

## Final Report 2015-2016 - PELESON SPEC

**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.

Carry-Over from 2014-2015	\$192	N/A	\$1,487
Distribution for 2015-2016	\$5,207	N/A	\$6,128
Total Available for Expenditure in 2015-2016	\$5,399	N/A	\$7,615
Salaries and Employee Benefits (100 and 200)	\$5,120	\$4,044	\$1,350
Employee Benefits (200)	\$0	\$0	\$402
Professional and Technical Services (300)	\$0	\$0	\$310
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
<b>Total Expenditures</b>	<b>\$5,120</b>	<b>\$4,044</b>	<b>\$2,062</b>
Remaining Funds (Carry-Over to 2016-2017)	\$279	N/A	\$5,553

### Goal #1

#### Goal

With guidance and support, 80% of students K-12 will increase their math skills in their identified Essential Element Standard area by at least 5% from baseline by the end of April, 2016.

#### Academic Areas

- Mathematics

#### Measurements

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

Students will be assessed with a checklist at least 2 times per month, beginning with a baseline collected by the end of September, 2015.

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

All students in grades 1 through Post High School were given a baseline checklist assessment in September, 2015. Levels of student progress were then checked bi-weekly. All students were making growth by the mid-point in January. Growth is demonstrated below:

Grade	Baseline	Post	Total
Elem.	28%	71%	43%
Jr. H	70%	94%	24%
Sr. H	14%	48%	34%
Adult	36%	74%	38%
School	37%	72%	35%

Academic Performance improved drastically in all grade levels and across the whole school, with a total 35% gain.

## Action Plan Steps

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

1. Teachers will disseminate the selected individual grade Essential Element Math Standard, and develop lesson materials and strategies that will support student learning in that area. 2. Teachers will also include the necessary math vocabulary words that need to be taught, and will collaborate with speech therapists to incorporate those words across services. 3. Teachers will produce 5 lesson plans per grade level as a collaborative group through 4 paid half days during the summer of 2015. 4. Lessons will be implemented, and students assessed on their progress throughout the 2015-16 school year. 5. Students who are not making adequate progress as measured by the end of January will also receive extra practice/instruction during their goal time. 6. Teachers will collaborate at least monthly to discuss student progress and interventions.

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

1. Teachers met in the summer of 2015 to collaborate on Essential Math Standards by unpacking them, developing lesson materials, strategies, and identifying necessary math vocabulary to be taught to students to enable them to be successful in their attainment of math knowledge and skills.  
 2. Teachers met with speech therapists to implement identified math vocabulary into weekly class group lessons.  
 3. Progress was assessed every two weeks. During the January assessment, it was determined that all students were making adequate progress toward their goals, so an extra practice/instruction time was not mandated, but teachers implemented extra instruction as time allowed.  
 4. Teachers collaborated every month to discuss student progress and also to plan lessons with speech therapists.  
 5. A final checklist was completed with each student at the end of April to determine over all growth.  
 6. Teachers turned in assessment to the principal at the end of May, 2016.

## Expenditures

Salaries and Employee Benefits (100 and 200)	\$4,000 for salary for 10 teachers to be paid 4 half days (\$100 per half day) to collaborate in the summer. Also, \$1120 for benefits.	\$5,120	\$4,044	\$1350 for salary for 10 teachers to be paid 4 half days (\$100 per half day) to collaborate in the summer. Also, \$402 for benefits. This amount is lower than the estimated cost due to the district paying for the teacher salaries. This allowed us to pay an additional \$2292 in salary/Benefits for 10 teachers to be paid to spend additional hours after school during May, 2016 to prepare materials to enable them to give the Dynamic Learning Maps (DLM) Assessment to their students, which is a state assessment for students with severe disabilities.
	Total:	\$5,120	\$4,044	

## Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of \$5,553 to the 2016-2017 school year. This is 91% of the distribution received in 2015-2016 of \$6,128. Please describe the reason for a carry-over of more than 10% of the distribution.

As explained in the salary and benefits section of expenditures, the original amount that was predicted to be spent was much lower because the district ended up paying the summer collaboration salaries. So, some of the carryover was spent on teacher DLM prep, and an additional \$1046 was spent in equipment to purchase two classroom projectors. The total spent this year was \$5090.00

## Increased Distribution

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

Goal 1: Additional funds will be spend on professional development for teachers.

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

The additional funds were spent on professional development for teachers to prepare materials and instruction to deliver the Dynamic Learning Maps (DLM) assessment, which is the end of the year, cumulative assessment for students with severe disabilities. The addendum to the original plan also stated that any additional funds would be spent on acquiring additional overhead projectors, of which two were purchased.

## 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 website
- Other: Please explain.

- o Explanation to parents in the annual student handbook.

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

- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School website
- Other: Please explain.
  - o Explanation to parents in the annual student handbook.

**Policy Makers**

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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:** Mike Lee

**U.S. Representatives:** Jason Chaffetz

**State Senators:** Dist. 11 Howard Stephenson

**State Representative:** Dist. 32 Christensen, LaVar

**State School Board:** Barbara W. Corry

**Summary Posting Date**

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

**Council Plan Approvals**

5	0	1	2015-03-16

**Plan Amendments**

**Approved Amendment #1**

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**Submitted By:** Paula Plant

**Submit Date:** 2016-07-22

**Admin Reviewer:** Karen Rupp

**Admin Review Date:** 2016-03-21

**District Reviewer:** David Stephenson

**District Approval Date:** 2016-07-22

**Board Approval Date:** 2016-05-17