

School Land Trust 2014-15 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)
Remaining Funds (Carry-Over to 2015-2016)	\$683	N/A	\$7,334
Carry-Over from 2013-2014	\$1,512	N/A	\$2,508
Distribution for 2014-2015	\$32,571	N/A	\$33,754
Total Available for Expenditure in 2014-2015	\$34,083	N/A	\$36,262
Salaries and Employee Benefits (100 and 200)	\$33,400	\$28,202	\$26,872
Employee Benefits (200)	\$0	\$0	\$2,056
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)	\$0	\$0	\$0
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	\$33,400	\$28,202	\$28,928

Goal #1

Goal

Our goal is to increase K-3 student reading scores by 10% as measured by Dibels assessment. We will reach this goal by the end of the 2015 school year.

Academic Areas

- Reading

Measurements

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

To determine student progress of this goal we will use the Dibels state assessment. The baseline measure will be given in September to all K-3 students. Growth will also be monitored in January using the mid-year assessment. The final growth will be measured at the end of the school year to determine our overall student progress.

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

Based on the data collected from the Dibels' assessment given at the beginning of 2014 to the end of the school year, we had an overall school gain of 7% from 63% to 70% of our students proficient. The students in the 1st-3rd grade made an 11% gain in student proficiency. Kindergarten had a loss of 10% from 66%-56%, but the rest of the grade levels made good gains. We scored above the district average.

1st grade: 47%-63%

2nd grade: 75%-78%

3rd grade: 64%-78%

Action Plan Steps

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

Teachers will identify at-risk students using the Dibels and other reading assessments. The school will hire two part-time reading paraprofessionals to work with at-risk readers in K-3 grades. As well as small group classroom instruction, at-risk students will receive instruction four times a week for 30 minutes using Fountas and Pinnell's Leveled Literacy Intervention program. Students will be progressively monitored monthly using the Amplify program to identify progress and determine areas of weakness to modify instruction. Teachers will work with students during small group instruction on needed skills. Teachers will collaborate with paraprofessionals to monitor student growth and concerns.

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

The school hired two part-time reading paraprofessionals to support at-risk readers in 1st-3rd grade. Using the Fountas and Pinnell Leveled Literacy Program they provided additional reading support for 30 minutes 4 days a week. The classroom teachers also provided small group reading

instruction and monitored their reading skills through progress monitoring and running records each month. The teachers met in collaborative teams to discuss and plan grade level interventions for at-risk students in each class.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
		Total: \$10,400	\$9,965	
Salaries and Employee Benefits (100 and 200)	Two part-time reading paraprofessionals	\$10,400	\$9,965	As Described

Goal #2

Goal

All students K-3 will increase their reading levels 10% through increased on-level reading with support from using books from the Take-Home library. We will reach this goal by the end of the 2015 school year.

Academic Areas

- Reading

Measurements

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

To determine student progress of this goal we will also use the Dibels state assessment. The baseline measure will be given in September to all K-3 students. Growth will also be monitored in January using the mid-year assessment. The final growth will be measured at end of the school year to determine our overall student progress. For students that are able to read at a high enough proficiency level we will also use the Scholastic Reading Inventory to determine growth. This assessment will be given to students every six weeks.

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

Based on the data collected from the Dibels' assessment given at the beginning of 2014 to the end of the 2015 school year, we had an overall school gain of 7% from 63% to 70% of our students proficient. The students in 1st-3rd grade made an 11% gain in student proficiency. Kindergarten had a loss of 10% from 66%-56%, but the the rest of the grade levels made good gains.

1st grade: 47%-63%
 2nd grade: 75%-78%
 3rd grade: 64%-78%

The Scholastic Reading Inventory was given to students reading on grade level in the 2nd and 3rd grades to also monitor their reading comprehension progress. These students also made progress on this assessment.

Action Plan Steps

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

We will hire a Take-Home Librarian that will work 12 hours a week to prepare the books to be sent home. Students in grades K-3 will receive books to take home and read 4 nights a week. These books will be at their individual independent reading level and will help them increase their fluency and their comprehension. Teachers will monitor their fluency weekly and their reading levels.

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

The school hired a Take-Home Librarian who was responsible to prepare and send home books to students in grades K-3 four days a week. Students were given books on their independent reading level which provided them with reading practice to increase their fluency and comprehension skills. Students were monitored weekly on their fluency by their teachers.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
	Total:	\$4,200	\$3,960	
Salaries and Employee Benefits (100 and 200)	One part-time Take-Home Librarian	\$4,200	\$3,960	As Described

Goal #3

Goal

Students in 1st-5th grade will be taught the Fine Arts core by participating in weekly art and music lessons. This will provide students with a greater appreciation for the arts. This goal will be completed at the end of the 2015 school year.

Academic Areas

- Fine Arts

Measurements

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

Student growth will be measured by participation, grade level programs, and art projects from individual students, as well as, class projects.

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

All students in 1st-5th grade participated weekly in 30 minutes of both art and music lessons with a specialist. Art projects were displayed in the showcase during the school year and at the end of the year artwork was displayed in the halls for our Night of the Arts held in May.

In music the students in K-5 performed at the Night of the Arts singing and using a variety of instruments. The 5th grade also performed for their parents the 'Hope of America' program.

Action Plan Steps

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

To meet this goal we will hire an Art and a Music Specialist that will work 14 hours a week. Each 1st-5th grade student will participate in art and music classes 30 minutes weekly. Students will learn basic art elements and create projects using a variety of mediums. Students will also learn to play a variety of instruments, vocal numbers, and perform programs for the school and parents. The culminating activity will be a school-wide fine art night displaying student artwork and live performances by each grade-level and individual students by invitation.

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

We hired an art and music specialist that taught students in 1st-5th grades. Each of these students participated in art and music lessons 30 minutes each week. During these lessons the students were provided with a variety of hands on experiences to increase their ability and also develop their understanding of the arts.

In visual arts the students were taught basic art lessons and given the opportunity to learn and explore using a variety of mediums. Some of the highlights of this year were the students created chalk drawings on the playground of an exotic dragon and a magical tree, some of their artwork was displayed at the annual St. George Art Festival, and finally the halls were filled with colorful art for our Night of the Arts showcasing what they had learned during the year. The students love art and have increased both their skills and confidence in the visual arts.

We hired a new licensed music teacher that brought a new direction for our music program. She provided the students with a good mix of basic music lessons, exploration of different instruments, and rhythms. The students were exposed to new experiences each week to broaden their musical understanding and increase their skills. Each grade level performed at our Night of the Arts sharing with their parents the different skills they had learned during the year through singing and playing a variety of musical instruments.

The students are excited about the arts because of the hard work and engaging activities our specialists provided them each week.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Total:		\$18,800	\$14,277	
Salaries and Employee Benefits (100 and 200)	One Music Specialist One Art Specialist	\$18,800	\$14,277	We hired a music specialist and then she resigned. There was a lapse until we could hire another music teacher to replace her. This reflects why the salary was less than the budgeted amount.

Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of \$7,334 to the 2015-2016 school year. This is 22% of the distribution received in 2014-2015 of \$33,754. Please describe the reason for a carry-over of more than 10% of the distribution.

We hired a music specialist and then she resigned. There was a lapse until we could hire another music teacher to replace her. This reflects why the salary was less than the budgeted amount.

Increased Distribution

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

Goal #1 If we receive additional funds it will be used for technology. This technology would be used to support at-risk readers. It could include purchasing computers, iPads, programs, or other devices that would be used by students in small groups or the classroom to improve reading.
 Goal #2 Update and improve the Take-Home library books or add e-books and readers. The books in the Take-Home Library get a lot of use and many are in need of being replaced due to their worn condition. With the availability of e-books we may use any extra money in providing students with e-readers if possible.

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 assembly
- School newsletter
- School website
- Sticker and stamps that identify purchases made with School LAND Trust funds.

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

- 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

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.

U.S. Senators

Orrin Hatch

U.S. Representatives

Chris Stewart

State Senators

Dist. 29 Steve Urquhart

State Representative

Dist. 74 Snow, V. Lowry

State School Board

Barbara W. Corry

Summary Posting Date

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
7	0	1	2014-03-04

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