

Final Report 2015-2016 - 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 2015 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2015-2016.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2014-2015	\$0	N/A	\$0
Distribution for 2015-2016	\$55,608	N/A	\$65,446
Total Available for Expenditure in 2015-2016	\$55,608	N/A	\$65,446
Salaries and Employee Benefits (100 and 200)	\$26,363	\$26,558	\$21,973
Employee Benefits (200)	\$0	\$0	\$4,585
Professional and Technical Services (300)	\$9,000	\$9,489	\$9,489
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)	\$0	\$0	\$13,715
Textbooks (641)	\$3,000	\$6,340	\$0
Library Books (644)	\$0	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0	\$0
Software (670)	\$8,325	\$7,375	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$8,920	\$13,140	\$13,140
Total Expenditures	\$55,608	\$62,902	\$62,902
Remaining Funds (Carry-Over to 2016-2017)	\$0	N/A	\$2,544

Goal #1

Goal

We will improve the percentage of students reading on grade level in K-3 by 2 %, from 81% in 2015 to 83% by spring 2016. Our 4-6 grade students will make progress by increasing the number of students scoring 3s and 4s by 25% and decreasing the number of students scoring 1s and 2s by 25% by spring 2016.

Academic Areas

- Reading

Measurements

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

1. 2015 Fall DRA as baseline.
2. 2016 Winter/spring DRA as progress/growth.
3. 2015 SAGE LA compared to 2016 SAGE LA.

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

In the Spring of 2015, our DRA scores for grades K-3 was 88%. The measurements below show 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 Spring 2016 assessment, and then the class average. At the end of the list is the school average for the number of students who passed benchmark when measured by the DRA test.

P AM Kinder 27 27 1.00

P PM Kinder 26 24 0.92

S AM Kinder 27 26 0.96
S PM Kinder 25 24 0.96
H AM Kinder 28 25 0.89
H PM Kinder 24 19 0.79
R AM Kinder 27 25 0.93
D 1st 27 21 0.78
T 1st 26 21 0.80
C 1st 26 23 0.88
A 1st 26 20 0.77
W 1st 26 25 0.96
M 1st 26 22 0.85
S 2nd 28 26 0.93
P 2nd 27 22 0.81
C 2nd 26 22 0.85
T 2nd 27 21 0.78
Sc 2nd 28 25 0.89
W 2nd 28 24 0.86
L 3rd 32 28 0.88
M 3rd 31 25 0.81
A 3rd 31 28 0.90
W 3rd 32 28 0.88
G 3rd 31 24 0.77
SCHOOL AVERAGE: 0.87

For SAGE ELA Scores:

Our 2015 scores were as follows:

3rd Grade: 54%
4th Grade: 48%
5th Grade: 46%
6th Grade: 66%
School Average: 54%

Our 2016 Scores are as follows:

3rd Grade: 49%
4th Grade: 60%
5th Grade: 51%
6th Grade: 48%
School Average: 52%

Our lower grades experienced a 1% decrease in the lower grade average on DRA, while the upper grades experienced a 2% decrease in SAGE school average scores.

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 in grades 1-3 will be evaluated on the DRA in Fall 2015. Kindergarten students will be assessed using the Alpine School District's Kindergarten Fall 2015 assessment. 2. Teachers will align curriculum to work with small guided reading groups for Tier 1 instruction. 3. Students in grades K-3 needing extra assistance will be tracked with Tier 2 accommodations (in class groups, double dose, additional group with paraprofessional, etc.) 4. Students in grades K-3 will be evaluated on the DRA in Winter 2016. 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 2016 and determination of reaching the school goal will be analyzed. 7. Students in 4-6 grades will take the Fall 2015 ELA SAGE Interim assessment. 8. Teachers in grades 4-6 will continue with Steps 2 and 3 in providing support for all readers. 9. ELA SAGE summative will be administered in Spring 2016 and determination of reaching the school reading goal will be analyzed. Paraprofessional salaries will be used to hire individuals to assist in classes with high class sizes and where extra assistance to teachers is deemed a necessity. The paraprofessionals will work with students in providing a double dose of literacy instruction under the direction of the classroom teacher and to assist in small group learning.

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

Our reading goal for the 2015-2016 school year is 83% of all students will pass the Direct Reading Assessment (DRA) at their grade level benchmark on the Spring 2016 assessment administration. We also had a goal of increasing our SAGE scores in the 4th - 6th grades. The faculty of Traverse Mountain Elementary spent various days in the Summer of 2015 preparing for the school year and establishing procedures to implement the goals of the School Improvement Plan. Teachers met during the Summer of 2015 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 2015-2016 school year, and with the SAGE summative assessment given in Spring 2016.

As the school year commenced, teachers administered the DRA and SAGE to all students in their grade level. 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 in grades 4 - 6 administered the SAGE interim and test throughout the school year. 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 2015, 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 2016 another test was given and then again in April/May 2016. 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)	Salary and Employee Benefits \$26363: \$12,363 Certified teachers and paraprofessional salaries will be used to hire individuals to assist in classes with high class sizes and where extra assistance to teachers is deemed a necessity. The paraprofessionals will work with students in providing a "double dose" of literacy instruction under the direction of the classroom teacher and to assist in small group learning. \$11,000 Summer Collaboration to pay teachers to work additional days in the Summer to map their literacy curriculum and to set and meet Student Learning Objectives (SLOs). \$3000 to pay teachers to give the DRA test to students in grades 1-3 before the school year begins.	\$26,363	\$26,558	\$9000 for Summer Collaboration, \$2625 for DRA August Testing and \$14933 for certified teachers and paraprofessional salaries.
Professional and Technical Services (300)	Professional and Technical Services \$9000: \$3500 will pay for professional development opportunities. \$5500 to pay for substitute teachers when teachers attend professional development opportunities.	\$9,000	\$9,489	\$3804 to pay for professional development opportunities. \$5685 to pay for substitute teachers when teachers attend professional development opportunities.
Textbooks (641)	Textbooks \$3000: \$3000 To purchase Worldbook ebooks and Battle of the Books materials.	\$3,000	\$6,340	\$3000 to purchase Worldbook ebooks and Battle of the Book materials. \$3340 to purchase other reading books.
Software (670)	Software \$8325: \$5250 To purchase Mastery Connect, \$2200 to purchase Brain Pop and \$875 for teachers to purchase ipad apps.	\$8,325	\$7,375	Software: \$2295 to purchase Brain Pop, \$4500 to purchase I-ready, and \$580 for fingerprinting paraprofessionals who work unsupervised with students.
Total:		\$46,688	\$49,762	

Goal #2

Goal

Students in grades 3-6 will increase writing proficiency by 5% on the end of year SAGE writing assessment in 2016.

Academic Areas

- Writing

Measurements

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

1. Grade level common writing assessments. 2. 2015 SAGE writing data compared with 2016 SAGE writing data.

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

Our 2015 SAGE ELA scores were as follows:

3rd Grade: 54%
4th Grade: 48%
5th Grade: 46%
6th Grade: 66%
School Average: 54%

Our 2016 SAGE ELA Scores are as follows:

3rd Grade: 49%
4th Grade: 60%
5th Grade: 51%
6th Grade: 48%
School Average: 52%

We experienced a 2% decrease in SAGE ELA school average scores.

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 writing goal: Students will complete the first writing sample during the Fall 2015 and teachers will include this sample in the student's writing portfolio. Grades K-6 will be assessed using the Traverse Mountain Rubric. Students in grades 4-6 will take the Fall 2015 ELA SAGE Interim assessment. Teachers will give writing instruction based on the state core curriculum and link this to the Traverse Mountain Writing Rubric. Students will complete a second writing sample in the Winter 2016 and teachers in grades K-6 will assess this sample using the Traverse Mountain Writing Rubric. Teachers will include this sample in the student's writing portfolio. Teachers will continue writing instruction based on the curriculum and on individualized student needs. Teachers will administer grade level common writing prompts to ensure growth progress during the school year. Results of these common writing prompts will be maintained in Mastery Connect throughout the year. Students will complete the final writing sample in Spring 2016 and teachers will include this sample in the student's writing portfolio. Grades K-6 will be assessed using the Traverse Mountain Rubric. Teachers in grades 4-6 will administer ELA SAGE summative in Spring 2016 and determination of reaching the school goal will be analyzed.

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

Our writing goal for the 2015-2016 school year was to increasing our SAGE scores in the 4th - 6th grades by 2%. The faculty of Traverse Mountain Elementary spent various days in the Summer of 2015 preparing for the school year and establishing procedures to implement the goals of the School Improvement Plan. Teachers met during the Summer of 2015 to discuss common benchmark writing assessments. All teachers attended curriculum training with the district. The basis for our data collection rests with the SAGE summative assessment given in Spring 2016.

As the school year commenced, teachers administered SAGE to all students in their grade level. As an indicator of progress, teachers in grades 4 - 6 administered the SAGE interim tests throughout the school year and SAGE summative in Spring, 2016. 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 2015, soon after the school year began, teachers gave their first of three writing assessments. Data was collected from the SAGE Interim assessments and grade-level teams made plans for differentiated instruction. In January 2016 another SAGE Interim test was given and then in April/May 2016 the SAGE Summative was given. Each time teams met to discuss and collaborate the differentiated instruction necessary for diverse learners.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
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Equipment (Computer Hardware, Instruments, Furniture) (730)	Equipment \$8920: \$1000 for more memory in our existing desktop computers that were four-year-old models given to us last year. \$1000 more toward more memory if there are more older desktop models that can be given to our school. We also use hardware money to buy projectors and document cameras for growth classrooms as well as replace worn out equipment. Any extra money left over would go toward completing a laptop cart we started last year. Currently we have 15 laptops used in our 2nd computer lab. Extra money would go toward buying a cart and more laptops until we have a classroom set.	\$8,920	\$13,140	To buy projectors and document cameras for growth classrooms as well as replace worn out equipment. We were able to buy more laptops for the cart as well as chromebooks for the chromebook cart.
	Total:	\$8,920	\$13,140	

Increased Distribution

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

The 2015-2016 distribution in this plan is an estimate. If additional funds are awarded, these funds will be used for software as well as to allocate more hours to paraprofessionals who work with students in small groups for reading and writing instruction. Funds would be used for an aide to assist in maintaining our Take Home Reading program. We would also use additional funds for technology hardware equipment to adjust for additional classroom as our school is in a growth area. Additionally, we would use funds to assist and support teachers in raising ELA scores. Assistance to students with availability of teachers before and after school. More during the day assistance to students in small group activities. More technology in the classroom and more availability of computers and software. Support teacher training and team collaboration activities by conference attendance or invited experts to our school.

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

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 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 **2016-10-20**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
13	0	3	2015-03-18

Please Note

Comments will only be visible for users that have logged in.

Comments

Date	Name	Comment
2015-05-29	Heather Gross	NOTE: Goal #1- May be helpful to include an outline specific trainings planning to attend.
2015-05-29	Kimberly Bird	Reworking of goal #1 to be less wordy. Measurements of goal #1 can be simplified. Reworking of goal #2 to be less wordy. Measurements of goal #2 can be simplified.

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