000 was spent on Equipment Hardware (730). This amount was used to purchase hardware in classrooms for digital learning.
	Total:	\$49,807	\$43,984	

Goal #2

Goal

All students will demonstrate either 80% mastery or 25% growth on the Traverse Mountain Grade Level Comprehensive Math Assessment by Spring 2015.

Academic Areas

- Mathematics

Measurements

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 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 students at the LOW level, one at the AVRG level and one at the HIGH level. The same assessment was given in August 2014, January 2015 and April 2015.

100% of our HIGH performing students, 100% of our AVRG performing students and 91% of our LOW performing students reached the goal of 25 growth percentage points or to reach/surpass 80% on the grade level final benchmark assessment given in April 2015 as compared with the initial evaluation in August 2014.

Action Plan Steps

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

Progress towards the goal will be determined by administering the Traverse Mountain Grade Level Comprehensive Math Assessment in Fall 2014, Winter and Spring 2015. This Traverse Mountain Grade Level Comprehensive Math Assessment will drive instruction as teacher teams identify curriculum needs of students and engage them in differentiated opportunities for academic growth. The following steps will be taken to reach the math goal: Grade level teams create the Traverse Mountain Grade Level Comprehensive Math Assessment - Summer 2014 Students take Grade Level Comprehensive Math Assessment - Fall 2014 Grade level teams select three students to specifically track- one below average, one average, and one above average. Grade level teams analyze benchmark math assessment data and plan differentiated curriculum for students. Students again take the Grade Level Comprehensive Math Assessment - Winter 2015 Grade level teams continue adjusting differentiated curriculum for students based on results of the math assessment. Students take the same benchmark math assessment previously administered in August and January to determine growth - Spring 2015

The data will be gathered to determine growth and achievement as prescribed in the math goal.

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 2014 preparing for the school year and establishing procedures to implement the goals of the School Improvement Plan. Teachers met during the Summer of 2014 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 2014-2015 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 schoolwide 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 2014, soon after the school year began, teachers administered the common assessment to all students. This is the first of three math assessment windows. Data was collected from the assessments and grade-level teams made plans for differentiated instruction. In January 2015 the same test was given and then again in April 2015. Each time teams met to discuss and collaborate the differentiated instruction necessary for diverse learners.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
General Supplies (610)	General Supplies (610) \$500 This will support technology and other teacher supplies and maintenance. Funding used in the Math Goal to hire paraprofessionals as well as professional and technical services will benefit the reading and writing goals as these personnel will also work with students on the reading and writing goals.	\$500	\$0	No expenditures were made to implement this goal as identified in the Financial Proposal and Report.
	Total:	\$500	\$0	

Goal #3

Goal

Students will submit three grade-level appropriate writing samples into their Traverse Mountain Writing Portfolio. Grade level teams will create the grade level six trait writing rubric - Summer 2014. Students will submit a writing sample in August 2014, January 2015, and April 2015 in the following grade level appropriate formats: Kindergarten - Narrative, Narrative and Narrative 1st Grade- Narrative, Opinion and Informational 2nd Grade- Narrative, Informational and Opinion 3rd Grade- Narrative, Opinion and Informational 4th Grade- Opinion, Narrative and Informational 5th Grade- Narrative, Persuasive/Opinion and Informational 6th Grade- Information, Narrative and Argumentative

Academic Areas

- Writing

Measurements

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 grade-level appropriate writing samples 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 writing samples in individualized student portfolios. These portfolios were started this school year and remain with each students teacher until the end of the school year. These portfolios will be passed on to the students next years teacher and so forth each school year until the student reaches the end of the 6th grade.

Action Plan Steps

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

Grade level teacher teams will create the grade level six trait writing rubric - Summer 2014 Students will complete the first writing sample - Fall 2014 Teachers will give writing instruction based on the state core curriculum and link this to the six traits instruction. Students will complete a second writing sample - Winter 2015. Teachers will continue writing instruction based on the curriculum and student needs. Students will complete the final writing sample - Spring 2015 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. At the conclusion of 6th grade, the portfolios will be given to parents at the end of the year.

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

Teachers met as grade-level teams during the Summer of 2014 to create writing rubrics using the six traits of writing. Soon after school began in August 2014 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 2015 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 2015 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 across years. Sixth grade students were given their portfolio at the end of their sixth grade year.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
General Supplies (610)	General Supplies (610) \$1,000 This will support technology and other teacher supplies and maintenance. Funding used in the Writing Goal to hire paraprofessionals as well as professional and technical services will benefit the math and reading goals as these personnel will also work with students on the math and reading goals.	\$500	\$13,932	\$13,932 was spent on Equipment (Computer Hardware, Instruments, Furniture) (730) for laptop computers, portable carts for transporting and charging computers, document cameras, headphones, projectors and printers which assisted our students in achieving their writing goals as stated in Goal #3.
	Total:	\$500	\$13,932	

Increased Distribution

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

Additional funds will be used for software as well as to allocate more hours to paraprofessionals who work with students in small groups for math, reading, and writing instruction. We would also use additional funds for technology equipment to adjust for additional classroom as our school is in a growth area.

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

As described.

Publicity

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

- Letters to policy makers and/or administrators of trust lands and trust funds.
- School newsletter
- School website
- Sticker and stamps that identify purchases made with School LAND Trust funds.

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.
- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School assembly
- School newsletter
- School website

Policy Makers

The school community council has communicated with the following policy makers about the School LAND Trust Program. Communication with Policy makers is encouraged and recommended. It is not required.

State Leaders:

Governor: Gary R. Herbert.

U.S. Senators:

Mike Lee
Orrin Hatch

U.S. Representatives:

Jason Chaffetz

State Senators:

Dist. 11 Howard Stephenson

State Representative:

Dist. 1 Sandall, Scott D.
Dist. 37 Moss, Carol Spackman

State School Board:

David Thomas

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2015-10-30**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
12	0	0	2014-03-20

Plan Amendments

Approved Amendment #1

Submitted By:

Unknown

Submit Date:

Unknown

Admin Reviewer:

Unknown

Admin Review Date:

Unknown

District Reviewer:

Unknown

District Approval Date:

Unknown

Board Approval Date:

Unknown

Number Approved:

16

Number Not Approved:

0

Absent:

0

Vote Date:

2014-11-03

Explanation for Amendment:

This 2014-2015 plan was opened for an amendment but was a miscommunication. There is no amendment at this time.

Approved Amendment #2

Submitted By:

ILENE STRONG

Submit Date:

2015-05-21

Admin Reviewer:

Paula Plant

Admin Review Date:

2015-05-29

District Reviewer:

Kimberly Bird

District Approval Date:

2015-06-17

Board Approval Date:

2015-06-16

Number Approved:

14

Number Not Approved:

Absent:

2

Vote Date:

2015-05-21

Explanation for Amendment:

IN MARCH, 2014 THE COUNCIL VOTED ON THE 2014-2015 SCHOOL IMPROVEMENT PLAN BASED ON AN ESTIMATED BUDGET OF \$50,807. OUR ACTUAL BUDGET FOR THE 2014-2015 SCHOOL YEAR IS \$52,652. OUR SCHOOL HAD A CARRYOVER BALANCE FROM FY14 OF \$5,263.88. THESE AMENDMENTS ARE BASED ON THE ACTUAL BUDGET AMOUNT OF \$52,652. ON NOVEMBER 19, 2014 OUR COUNCIL APPROVED THE FOLLOWING BUDGETS. SALARIES OF EMPLOYEES AND BENEFITS (100 AND 200) \$37,158, PROFESSIONAL AND TECHNICAL SERVICES (300) \$10,700, GENERAL SUPPLIES, TEXTBOOKS AND SOFTWARE \$2794 AND EQUIPMENT HARDWARE (730) \$2,000. On January 21, 2015 the council proposed to shift money in our 2014-2015 Trust LANDS Plan. Originally we allotted money for Goal #1 to paraprofessionals to work with students under the direction of the classroom teacher. Currently we have ample paraprofessionals hired and working with students so the council voted unanimously to shift \$4500 from paraprofessionals to Goal #3 (writing) so we can purchase computers to reach our writing goal. The council also proposed to move \$500 out of Professional and Technical Services where we had allotted money for substitute teachers for professional development. The council voted unanimously to move this \$500 to Software (670) to pay for the addition of NWEA to Mastery Connect, which we purchased with our carry over balance. Goal #1: The council proposed changing expenditures in Salaries of Employees and Benefits (100 and 200) from \$37,158 to \$32,658, as well as changing expenditures in Professional and Technical Services (300) from \$10,700 to \$10,200 and moving it to Software (670) making this balance \$3,294 Goal #3: The council proposed increasing expenditures in Equipment Hardware (730) from \$2,000 to \$6,500. ON FEBRUARY 18, 2015, THE COUNCIL PROPOSED TO SHIFT MONEY IN OUR 2014-2015 TRUST LANDS PLAN. ORIGINALLY WE ALLOTTED MONEY FOR GOAL #1 TO PARAPROFESSIONALS TO WORK WITH STUDENTS UNDER THE DIRECTION OF THE CLASSROOM TEACHER. CURRENTLY WE HAVE AMPLE PARAPROFESSIONALS HIRED AND WORKING WITH STUDENTS SO THE COUNCIL VOTED UNANIMOUSLY TO SHIFT \$7500 FROM PARAPROFESSIONALS TO GOAL #3 (WRITING) SO WE CAN PURCHASE COMPUTERS TO REACH OUR WRITING GOAL. THE COUNCIL ALSO PROPOSED TO MOVE \$1500 OUT OF PROFESSIONAL AND TECHNICAL SERVICES WHERE WE HAD ALLOTTED MONEY FOR SUBSTITUTE TEACHERS FOR PROFESSIONAL DEVELOPMENT. THE COUNCIL VOTED UNANIMOUSLY TO MOVE THIS \$1500 FROM PARAPROFESSIONALS TO GOAL #3 (WRITING) SO WE CAN PURCHASE COMPUTERS TO REACH OUR WRITING GOAL. GOAL #1: THE COUNCIL PROPOSED CHANGING EXPENDITURES IN SALARIES OF EMPLOYEES AND BENEFITS (100 AND 200) FROM \$32,658 TO \$25,158 AS WELL AS CHANGING EXPENDITURES IN PROFESSIONAL AND TECHNICAL SERVICES (300) FROM \$10,200 TO \$8,700 AND MOVING IT TO GOAL #3 HARDWARE (730) MAKING THIS BALANCE \$15,500. SOFTWARE (670) TO REMAIN AT \$3,294. GOAL #3: THE COUNCIL PROPOSED INCREASING EXPENDITURES IN EQUIPMENT HARDWARE (730) FROM \$6500 TO \$15,500. THIS WAS VOTED ON AND APPROVED BY 11 MEMBERS ON FEBRUARY 18, 2015. FIVE MEMBERS WERE ABSENT. Because of difficulties with the Trust LANDS website the date of April 29, 2015 is the date of amendment submission, not the date the council voted to approve both amendments. THE DATE OF MAY 21, 2015 IS THE DATE OF SUBMISSION FOR CORRECTIONS OF AMOUNTS.

 BACK
