

Final Report 2015-2016 - Taylor Elementary

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	\$0	N/A	\$3,014
Distribution for 2015-2016	\$28,424	N/A	\$33,825
Total Available for Expenditure in 2015-2016	\$28,424	N/A	\$36,839
Salaries and Employee Benefits (100 and 200)	\$25,342	\$27,857	\$24,849
Employee Benefits (200)	\$0	\$0	\$3,008
Professional and Technical Services (300)	\$0	\$0	\$5,100
Repairs and Maintenance (400)	\$0	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$1,000	\$5,100	\$0
Travel (580)	\$1,000	\$0	\$0
General Supplies (610)	\$0	\$0	\$0
Textbooks (641)	\$0	\$0	\$0
Library Books (644)	\$1,000	\$1,000	\$1,000
Periodicals, AV Materials (650-660)	\$0	\$0	\$0
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Total Expenditures	\$28,342	\$33,957	\$33,957
Remaining Funds (Carry-Over to 2016-2017)	\$82	N/A	\$2,882

Goal #1

Goal

By the end of the school year, all students will improve in reading levels for language arts.

Academic Areas

- Reading

Measurements

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

We will do a benchmark assessment on each student two different times during the year. The first assessment will give us a baseline of the student's current reading level. We will complete a running record on each student at least monthly to monitor progress. If the student is below grade level, they will receive reading interventions and monitored with running records bi-weekly. At the end of the school year all students will have another benchmark assessment to measure their total reading growth for the year.

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

This table shows grade Level, % on grade level in Fall Reading Benchmark and % on grade level in Spring Reading Benchmarks

Kindergarten	0%	60%
1st	64%	71%

2nd Category	72%	81%	Description	Estimated Cost	Actual Cost	Actual Use
3rd	59%	70%				
4th	60%	65%				
5th	58%	62%				
6th	64%	67%				

Action Plan Steps

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

1. Benchmark assessments and running records drives individualized reading instruction. 2. Daily reteach and enrichment lessons will help ensure student learning. 3. Trained technicians tutor students who are below reading level each day using Early Steps, Nebo PLUS, and Higher Steps. Techs will also be used to help teachers with Power Hour. 4. Waterford Tutoring/Successmaker software and technician for K-6th grade students reading below grade level. 5. Home reading students take home leveled books on a daily basis. 6. Purchase more books for the take home and guided reading library. 7. The literacy specialist will observe each teacher teaching guided reading and doing a running record. They will give feedback and ways to improve instruction. 8. Teachers will revise and follow a curriculum map on the Utah State Core Standards. 9. Imagine Learning and technician for K-6th ELL students who are below the reading level for their respective grade. 10. Teachers will attend in-services and training for language arts. 11. Take home library will be open at least one day each week for students to access to books on their reading level. 12. Summer reading program that offers all student access to Waterford, Success Maker, and Imagine Learning.

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

Benchmark assessments and running records helped drive individualized reading instruction. Daily reteach and enrichment lessons helped ensure student learning. Trained technicians tutored students who were below reading level each day using Early Steps, Nebo PLUS, and Higher Steps. Techs were also used to help teachers with Power Hour. Waterford Tutoring/Successmaker software and technician was provided for K-6th grade students reading below grade level. Home reading students took home leveled books on a daily basis. Purchased more books for the take home and guided reading library. The literacy specialist observed each teacher teaching guided reading and doing a running record. She provided feedback and ways to improve instruction. Teachers will revised and followed a curriculum map on the Utah State Core Standards. Imagine Learning and technician was provided for K-6th ELL students who are below the reading level for their respective grade. Teachers attend in-services and training for language arts. Summer reading program was offered to all student given them access to Waterford, Success Maker, and Imagine Learning.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Taylor School will hire 3 reading technicians using Trustlands money to help teachers with reading in their classrooms. We will also pay a technician to run our summer school program.	\$21,242	\$22,697	As Described
Library Books (644)	Buy additional books for the take home and guided reading libraries.	\$1,000	\$1,000	As Described
	Total:	\$22,242	\$23,697	

Goal #2

Goal

All students will show growth on math common assessments after each assessment is given throughout the school year.

Academic Areas

- Mathematics

Measurements

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

Category	Description	Estimated Cost	Actual Cost	Actual Use
Teachers will give an assessment before a math unit is taught, giving them a baseline score. Throughout the unit, teachers will work together creating common assessments based on I can statements. These assessments will identify students who have and have not mastered the standards. These students will then be taught in reteach or enrichment groups depending on their needs. At the end of the unit, students will then be given a summative assessment measuring their learning.				

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

100% of the teachers used common assessment to identify students who had not mastered standards. 100% of those students were retaught or enriched to meet his/her individual needs.

Action Plan Steps

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

1. Daily reteach and enrichment lessons will ensure student learning. 2. Trained technicians tutor students each day. 3. Struggling students will be placed on Success Maker math to help acquire skills. 4. All grade level teachers will take the Utah Core and revise a curriculum map of when standards will be taught. 5. Teachers will attend in-services and trainings on math. 6. Teachers will create and administer common assessments for their students and record data to show growth. 7. Purchase math materials to help students learn and teachers teach. 8. During lunch time students will have the option of attending a homework lab for help with math.

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

Daily reteach and enrichment lessons was taught to student learning. Trained technicians tutored students each day. Struggling students were placed on Success Maker math to help acquire skills. Teachers tutored students after school. Teachers attended training. All grade level teachers took the Utah Core and revised a curriculum map of when standards will be taught. Teachers created and administered common assessments for their students and record data to show growth.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Hire one technician to run a homework lab during lunch and to help teachers throughout the day. Hire subs to allow teachers time to revise curriculum maps and attend trainings	\$4,100	\$5,160	As described
Other Purchased Services (Admission and Printing) (500)	Money to pay for training fees.	\$1,000	\$5,100	Money was used for training fees for teachers to go to conferences and to assist all grade levels with revising curriculum maps. This was a coding problem. This money got placed under Professional and Technical Services instead of Other Purchased Services (Admission and Printing)
Travel (580)	Money to pay for travel so teachers can attend trainings.	\$1,000	\$0	Because the conference was local, there was no travel. The \$1000 was used for additional admission to conference.
General Supplies (610)	Money to purchase math supplies such as base ten blocks, dice, cards, etc.	\$0	\$0	As Described
	Total:	\$6,100	\$10,260	

Increased Distribution

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

Additional funds will be spent on giving more time to technicians to help students and additional trainings for teachers.

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

Number Approved	Number Not Approved	Comment	Number Absent	Vote Date
After reviewing data and needs of the school, Taylor Elementary School Community Council agreed with increased funding we needed to give more time to technicians. Teachers were also giving a stipend to help students after school in the area of Math. Doing a lunch homework lab was not successful and students were not attending. By teachers targeting individual students and identifying them to an after-school lab, the attendance increased and we saw gains in student understanding and learning in Goal #2.				

Publicity

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.
- 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
- School marquee

Policy Makers

The school community council has communicated with the following policy makers about the School LAND Trust Program. Communication with Policy makers is encouraged and recommended. It is not required.

State Senators:

Dist. 7 Deidre M. Henderson

State Representative:

Dist. 7 Fawson, Justin

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2016-10-20**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
8	0	0	2015-04-17

Please Note

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

Comments

Date	Name	Comment
2015-05-20	Heather Gross	NOTE: Goal #2- Other Purchased Services, may be helpful to include an outline of specific trainings/ conferences planning to attend that require registration fees. Travel, outline of specific trainings/ conferences planning to attend that require travel fees may be helpful to include. NOTE: Increased Distribution- may be helpful to include an outline of what content areas technicians would assist with and the content areas trainings for teachers would be geared toward.

[BACK](#)