

Final Report 2016-2017 - 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 2016 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2016-2017.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2015-2016	\$0	N/A	\$2,544
Distribution for 2016-2017	\$68,774	N/A	\$74,927
Total Available for Expenditure in 2016-2017	\$68,774	N/A	\$77,471
Salaries and Employee Benefits (100 and 200)	\$26,978	\$18,458	\$15,810
Employee Benefits (200)	\$0	\$0	\$2,648
Professional and Technical Services (300)	\$9,000	\$22,520	\$7,966
Repairs and Maintenance (400)	\$0	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0	\$1,021
Travel (580)	\$0	\$0	\$13,533
General Supplies (610)	\$0	\$0	\$200
Textbooks (641)	\$3,000	\$3,200	\$3,000
Library Books (644)	\$0	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0	\$18,201
Software (670)	\$10,265	\$6,841	\$6,841
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$19,531	\$18,201	\$0
Total Expenditures	\$68,774	\$69,220	\$69,220
Remaining Funds (Carry-Over to 2017-2018)	\$0	N/A	\$8,251

Goal #1 Goal

We will improve the percentage of students reading on grade level in K-3 by 2 %, from 87% in 2016 to 89% by Spring 2017. Our 4-6 grade students will make progress by increasing the percentage of students at the proficiency level on the SAGE assessment by 5%, from 49% in 2016 to 54% by Spring 2017.

Academic Areas

- Reading

Measurements

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

2016 Spring DIBELS as baseline. 2017 Winter DIBELS as progress/growth. 2017. 2016 SAGE LA compared to 2017 SAGE LA.

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

The basis for our data collection in grades K-3 rests with the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) that were given over the course of the 2016-2017 school year, and with the Student Assessment of Growth and Excellence (SAGE) summative assessment given to grades 4-6 in Spring 2017. Since this was our first year using DIBELS as the assessment tool to measure growth, the results are being used as a baseline for future years. Our growth over the 2016-2017 school year is as follows: Beginning of Year (BOY) 75%, Middle of Year (MOY) 79% and End of Year (EOY) 80%. Teachers in grades 4-6 administered (SAGE) in Spring 2017.

Our 2016 SAGE ELA scores were as follows:

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

Our 2017 SAGE ELA Scores are as follows:

3rd Grade: 53%
4th Grade: 56%
5th Grade: 55%
6th Grade: 47%
School Average: 53%

We experienced a 1% increase 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 reading goal: 1. Students in grades K-3 will be evaluated on the DIBELS in Fall 2016. 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, and individualized progress monitoring) 4. Students in grades K-3 will be evaluated on the DIBELS in Winter 2017. 5. Teachers will continue with Steps 2 and 3 in providing support for all readers. 6. The DIBELS will be administered a final time in Spring 2017 and determination of reaching the school goal will be analyzed. 7. Students in 4-6 grades will take the Spring 2016 ELA SAGE assessment. 8. Teachers in grades 4-6 will continue with steps 2 and 3 in providing support for all readers. 9. ELA SAGE will be administered in Spring 2017 and determination of reaching the school reading goal will be analyzed. Some teachers will be paid to participate in summer collaboration that allows them to work together and plan for the upcoming school year. 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. We will be purchasing books under the Battle of the Books program as well as mastery connect, brain pop and i-ready to enhance and strengthen our student engagement and learning. We will send teachers to professional development opportunity throughout the school year and pay for substitute teachers to cover their classes.

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

Our reading goal for the 2016-2017 school year was to increase the percentage of students reading on grade level in grades K-3 by 2%, and in grades 4-6 by 5%. The faculty of Traverse Mountain Elementary spent various days in the Summer of 2016 preparing for the school year and establishing procedures to implement the goals of the School Improvement Plan. They discussed and created common benchmark reading assessments. 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 levels of learning. As the school year commenced, teacher administered common assessments to measure learning of students throughout the school year. Students in grades K-3 were given benchmark DIBELS assessments in August 2016, January 2017, and April 2017. They met after each assessment to discuss growth. Students in grades 4-6 were given SAGE summative in Spring 2017. Results were compared to Spring 2016 for a measurement of growth. Each time common assessments were given throughout the year, 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 \$26,978: \$19,328 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 and progress monitoring under the direction of the classroom teacher and to assist in small group learning. \$7650 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).	\$26,978	\$18,458	Salary and Employee Benefits \$18,458: \$12,158 Certified teachers and paraprofessional salaries used to hire individuals to assist in classes with high class sizes and where extra assistance to teachers was deemed a necessity. The paraprofessional worked with students in providing a double dose of literacy instruction and progress monitoring under the direction of the classroom teacher and to assist in small group learning. \$6300 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).
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	\$22,520	Professional and Technical Services \$22519: \$2039 paid for professional development opportunities. \$5927 paid for substitute teachers when teachers attended professional development opportunities. \$1021 paid for students to attend a field trip for professional development opportunities. \$13533 paid for teachers to attend an overnight professional development opportunity in Atlanta, Georgia at the Ron Clark Academy. This amount paid for airline tickets, accommodations, and rental car.
Textbooks (641)	Textbooks \$3000: \$3000 to purchase Battle of the Books materials	\$3,000	\$3,200	Textbooks \$3200: \$3000 to purchase Battle of the Books materials. \$200 to purchase Digital Citizenship handouts.
Software (670)	Software \$10,265: \$5465 to purchase Mastery Connect, \$2300 to purchase Brain Pop and \$2500 to purchase I-ready.	\$10,265	\$6,841	Software \$6841: \$4546 to purchase Mastery Connect, \$2295 to purchase Brain Pop. I-ready was not purchased
	Total:	\$49,243	\$51,019	

Goal #2 Goal

Students in grades 3-6 will increase writing proficiency by 5% on the SAGE assessment from 49% in 2016 to 54% by Spring 2017.

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. 2016 SAGE writing data compared with 2017 SAGE writing data.

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

Our 2016 SAGE ELA scores were as follows:

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

Our 2017 SAGE ELA Scores are as follows:

3rd Grade: 53%
 4th Grade: 56%
 5th Grade: 55%
 6th Grade: 47%
 School Average: 53%

We experienced a 1% increase 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 2016 and teachers will include this sample in the student's writing portfolio. Grades K-6 will be assessed using the Traverse Mountain Rubric. The Spring 2016 ELA SAGE assessment scores will be used as a baseline. Teachers will give writing instruction based on the state core curriculum and link this to the Traverse Mountain Writing Rubric. Students will complete the second writing sample in the Winter 2017 and teacher 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. Teacher 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 2017 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 in Spring 2017 and determination of reaching the school goal will be analyzed. Funds will be used for completing a macbook, laptop cart we started two years ago. We will also buy chrome book computers and carts for grade levels to share. This allows more hardware in the hands of students which can assist in the writing process.

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

Our writing goal for the 2016-2017 school year was to increase our SAGE scores in Grades 4-6 by 5%. The faculty of Traverse Mountain Elementary spent various days in Summer 2016 preparing for the school year and establishing procedures to implement the goals of the School Improvement Plan. Teachers met during Summer 2016 to discuss common benchmark writing assessments. The basis for our data collection rests with the SAGE summative assessment given in Spring 2017.

Teachers are grouped in grade levels teams as part of Professional Learning Communities (PLCs). The work of these PLCs is to review student data and create opportunities for students to learn at their differentiated levels of learning.

Common grade level assessments created by teachers were given throughout the school year. Each time assessments were given, teacher teams met to discuss and collaborate the differentiated instruction necessary for diverse learners.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Equipment (Computer Hardware, Instruments, Furniture) (730)	Equipment \$19,531: \$19531 will be used for completing a macbook, laptop cart we started two years ago. We will buy chrome book computers and carts for grade levels to share.	\$19,531	\$18,201	Equipment \$18201: \$5390 to purchase macbooks. \$3103 to purchase chromebooks and licenses. \$1774 to purchase microphones and batteries for classroom magnification. \$7859 to purchase ipads. \$75 miscellaneous technology repairs and equipment.
	Total:	\$19,531	\$18,201	

Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of \$8,251 to the 2017-2018 school year. This is 11% of the distribution received in 2016-2017 of \$74,927. Please describe the reason for a carry-over of more than 10% of the distribution.

The 2015-2016 carry over amount of \$2544 was taken from my account at the district level and I was informed I did not have it. The unresolved questions regarding this \$2544 is what carried me over more than 10%

Increased Distribution

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

The 2016-2017 distribution in this plan is an estimate. If additional funds are awarded, these funds will be used for Goal #1 software as well as to allocate more hours to paraprofessionals who work with students in small groups for reading and writing instruction and progress monitoring. 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 groups and progress monitoring. Support teacher training and team collaboration activities by conference attendance or invited experts to our school. We would also use additional funds for Goal #2 for technology hardware equipment to equip additional classrooms to match current classrooms as our school is in a growth area. More technology in the classroom and more availability of computers and software.

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

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2017-10-20**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
15	0	1	2016-03-23

Plan Amendments

Approved Amendment #1

Submitted By:

ILENE STRONG

Submit Date:

2016-09-21

Admin Reviewer:

Karen Rupp

Admin Review Date:

2016-10-11

District Reviewer:

David Stephenson

District Approval Date:

2016-10-25

Board Approval Date:

2016-10-25

Number Approved:

15

Number Not Approved:

0

Absent:

1

Vote Date:

2016-09-07

Explanation for Amendment:

During my SCC meeting on September 7, we adjusted the benchmark percentages of our goals to reflect the current SAGE and DIBELS scores. We did not change the goals except to change the benchmark numbers as outlined below. Goals Written in April, 2016: Reading Goal We will improve the percentage of students reading on grade level in K-3 by 2 %, from 87% in 2016 to 89% by Spring 2017. Our 4-6 grade students will make progress by increasing the percentage of students at the proficiency level on the SAGE assessment by 5%, from 49% in 2016 to 54% by Spring 2017. Writing Goal Students in grades 3-6 will increase writing proficiency by 5% on the SAGE assessment from 49% in 2016 to 54% by Spring 2017. Amended Goals September, 2016 Reading Goal We will improve the percentage of students reading on grade level in K-3 by 2 %, from 81% in 2016 to 83% by Spring 2017. Our 4-6 grade students will make progress by increasing the percentage of students at the proficiency level on the SAGE assessment by 5%, from 52% in 2016 to 57% by Spring 2017. Writing Goal Students in grades 3-6 will increase writing proficiency by 5% on the SAGE assessment from 52% in 2016 to 57% by Spring 2017.

No Comments at this time

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