

Final Report 2014-2015 - Lehi 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 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	\$0	N/A	\$8,962
Distribution for 2014-2015	\$33,404	N/A	\$34,617
Total Available for Expenditure in 2014-2015	\$33,404	N/A	\$43,579
Salaries and Employee Benefits (100 and 200)	\$27,791	\$30,887	\$23,993
Employee Benefits (200)	\$0	\$0	\$6,894
Professional and Technical Services (300)	\$0	\$0	\$0
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)	\$5,613	\$8,280	\$5,613
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	\$2,666
Total Expenditures	\$33,404	\$39,167	\$39,166
Remaining Funds (Carry-Over to 2015-2016)	\$0	N/A	\$4,413

Goal #1

Goal

We will improve student proficiency in Reading by 3% for grades 3-6 by the end of the 2014-2015 school year.

Academic Areas

- Reading

Measurements

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

We will use the results from the Spring 2014 DRA and compare the scores with the Spring 2015 scores.

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

Comparing our school-wide DRA Spring data for grades 3-6, from the 2013-2014 school year to the 2014-2015 school year Lehi Elementary met and exceeded our school-wide goal of 3.0% growth in student reading scores with a school-wide percentage of 3.5%.

Action Plan Steps

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

Double dosing will continue to be provided before school for struggling students in 1-6 grades in Reading. There will be three Double Dosing Reading teachers. One teacher will work with grades 1 and 2, the second teacher will work with grades 3 and 4 and the third teacher will work with grades 5 and 6. We have extended the Double Dosing sections to a semester this past year rather than a trimester. This is to allow for additional reading support over a longer period of time. Students will be identified

by grade level teams for placement into Double Dosing. This next year, however, for those students who are still struggling to reach benchmark, they are allowed to stay in as long as needed to get the additional support.

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

We provided three Double Dosing teacher for before school Reading interventions. One teacher at each the lower, mid and upper grades. There were 12 students per class that received this direct Reading intervention.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Double Dosing: (Salary & Benefits) (\$3,500.00 per teacher, plus \$1,048.60 for benefits at a 29.96% rate) \$3,500.00 + \$1,048.60 X 3 Teachers = \$13,645.80 - \$6,000.00 (District matching) = \$7,645.80	\$7,647	\$8,679	As described, however, \$1,032.00 additional funds were used for salaries and benefits.
General Supplies (610)	\$2,000.00 for Periodicals, Materials and Supplies	\$2,000	\$2,889	Periodicals, Materials and Supplies. Additional funds were used for this goal of \$889.00
	Total:	\$9,647	\$11,568	

Goal #2

Goal

Due to our Math Double Dosing program we have seen an increase in student Math proficiency over all grade levels of roughly 3%. This trend is a positive in ensuring that all students who are below benchmark are getting the additional support to reach grade level.

Academic Areas

- Mathematics

Measurements

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

Because will not have data for this upcoming year's SAGE test, we will compare our Fall pre-test with the Spring post tests that the grade level teams will create and use to determine proficiency in Math. These assessments will cover a sampling for the entire year's core for the Math curriculum. The teachers will administer the pre-test in the Fall to determine where the students are at the beginning of the year as related to the grade level core. They will also be given an interim assessment to determine if the expected progress is being made. In the Spring, the students will be given a post test to determine how much of the core was learned at the 80% proficiency or higher.

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

Comparing our school-wide SAGE results from the 2013-2014 school year with our results from the 2014-2015 school year we had very positive growth. Our goal was for 3.0% increase in student achievement. School-wide we had a positive growth of 4.0% which exceeded our original goal.

Action Plan Steps

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

Double Dosing will be provided before school for struggling students in 1-6 grades in Math. There will be three Double Dosing Reading teachers. One teacher will work with grades 1 and 2, the second teacher will work with grades 3 and 4 and the third teacher will work with grades 5 and 6. We have extended the Double Dosing sections to a semester this past year rather than a trimester. This is to allow for additional reading support over a longer period of time. Students will be identified by grade level teams for placement into Double Dosing. This next year, however, for those students who are still struggling to reach benchmark, they are allowed to stay in as long as needed to get the additional support.

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

We provided three Double Dosing teacher for before school Reading interventions. One teacher at each the lower, mid and upper grades. There were 12 students per class that received this direct Math intervention.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use

Category	Description	Cost	Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Double Dosing: (Salary & Benefits) (\$3,500.00 per teacher, plus \$1,048.60 for benefits at a 29.96% rate) \$3,500.00 + \$1,048.60 X 3 Teachers = \$13,645.80	\$13,646	\$14,678	As described, however, \$1,032.00 additional funds were used for salaries and benefits.
General Supplies (610)	\$2,000.00 for Periodicals, Materials and Supplies \$1,614.40	= \$1,614	\$2,503	Additional funds of \$889.00 were used for this goal as stated above.
	Total:	\$15,260	\$17,181	

Goal #3

Goal

Our patrons have long requested that we offer a Gifted and Talented program for those students who have an aptitude. Last year we used a small district grant and school funds to begin a G/T program. We want to expand the program to include more students and have more resources to make it successful.

Academic Areas

- Social Studies
- Science
- Writing
- Mathematics
- Reading

Measurements

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

Advanced students will be identified through the following criteria: Top scoring results from end of the year SAGE testing, fall benchmark on DRA, teacher referrals, and a school designed needs assessment. Continuous testing will be used to analyze placement in enrichment opportunities through student surveys, and results of student growth with end of the year SAGE and DRA testing 2014-2015.

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

Our Gifted and Talented (G/T) student's tests score on the DRA and the SAGE showed great growth from the previous year. 96% of all of the G/T students passed the DRA with proficiency. On the SAGE assessment in Language Arts the 6th Grade G/T students either maintained or increased proficiency at 80%. 5th Grade at 61% and 4th Grade at 92%. In Math, the G/T students maintained or increased proficiency at 95% for 6th Grade students, 90% for 5th Graders and 100% for 4th Graders. Lastly, in the area of Science, our G/T students either maintained or increased in proficiency at 90% for 6th Graders and 85% for 5th Graders. We didn't have comparable data for the 4th graders from the previous year as 3rd Graders do not take the Science portion of SAGE. Overall, 78% of our G/T students either maintained or increased in proficiency on the SAGE assessment.

Action Plan Steps

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

This program was initiated during the 2013-2014 school year with a one-time grant from Alpine School District Gifted Services. The program would like to continue and expand to meet the needs of more students. Additionally Lehi Elementary would like to identify students who would benefit from this program and are currently not participating through identification listed above. Student who cannot participate in the before school program could receive enrichment opportunities during the regular school day through differentiated instruction in the classroom. The teachers will teach two days a week in the morning for an hour before school with the 3rd and 4th grade G/T students. Additionally, they will spend another two days in the week with the 5th and 6th grade G/T students and will be preparing for Knowledge Bowl and other enrichment activities.

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

The teachers taught two days a week in the morning for an hour before school with the 3rd and 4th grade G/T students. Additionally, they spent another two days in the week with the 5th and 6th grade G/T students and prepared them for Knowledge Bowl and other enrichment activities.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Gifted & Talented: (Salary & Benefits) (\$2,500.00 per teacher, plus \$749.00 for benefits at a 29.96% rate) \$2,500.00 + \$749.00 X 2 Teachers = \$6,498.00	\$6,498	\$7,530	As described, however, \$1,032.00 additional funds were used for salaries and benefits.
	Total:	\$6,498	\$7,530	

Goal #4

Goal

Our patrons have requested an increase in Fine Arts opportunities for our students. To do this we have funded Music Specialist through school funds for this year. The teacher teaches two days a week and has each class for 25 minutes once a week. We are applying for the Beverly Sorenson Grant to increase the hours the Music Specialist/Art Specialist is here during the day and providing support to the teachers through a comprehensive Fine Arts curriculum.

Academic Areas

- Fine Arts

Measurements

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

To increase the number of students learning time exposed to art education which translates to improved student achievement in other subjects.

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

All students receive art education that is aligned with each grade level's core curriculums. Last year we had 640 students who had 30 minute classes once a week with our arts specialist. The specialist collaborated with each time to align lessons to provide differentiated learning opportunities in the areas of Reading, Math, Science, Social Studies and Writing.

Action Plan Steps

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

If approved for the Beverly Sorenson Grant, we will hire an art specialist to work with classroom teachers to teach music, performing and visual arts curriculum. Funds from the School Land's Trust will be used for materials and supplies to support this teachers curriculum.

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

As recipients of the Beverly Sorenson Grant, we hired an art specialist to work with classroom teachers to teach music, performing and visual arts curriculum. Funds from the School Lands Trust was used for materials and supplies to support this teacher's curriculum.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
General Supplies (610)	\$1,999.00 for materials and supplies	\$1,999	\$2,888	Additional funds were used to support this goal of \$889.00 for art materials and supplies.
	Total:	\$1,999	\$2,888	

Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of \$4,413 to the 2015-2016 school year. This is 13% of the distribution received in 2014-2015 of \$34,617. Please describe the reason for a carry-over of more than 10% of the distribution.

Last year we hired aides that missed days of school and thus the funds weren't used. Additionally, I calculated a higher percentage rate for employee benefits for the aides that caused additional carry over. This carryover will be used as part of our technology plan to increase the number of Chromebooks, IPADS and other technologies in the classrooms.

Increased Distribution

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

We will use additional funds for the Gifted and Talented program, Fine Arts Program and for additional adult aides.

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:

- Letters to policy makers and/or administrators of trust lands and trust funds.
- School newsletter
- School website
- Other: Please explain.
 - We will make our School Improvement Plan available to parents in the school's office and will post it on the School's Community Council Blog.

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

- School assembly
- School newsletter
- School website
- Other: Please explain.
 - School Improvement Plan was made available to parents, put on our school's web site and on the SCC blog.

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 Leaders:

Governor: Gary R. Herbert.

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2015-10-20**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
8	0	0	2014-03-20

Plan Amendments

Approved Amendment #1

Submitted By:

Unknown

Submit Date:

Unknown

Admin Reviewer:

Unknown

Admin Review Date:

Unknown

District Reviewer:

Unknown

District Approval Date:

Unknown

Board Approval Date:

Unknown

Number Approved:

8

Number Not Approved:

0

