

Final Report 2016-2017 - 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 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	\$357	N/A	\$1,327
Distribution for 2016-2017	\$32,881	N/A	\$36,352
Total Available for Expenditure in 2016-2017	\$33,238	N/A	\$37,679
Salaries and Employee Benefits (100 and 200)	\$28,000	\$28,000	\$29,291
Employee Benefits (200)	\$0	\$0	\$2,387
Professional and Technical Services (300)	\$5,000	\$5,000	\$5,000
Repairs and Maintenance (400)	\$0	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0	\$200
Travel (580)	\$0	\$0	\$0
General Supplies (610)	\$0	\$0	\$0
Textbooks (641)	\$0	\$0	\$801
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
Total Expenditures	\$33,000	\$33,000	\$37,679
Remaining Funds (Carry-Over to 2017-2018)	\$238	N/A	\$0

Goal #1 Goal

Truman Elementary has set a goal to raise scores on the DIBELS reading assessment from 70% to 80% by the EOY 2017. This will mean that 80% 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 2017. 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

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

DIBELS, Granite Quarterly Benchmarks, and teacher created common formative assessments.

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

Our DIBELS 2017 EOY did not reach the 80% goal. We started the year at 58%. At mid-year we improved to 60%, but at the end of year we dropped to 54%.

On the District benchmarks we averaged a 27% on the math pre-tests and a 57% on the post-tests showing an average improvement of 30%.

Similarly, the teacher created common formative assessments did see an 80% completion rate, if not, the students received additional instruction followed by retaking the assessment until reaching the goal.

Additionally, our SAGE data improved. In the 2015-2016, we received the following percentages: Language Arts: 24%, Math: 24%, and Science: 18%. In the 2016-2017 school year, we received the following percentages: Language Arts: 28%, Math: 24%, and Science: 27%. We also increased our growth points from 104/300 to 199/300.

Action Plan Steps

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.

We provided substitutes for all the teachers to have an all-day collaboration at the end of the school year. In this collaboration session, the teachers identified the essential standards and worked on pacing guides and curriculum maps of when and how to teach those essential standards. Within these essential standards they created a multiple common formative assessments to determine student mastery of the essential concepts. The data from these assessments were used to create homogeneous small groups that needed reteaching or extensions of the essential concepts.

DIBELS progress monitoring was given as per district guidelines based on whether the student was Intensive, Strategic or on Benchmark. All students received additional small group instruction from the teacher and reading aides to provide strategic support at their level.

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.	\$28,000	\$28,000	As described
	Total:	\$28,000	\$28,000	

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 continue 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 20% 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

Measurements

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

Student data notebooks, DIBELS assessments, Granite Quarterly Benchmarks.

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

We worked with the Leader In Me company toward implementing the program and the 7 habits within the school. All teachers participated and taught the lessons and terminology. Student data notebooks were used to provide students with personal data so the students could take ownership in their learning and to help motivate them to work harder and meet those learning goals.

We used the DIBELS progress monitoring and summative assessments to monitor student learning and show student growth in reading. As described in goal #1, we averaged a 30% increase in the Granite Benchmarks.

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.

We provided teacher training, as needed and when available through Franklin Covey, including providing materials and professional development. We collaborated with other 'Leader in Me' schools in the Taylorsville Network.

Behavioral Component

Category	Description	Final Explanation
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	\$5,000	\$5,000	As Described
	Total:	\$5,000	\$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, Chrome books for upper grade teachers (12).

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:

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

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

- School newsletter
- School website

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2017-10-18**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	1	2016-03-14

No Comments at this time

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