

Truman EL 2013 - 2014 Progress Report and 2014 - 2015 School Plan

Progress Report 2013 - 2014

1. Principal and School

School:Truman EL

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2. Most critical academic need(s) identified in the School Plan

(automatically generated from the 2013-2014 School Plan)

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

3. Provide a brief update for your local school board about how the school is implementing the 2013-2014 School Plan and how the School LAND Trust money is being spent. BE SPECIFIC!

Land trust money is being used to specifically target students that are not meeting benchmark levels in reading and mathematics as well as providing substitute teachers for teacher professional development.

The students that are being targeted are the students who are on the borderline of meeting benchmark levels. These students have been identified by using the DIBELS assessment tool. This intervention is facilitated by hiring and training instructional aides to work with the identified students in reading. These aides are utilized during small group instruction using a push-in model. Groups are flexible and change regularly as students make progress.

Math intervention is held during flex time during the school day known as T-Time. During this 30 minute period, four days a week, students are divided using teacher created common formative assessments into those needing intervention, work completion, and enrichment activities.

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 State Core standards and create curriculum maps for the upcoming school year.

Supplies for project based learning activities were purchased and teachers have started the projects.

4. Enter the total amount you ESTIMATE spending to implement the current 2013-2014 School Plan.

The Carry Over, distribution and total available funds are actual. Please enter the ESTIMATE the school expects to spend in 2013-2014. The ESTIMATED Carry Over to 2014 - 2015 will be automatically generated to the 2014-2015 School Plan.

Carry Over from 2012 - 2013	\$13,125
Distribution for 2013 - 2014	\$30,931
Total Available Funds	\$44,056
ESTIMATED spending for 2013 - 2014	\$38,578
ESTIMATED Carry Over to 2014 - 2015	\$5,478

5. The State Board Rule requires schools to report the dates when local boards approved the other plans community councils are responsible. The information displayed was entered in the 2012 - 2013 Final Report. Please update, if necessary. The dates when local school boards approved each plan may be viewed on each school page and will be updated with any changes you make here.

THESE ARE PLANS THAT ARE BEING IMPLEMENTED IN THE 2013 - 2014 SCHOOL YEAR and must have a 2013 approval date.

Charter schools: Choose Not Applicable for all plans, except where the school has a Reading Achievement Plan.

School Improvement Plan	01/07/2014
Professional Development Plan (required for all schools)	12/31/2013
Reading Achievement Plan (required for all schools with K-3 grades)	10/01/2013

NOTE for Charter Schools. Charter Schools are only required to have a Reading Achievement Plan, if the school receives funding for the program. The other plans are not required.

School Plan 2014 - 2015

1. Briefly describe the School LAND Trust Plan by explaining each goal the council has identified. Plans should be research based. If your school has more than five goals, you will need to describe additional goals within the fifth goal.

Goal #1

State the SPECIFIC goal including when The school will reach the goal. List ACTION PLAN steps below.

Truman Elementary has set a goal to raise scores on the DIBELS reading assessment from 56% to 65% by the EOY 2015. This will mean that 65% 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 2015. We will check these assessments against the Acuity 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.

Choose the academic area for this goal from the list. You may select more than one area for this goal.

- | | |
|-------------|---------|
| Mathematics | Reading |
| Fine Arts | Writing |

Identify the specific measurement(s) you will use to determine if you are making progress towards the goal. Include the baseline and completed measurement.

Dibels, acuity, Teacher created common formative assessments, teacher work products

List the specific steps of the ACTION PLAN for each 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, and math 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-weekly, 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 project based learning activities. Teachers and students will submit plans to the school community council for approval. Plans must include integrated ties to the Utah Core Standards, supplies needed, how projects will be assessed, and how concepts will be applied.

Planned expenditures — use the dropdown menu to select an expenditure category. You may select more than one category for this goal. Then enter the amount you plan to spend in that category with a short explanation describing the expenditure and how it is part of the ACTION PLAN. EXAMPLE for an expenditure in Salaries and Employee Benefits: One aide assisting with math instruction.

Salaries and Employee Benefits (100 and 200) \$30975

Hiring and training 3 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.

General Supplies (610) \$2500

Supplies for Project-based learning activities.

Goal #2

State the SPECIFIC goal including when The school will reach the goal. List ACTION PLAN steps below.

Truman Elementary will begin 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 acuity benchmark tests from the beginning to end of the school year.

Choose the academic area for this goal from the list. You may select more than one area for this goal.

Mathematics	Reading
Fine Arts	Science
Writing	Technology
Social Studies	

Identify the specific measurement(s) you will use to determine if you are making progress towards the goal. Include the baseline and completed measurement.

Student data notebooks, Acuity, Dibels data

List the specific steps of the ACTION PLAN for each goal.

1. We will begin 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 to become "Leader in Me" Schools.

2. Grants will be obtained to finish the implementation process.

Planned expenditures — use the dropdown menu to select an expenditure category. You may select more than one category for this goal. Then enter the amount you plan to spend in that category with a short explanation describing the expenditure and how it is part of the ACTION PLAN. EXAMPLE for an expenditure in Salaries and Employee Benefits: One aide assisting with math instruction.

Professional and Technical Services (300)

\$5000

Training and materials, on line support and access from the Franklin Covey organization

2. Financial Proposal (This chart is automatically calculated from entries made in each goal.)

			Estimated Carry-over from 2013-2014	\$5,478
			Estimated Distribution in 2014-2015	\$32,997
			Total ESTIMATED Available Funds for 2014-2015	\$38,475
	Goal #1	Goal #2		Totals
Salaries and Employee Benefits (100 and 200)	\$30,975	\$0		\$30,975
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)	\$2,500	\$0		\$2,500
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
			ESTIMATED Total Spent 2014 - 2015	\$38,475
			ESTIMATED Carry Over 2015 - 2016	\$0

3. Please explain the reason for the ESTIMATED Carry-over to 2015 - 2016 of 0 it is more than 10% of the ESTIMATED Distribution in the 2014 - 2015.

Funds identified to be carried over should be identified for a specific future need and should not be used as a savings account.

Not Applicable

4. Plans for expenditures of an increased distribution:

The 2014-2015 distribution in this plan is an estimate. If the actual distribution is more than the estimate, how will additional funds be spent to implement the goals described in the plan? Please indicate the goal number identified in Question 2 and explain how the increased funds will further implement the action plan. Please provide an adequate explanation of academic use so that it will not be necessary to go back to the school board for approval to expend an increased distribution.

We will increase the amount for salaries to hire additional instructional aides to intervene with more students.

5. How will the plan and results be publicized to your community? (Please check all that apply.) If you would like free stickers and/or a stamp to identify School LAND Trust purchases such as books or computers, click here to request them.

- Letters to policy makers and/or administrators of trust lands and trust funds.
- School newsletter
- School website
- School marquee

6. The vote of the council/committee to approve the 2014 - 2015 School LAND Trust Plan was recorded in the minutes and took place on:

03/25/2014

6 Approved

0 Not Approved

0 Absent