

Final Report 2017-2018 - 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 2017 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2017-2018.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2016-2017	\$0	N/A	\$0
Distribution for 2017-2018	\$44,377	N/A	\$43,875
Total Available for Expenditure in 2017-2018	\$44,377	N/A	\$43,875
Salaries and Employee Benefits (100 and 200)	\$39,000	\$38,875	\$35,925
Employee Benefits (200)	\$0	\$0	\$2,950
Professional and Technical Services (300)	\$5,000	\$5,000	\$3,850
Repairs and Maintenance (400)	\$0	\$0	\$0
RETIRED. DO NOT USE (500)	\$0	\$0	\$0
Printing (550)	\$0	\$0	\$0
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	\$0	\$0	\$0
General Supplies (610)	\$0	\$0	\$0
Textbooks (641)	\$0	\$0	\$0
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$0	\$0	\$1,150
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
Total Expenditures	\$44,000	\$43,875	\$43,875
Remaining Funds (Carry-Over to 2018-2019)	\$377	N/A	\$0

Goal #1 Goal

Truman Elementary will increase achievement in both Reading and Math. In Reading, we would like to set the goal to increase our scores on the DIBELS assessment to reach or surpass the U.G.G. (Uniform Growth Goals) for each grade level. This will mean that each grade level will make at least adequate growth from the BOY testing to the EOY testing as determined by the district/state guidelines for U.G.G. For Math, we would like to set the goal to have an average increase of 25% on the Granite Benchmarks from Pre-Test to Post-Test.

Academic Areas

- Reading
- Mathematics
- Writing

Measurements

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

The DIBELS assessment will be used to assess the Reading goal. DIBELS is collected three times a year, plus progress monitoring. The Uniform Growth Goals will be determined by the district/state based on the DIBELS BOY data. We will use that data, plus the progress monitoring and MOY DIBELS data to assess progress, with the EOY DIBELS data at the end of the year to assess to what extent we reached the goal.

We will use the Granite Benchmarks to assess the Math goal. This will mean comparing the results of the Pre-Test given at the beginning of each semester to the Post-Test given at the end of each semester. We expect to see a minimum of a 25% increase from Pre- to Post- on average across the

10/16/2016
grades.

Additionally, each grade level will use Common Formative Assessments in both Reading and Math to assess mastery of key concepts within the Utah State Core Standards. These assessments will be given periodically to allow teachers to adjust instruction and ensure concepts mastery. They will also be compared to the benchmark data to ensure alignment and progress toward the goals.

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

DIBELS

Grade	BOY	EOY	UGG Goal	Achieved Goal?
K	36	63	51	Yes
1	39	45	44	Yes
2	50	58	55	Yes
3	51	56	53	Yes
4	37	49	49	Yes
5	41	50	43	Yes
6	75	67	88	No

We reached the goal in all grades except 6th. However, in spite of that, our overall improvement school-wide exceeded the expected improvement goals as outlined by U.G.G.

District Math Benchmarks

Grade	S1 Pre/Post Improvement	S2 Pre/Post Improvement
1	45	21
2	21	28
3	22	23
4	14	14
5	9	12
6	14	16

School Average Improvement from Pre/Post = 19.92%

We did not reach the 25% school-wide improvement from Pre-Test to Post-Test. However, in general our improvement was similar to the district's improvement of the same comparisons and the almost 20% increase shows that effective instruction is taking place and student learning and growth is occurring.

Action Plan Steps

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

Aides will be provided to facilitate grade level collaboration on a weekly basis. During that weekly collaboration, grade levels will 'unpack' the Utah State Core Standards and determine those key concepts and essential standards. From those essential standards, the teams will create Common Formative Assessments (CFA's) that will be used to assess mastery of those essential standards. The grade level teams will use the essential standards and the Common Formative Assessments to map out the student learning for the year, which will align with the Granite Benchmarks.

The data from the Common Formative Assessments and DIBELS will be used to create and adjust Tier 2 small group student groupings, where teachers and aides can target student learning gaps.

Substitutes will also be provided to allow teachers to attend Professional Learning opportunities to improve their practice, have time to create CFA's, curriculum maps, etc. and receive the tools necessary to meet the needs of their students.

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

Aides were used to facilitate grade level collaboration. Teachers effectively used this collaboration time to follow the PLC process of prioritizing essential standards, creating CFA's, analyzing CFA student data, and creating and adjusting groups based on that data. Aides and teachers taught those smalls groups, targeting learning gaps and prerequisite skills. Substitutes were also used to allow teachers to attend Professional Learning opportunities necessary for teachers to have the knowledge and capacity to carry out the PLC practices, as well as time for teachers to collaborate; mapping the curriculum, creating and refining CFA's and using student data to drive instruction.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
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Total:		\$39,000	\$38,875	
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Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Hiring and training instructional aides for small group instruction in reading and or intervention groups in math. Aides may also facilitate collaboration time so that teachers can meet weekly. Also, substitutes so teachers can receive job embedded professional development and training to be able to more effectively implement best practices that will improve student learning.	\$39,000	\$38,875	As described
	Total:	\$39,000	\$38,875	

Goal #2 Goal

Truman Elementary will be in year 4 of implementing the Leader in Me program through the Franklin Covey Corporation. This program is intended to empower students to learn, develop and master the seven habits of highly effective people. This, in turn, will help the students become leaders within the school and community and improve student learning in all academic areas. We will work toward 100% participation in the program and track progress by its effect on student achievement, namely Granite Benchmarks. We will see an average of 25% improvement from Pre-Test to Post-Test on the Benchmarks.

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.

We will measure progress and completion of this goal by using the student data notebooks and the comparison of the Pre- and Post- assessment of the Granite Benchmarks.

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

We continued to work on implementing the Leader in Me program. We taught the 7 Habits to the students, had monthly activities and a Leadership Day. Using the data entered in the Goal #1 measurement, you can see that this program, along with other efforts implemented, contributed to considerable growth in Reading and Math.

Action Plan Steps

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

Professional development will be given to new teachers as well as returning teacher that need additional training. Substitutes will be provided so teachers can attend professional development in order to have the necessary training for implementation. Materials, online access and support will be purchased and provided to teachers. We will continue to work with other schools in the Taylorsville Network who are also 'Leader in Me' schools.

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

Materials, online access and support were purchased and provided to the teachers. We did work with and get ideas from other Taylorsville Network schools that are also working with the Leader in Me program.

Behavioral Component

Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	We are continuing with the implementation of the Leader In Me program, which teaches leadership skills and academic excellence.	We continued to work on implementation of the Leader in Me program, which focuses on student leadership and academic excellence.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Professional and Technical Services (300)	This is to provide the training, materials, online support and access to the Leader In Me program through the Franklin Covey Corporation.	\$5,000	\$5,000	As Described
Total:		\$5,000	\$5,000	

Increased Distribution (and Unplanned Expenditures)

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

Based on enrollment and student achievement and needs, we would allocate funds for .5 FTE. We would purchase iPads or Chromebooks for student or teacher use. Provide before or after school support for reading and math. Provide training/workshops for teachers to better meet the behavioral/social needs of their students.

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

There was no increased distribution. Everything was spent as per approved goals.

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

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 **2018-10-12**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	0	2017-03-13

Please Note

Comments will only be visible for users that have logged in.

Comments

Date	Name	Comment
2017-07-10	Natalie Gordon	State Board rule limits spending on behavioral goals to \$5,000. Additional spending on goal 2 is not allowed. Please revise your plan.
2017-07-11	Sandra Riches	State Board rule limits spending on behavioral goals to \$5,000. Additional spending on goal 2 is not allowed. Please revise your plan.

