

Final Report 2014-2015 - Truman EL

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Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2014 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2014-2015.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2013-2014	\$5,478	N/A	\$10,460
Distribution for 2014-2015	\$32,997	N/A	\$34,195
Total Available for Expenditure In 2014-2015	\$38,475	N/A	\$44,655
Salaries and Employee Benefits (100 and 200)	\$30,975	\$39,703	\$36,534
Employee Benefits (200)	\$0	\$0	\$3,169
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	\$0
Travel (580)	\$0	\$0	\$0
General Supplies (610)	\$2,500	\$2,930	\$2,930
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
Total Expenditures	\$38,475	\$47,633	\$47,633
Remaining Funds (Carry-Over to 2015-2016)	\$0	N/A	-\$2,978

Goal #1

[EDIT ANSWERS](#)

Goal

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.

Academic Areas

- Reading

- Writing
- Mathematics

Measurements

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

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

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

On our DIBELS goal we were able to improve from 56% of students reaching benchmark at the beginning of the year to 63% at the end of the year. This was just shy of the goal of 65%.

Our teacher created common formative assessments seemed to align very well with the students performance on the Granite quarterly benchmarks. We were able to see students scoring at 72% on the math and 67% on the ELA. This did not reach our goal of 80% mastery. It did show individual student and classroom growth.

During Monday collaboration teachers created work products in the form of lesson plans for Close reading, math intervention, reading groups, and reading intervention. The lessons were driven by the data found on DIBELS, teacher created CFA's, and Granite quarterly benchmarks.

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, 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.

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

1. In the spring substitutes were provided for each grade level team to have one day to collaborate and create curriculum maps and timelines for the coming school year.
2. Teachers collaborated weekly to refine their teaching and allow data study to drive the instruction.
3. Students were assessed weekly and assigned to intervention, practice or enrichment groups during T-Time. T-Time is a 30 minute block at the end of the day Monday through Thursday. Paraprofessionals aide the teachers with different activities and computer skills.

We continued with the push-in reading intervention using the paraprofessionals funded by the landtrust. This is

4. Project based learning projects were funded such as a weather station, iPads, and Lego sets.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	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.	\$30,975	\$39,703	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)	Supplies for Project-based learning activities.	\$2,500	\$2,930	Supplies for Project-based learning activities.
Total:		\$33,475	\$42,633	

Goal #2

[EDIT ANSWERS](#)

Goal

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.

Academic Areas

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

Measurements

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

Student data notebooks, Acuity, Dibels data

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

Students began to keep track of their reading, math, attendance and personal goals in their data notebooks. DIBELS scores increased from 56% to 63% of students reaching benchmark. Acuity changed so we were not able to track those scores. SAGE testing showed an 8.49% growth from the previous year.

Action Plan Steps

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

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

1. The faculty, staff and parents participated and completed the 2nd year training and book study. We were able to become a 'leader in Me' school for the 2nd year.
 2. We secured a grant to cover the additional costs associated with the training and materials.

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	Training and materials, on line support and access from the Franklin Covey organization
Total:		\$5,000	\$5,000	

Increased Distribution

[Edit](#)

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

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

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

We were able to hire 1 more aide and increase the other aides hours. This allowed more students to be served during intervention.

Publicity

[Edit](#)

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.
- School marquee
- School newsletter
- School website

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

- School newsletter
- School website
- School marquee

Policy Makers

Communication with Policy makers is encouraged and recommended. It is not required.

Summary Posting Date

Edit

A summary of this Final Report was provided to parents and posted on the school website on **2015-10-23**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	0	2014-03-25

Required for Submission

Please review before submitting. There will be no review page. Once submitted the report may only be revised through the review process by the School LAND Trust Section or the District. Once the review is complete, the report may not be edited.

- Content is appropriate for display on a public website, including any attachments. Student names and individual data are not included.
- Spelling and grammar is correct.

I have reviewed this Final Report. It is ready to be displayed on the public website.

BACK

SUBMIT FOR REVIEW



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