

Final Report 2014-2015 - Aspen EL

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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	\$994
Distribution for 2014-2015	\$25,151	N/A	\$26,064
Total Available for Expenditure in 2014-2015	\$25,151	N/A	\$27,058
Salaries and Employee Benefits (100 and 200)	\$22,770	\$16,850	\$13,485
Employee Benefits (200)	\$0	\$0	\$2,170
Professional and Technical Services (300)	\$0	\$0	\$1,195
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	\$2,289
Textbooks (641)	\$0	\$0	\$0
Library Books (644)	\$300	\$208	\$0
Periodicals, AV Materials (650-660)	\$2,081	\$2,081	\$0
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Total Expenditures	\$25,151	\$19,139	\$19,139
Remaining Funds (Carry-Over to 2015-2016)	\$0	N/A	\$7,919

Goal #1

[EDIT ANSWERS](#)

Goal

Our goal at Aspen Elementary is to have a median SGP of 45 for all grade levels, in combination with increasing percent proficient by 2% in Language Arts, Math, and Science.

Academic Areas

- Mathematics
- Reading
- Science

Measurements

We will use data from the SAGE testing, DRA testing, common assessments, and the results from our Double Dose assessments and STAR tutoring assessments to measure our progress. Our goal is to have a 2% increase in proficiency on our SAGE tests, in the areas of Math, Science, and Language Arts. We will also work towards having a median SGP of 45 for all grade levels. Our Double Dose goals and STAR tutoring goals will vary according to the students and their current levels of achievement. We will use common assessments with our Double Dose students and the DRA as a measurement for our STAR tutoring students.

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

Our SAGE results showed the following. Our proficiency scores went down from the previous year. We had 44% in LA, 48% in math, and 40% in science for the 2013-14 school year. For the 2014-15 school year we had 41% in LA, 45% in math, and 37% in science. We have been able to find our outliers and are being proactive in looking at the data and finding ways to improve our scores for this year. Our schoolwide SGP was 41 in LA, 32.5 in math, and 44 in science. Our goal was 45. So, as with the proficiency scores, we are identifying where our needs are and we are addressing them throughout this year. Our over DRA scores went from 63% reaching benchmark in the Fall to 75% on the winter test. Our STAR reading showed an average increase of 6 reading levels for the students receiving the help. Our Double Dose showed consistent growth with those students involved. We helped students in 1st - 5th grades with LA and math.

Action Plan Steps

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

Step #1 is to increase our students' reading abilities, reading levels, and love for reading by placing a home reading book in the hands of each Kdg. - 3rd grade student on a nightly basis. We will do this by continuing our multi-year Home Reading Program. We will hire a Home Reading coordinator. Step #2 is to provide Double Dose to students in 1st - 6th grades. We will provide this tutoring before and after school. We will have a Double Dose coordinator (besides the tutors) who will act as a liaison between the teachers and the tutors. The coordinator will attend Monday collaboration to make sure that what they are pre-teaching and re-teaching is what the students need. We will be focusing on the areas of language arts and math. Step #3 is to provide STAR tutoring for students in Kdg. - 6th grades. We will hire a coordinator through AmeriCorps. AmeriCorps will match our amount for our coordinator. We will also use volunteers from the community to assist with the tutoring. Step #4 is to provide aides in our large class size classrooms. The specific classrooms will be decided once our enrollment numbers are known. The aides will be used to provide opportunities for more one on one instruction in the classroom. They will assist the teachers in small reading groups, math groups, and science groups. Step #5 is to provide a stipend for our specialty teachers to attend Monday collaboration. The teachers will be able to collaborate to make sure what they are doing in specialty classes supports the core curriculum that is being taught in the regular classroom (in the areas of reading, math, and science). Step #6 is to provide our 1st grade teachers with a stipend to complete the DRA before school starts. We will be having an influx of 1st graders next year (Chinese Immersion). This stipend will allow the teachers to complete the testing before school starts and have that data available on the first day of school. Step #7 is to provide every teacher and student with the Scholastic News. This helps provide a non-fiction resource to the classrooms. It also has a science section which will help support our science goal, by providing us with information that supports the science core.

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

We continued to provide home reading books for students in Kdg. - 3rd grades. Trustland funds were used to provide a coordinator for this program.

We provided Double Dose for students in 1st - 5th grades. It was on a rotation basis throughout the year. Our double dose coordinator collaborated with our teachers during the Monday collaboration to make sure that they were covering the topics of greatest need with each grade level. We saw consistent growth with those students who participated. Trustland funds were used to provide a coordinator and tutors for this program.

UVU and other institutions. We also used sixth grade students to help with the tutoring. We found an overall increase of 6 reading levels with those kids who were involved with the program. Trustland funds were used to provide a coordinator for this program, in conjunction with AmeriCorps.

We were able to provide aides in our largely populated classrooms. The helped with small group instruction and flex time.

We provided the opportunity for our computer and music/art specialty teachers to attend Monday collaboration. This provided opportunities for them to know what support they could give in making sure the classroom curriculum was supported in the specialty classrooms.

We provided a day before school started for our 1st grade teachers to give the DRA to their students. This was helpful so they could have the data before school even started.

We used Trustland funds to purchase Scholastic news (with the science addition) for all grade levels.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	This amount will be used to support our Home Reading Library, Double Dose, STAR tutoring, aides for large class size classrooms, a stipend for specialty teachers to attend collaboration, and a stipend for our 1st grade teachers to administer the DRA before school starts. It also includes the benefits. Home Reading Library coordinator - \$4500 Double Dose tutors and coordinator - \$4500 STAR tutoring coordinator - \$4500 Aides for large class size classrooms - \$3200 Stipend for specialty teachers to attend collaboration - \$800 Stipend for 1st Grade to administer DRA before school starts - \$500 Benefits - \$4770	\$22,770	\$16,850	We spent a total of \$16850 in salaries and benefits.
Library Books (644)	This amount will be used for replacement of reading books and incentives for our Home Reading Library - \$300	\$300	\$208	We spent \$208 on replacement books for our home reading.
Periodicals, AV Materials (650-660)	This amount will also be used for the purchase of Scholastic news - \$2081	\$2,081	\$2,081	Actual Use
	Total:	\$25,151	\$19,139	

Actual Carry-over

[Edit](#)

In the Financial Proposal and Report, there is a carry-over of \$7,919 to the 2015-2016 school year. This is 30% of the distribution received in 2014-2015 of \$26,064. Please describe the reason for a carry-over of more than 10% of the distribution.

We did not use all of our money for personnel. It varies with the time the aides spend here at the school. We will need to reevaluate that for this year and make the necessary changes so we don't have such a large carryover amount.

Increased Distribution

[Edit](#)

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

We plan on providing Professional Development opportunities (ability to attend workshops, etc.) for teachers as well as paying for their substitutes. This could include workshops in the areas of reading, math, and science.

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

Publicity

Edit

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
- 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):

- School newsletter
- School website

Policy Makers

Please indicate the names of policymakers the council has communicated with about the School LAND Trust Program. Communication with Policy makers is encouraged and recommended. It is not required.

Summary Posting Date

Edit

A summary of this Final Report was provided to parents and posted on the school website on **2015-10-30**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
9	0	2	2014-03-05

Required for Submission

Please review before submitting. There will be no review page. Once submitted the report may only be revised through the review process by the School LAND Trust Section or the District. Once the review is complete, the report may not be edited.

- Content is appropriate for display on a public website, including any attachments. Student names and individual data are not included.
- Spelling and grammar is correct.

I have reviewed this Final Report. It is ready to be displayed on the public website.

[BACK](#)

[SUBMIT FOR REVIEW](#)



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