

# Final Report 2015-2016 - Truman 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	\$655	N/A	-\$2,978
Distribution for 2015-2016	\$32,266	N/A	\$37,835
Total Available for Expenditure in 2015-2016	\$32,921	N/A	\$34,857
Salaries and Employee Benefits (100 and 200)	\$27,900	\$28,530	\$26,380
Employee Benefits (200)	\$0	\$0	\$2,150
Professional and Technical Services (300)	\$0	\$5,000	\$5,000
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	\$0
Textbooks (641)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0	\$0
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
<b>Total Expenditures</b>	<b>\$27,900</b>	<b>\$33,530</b>	<b>\$33,530</b>
Remaining Funds (Carry-Over to 2016-2017)	\$5,021	N/A	\$1,327

## Goal #1

### Goal

Truman Elementary has set a goal to raise scores on the DIBELS reading assessment from 60% to 70% by the EOY 2016. This will mean that 70% of our students are reading at benchmark levels. Also, we have set a goal to ensure 80% of our students will be able to pass teacher created common formative assessments based on essential concept in math from the Utah State Core Standards by May 2016. We will check these assessments against the Granite Quarterly benchmarks. Our faculty has set goals to create and ensure essential standards are taught and student achievement goals are met. In order to achieve these goals teachers need to have weekly collaboration time to identify standards, create common formative assessments and analyze data. Teachers will meet in weekly PLC meetings to work toward these outcomes.

## Academic Areas

- Reading
- Mathematics
- Writing
- Technology

## Measurements

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

DIBELS BOY, MOY, EOY Granite Quarterly Benchmarks Teacher created CFA's

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

### DIBELS Reading Assessment

Grade	BOY	EOY	Comparison
K	63%	67%	4%
1st	51%	63%	12%
2nd	51%	53%	2%
3rd	62%	68%	6%
4th	68%	81%	13%
5th	59%	67%	8%
6th	70%	74%	4%
Average	61%	68%	7%

### ELA Benchmark - Sem. 1

Grade	Pre-Test	Post-Test	Comparison
2	28%	39%	11%
3	42%	48%	6%
4	40%	46%	6%
5	40%	48%	8%
6	28%	35%	7%
Average	36%	43%	8%

### Math Benchmark - Sem. 1

Grade	Pre-Test	Post-Test	Comparison
1	39%	65%	26%
2	40%	61%	21%
3	53%	64%	11%
4	35%	43%	8%
5	37%	43%	6%
6	27%	38%	11%
Average	39%	52%	13%

The data shows that, in DIBELS, we began the year at 61% and improved student reading proficiency to 68%, not quite reaching the goal of 70%.

Because grades 3 through 6 do not have a Semester 2 Post-Test, we are only including Semester 1 data for comparison purposes and to demonstrate academic improvement. As the data shows, we were unable to reach the goal of having 80% of the students show proficiency in the Granite Benchmarks. We were able to average an 8% ELA and 13% Math increase however in the Granite Benchmarks.

## Action Plan Steps

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

1. Substitutes will be provided for one day for each teacher. Teachers will be using this time to collaborate as a grade level team to identify essential standards from the Utah Core Standards and create curriculum maps for the upcoming school year.
2. Teachers will continue to collaborate on a weekly basis. They will select essential concepts in writing, ELA, math and science for their next unit

of study. They will also collaboratively create two common formative assessments (one for each week). These assessments will be administered at the end of each week to determine which students show proficiency and which do not. Student will be identified for intervention or enrichment. Teachers will also administer Dibels Progress monitoring assessments as follows; Intensive students will be monitored weekly, Strategic students will be monitored bi-monthly, and benchmark students will be monitored monthly. 3. If students do not show proficiency on math common formative assessment they will be assigned to intervention groups during T-Time. Students who are not meeting benchmarks on Dibels assessments and fall in the strategic or intensive categories will receive intervention 5 days a week during small group instruction. Aides will work with these students by "pushing in " to the classroom and working with a small group on reading fluency, decoding and comprehension strategies. 4. All students will have the opportunity to apply core concepts through integrated curriculum activities.

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

Substitutes were used to allow teachers to collaborate as grade levels teams and work on PLC practices such as identifying essential standards and creating, administering and interpreting the data from Common Formative Assessments. An art aide was used to help facilitate weekly grade level collaboration to further the PLC work. Common Formative Assessments were written and the data from those assessments were used to identify students needing enrichment or remediation. DIBELS progress monitoring was used at the prescribed intervals based on the reading level of each student (i.e. Intensive, Strategic, or Benchmark). 3 aides pushed into classes daily to work with those students identified by the data as needing additional Tier 2 instruction.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Hiring and training 3-5 instructional aides for use in push-in reading intervention and flex time (T-Time) activities. Substitutes for teacher professional development. Qualified classroom coverage will be obtained to allow teachers release time for collaboration once a week.	\$27,900	\$28,530	As Described.
	Total:	\$27,900	\$28,530	

## Goal #2

### Goal

Truman Elementary will continue the process of implementing "The Leader in Me" program through the Franklin Covey Corporation. This program will empower students to become leaders in academic areas, the arts, and school leadership. Truman Elementary will begin with teacher training and student data notebooks to allow students to track their own academic progress. We will incorporate these practices with all students K-6. We will work toward 100% participation to show a rise in academic scores in all areas. We will see a 3% rise in scores for students proficient on district quarterly benchmark tests from the beginning to end of the school year.

## Academic Areas

- Reading
- Mathematics
- Writing
- Technology
- Science
- Fine Arts
- Social Studies
- Health

## Measurements

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

Student data notebooks, Granite Quarterly Benchmarks, DIBELS data

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

## DIBELS Reading Assessment

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## ELA Benchmark - Sem. 1

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Average	39%	52%	13%

The Leader in Me program through the Franklin Covey Corporation was implemented last year. All classes and all students participated. All teachers underwent teacher training and student data notebooks were used for each student to track academic progress. Teacher/student discussions were held periodically to discuss the data entered into the data notebook of each student; to discuss goals and completion of goals.

We were successful in seeing at least a 3% increase in proficiency scores from the beginning to the end of the year in all district tested subjects: Reading, Language Arts (ELA), and Math.

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

1. We will continue to implement the program with teacher training and book study. Materials will be purchased and professional development training will be facilitated. We will join with other schools in the Taylorsville Network that are "Leader in Me" Schools. 2. Grants have been obtained to finish the implementation process.

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

Teacher training was completed in order to provide teachers with the understanding and buy in necessary to fully implement the Leader in Me program. Professional Development was offered as were opportunities to work with and learn from other Leader in Me schools in the Taylorsville Network.

## Behavioral Component

Category	Description
Behavioral/Character Education/Leadership Component	We are implementing the "Leader in Me" philosophy to teach leadership skills.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Professional and Technical Services (300)	Training and materials, on line support and access from the Franklin Covey organization	\$0	\$5,000	As Described
	Total:	\$0	\$5,000	

## Increased Distribution

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

Goal #1-Reduce class sizes (especially in K-2), Computer lab aide, Funding for STEM implementation and professional development, Substitutes for PLC, More instructional aide time, After school reading programs/aide, Chromebooks for upper grade teachers (12)

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

The additional funds were used to further the original plan of funding the aides to push into the classrooms and work with Tier 2 instruction, thus increasing the number of days the aides were in the classrooms working with students.

## Publicity

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

- School newsletter
- School website
- School marquee

**The school plan was actually publicized to the community in the following way(s):**

- School newsletter
- School website
- School marquee

## Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2016-10-14**

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
5	0	3	2015-03-02

## Plan Attachments

Upload Date	Title	Description
2015-04-22	<a href="#">Community Council Minutes 3-2-15</a>	Approval of the Land Trust plan

**No Comments at this time**

[BACK](#)