

Final Report 2014-2015 - Peterson SPEC

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Please use the print option in your browser.

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	5346	N/A	\$1,571
Distribution for 2014-2015	\$11,004	N/A	\$4,968
Total Available for Expenditure in 2014-2015	\$11,350	N/A	\$6,539
Salaries and Employee Benefits (100 and 200)	\$5,632	\$5,052	\$3,800
Employee Benefits (200)	\$0	\$0	\$989
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	\$263
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	\$5,632	\$5,052	\$5,052
Remaining Funds (Carry-Over to 2015-2016)	\$5,718	N/A	\$1,487

Goal #1

[EDIT ANSWERS](#)

Goal

Through paid professional development and collaboration sessions in the summer of 2014, teachers will identify targeted vocabulary words and teaching strategies that students need to be exposed to in order to have a successful experience on the new alternative assessment (Dynamic Learning Maps or DLM). Teachers will also unpack the standards of the Essential Elements, and be trained in creating Standards based Ups. Teachers will produce a google document with the targeted vocabulary that is to be taught at each individual grade level. Teachers will then create 5 literacy lesson plans to include

necessary teaching strategies (pictures, objects, comparing, details, and Who, What, When, Where, and How questions).

Academic Areas

- Reading

Measurements

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

1. Teachers will produce a google document that identifies the necessary vocabulary words that students need to be exposed to in order to have a successful experience on the new alternative assessment (Dynamic Learning Maps or DLM). 2. Each teacher will create 5 literacy lesson plans for students on varying grade levels that align with the Essential Elements (Core), and include necessary teaching strategies such as: pictures, objects, comparing, details, and Who, What, When, Where, and How questions, that will enhance the student experience in taking the DLM assessment.

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

Students in each grade level K-Post High School were assessed individually on their knowledge of Who, What, Where, When, and Why questions in literacy text. This was done with familiar text. Elementary students K-6 went from a baseline average of 9% to a final average of 38%, a gain of 29% growth. Secondary students grades 7-12 went from a baseline of 38% to a post average of 56% , which is an 18% gain. Post High School students ages 18-22 went from a baseline of 20% to a post average of 33%, which is a 13% improvement. Overall, all grade levels made the 5% goal improvement, with the exception of the Kindergarten students, which averaged a 3% gain from the baseline scores.

Action Plan Steps

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

1. Each teacher will attend two training days the first week of June, 2014. The training will be provided by district office special education staff, and will introduce the teachers to the Essential Elements of the Core, and give an overview of the DLM assessment. They will also be trained on Standards Based Ups. Teachers will be paid \$100.00 per day for attendance and participation in the training. (Training will be paid for by the district.) 2. Teachers will meet for one half day (following ESY) to collaborate and identify targeted vocabulary that needs to be exposed to students. The product will be a google document with the targeted vocabulary. 3. Teachers will meet for an additional three half days throughout the summer to collaborate and finish the 5 literacy lesson plans listed above. Teachers would be paid \$100.00 for each half day. 4. Literacy lessons will be implemented with each student throughout the year.

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

1. Each teacher attended the training provided in June, 2014 that was provided by the district special education staff.
2. Teachers also met for one half day and developed the google document listing the necessary vocabulary that they would need to teach their students.

3. During the following three half days, all teachers created 5 literacy lesson plans that were implemented throughout the school year.

4. Baseline data was collected on all students in November, 2014, and data was collected by post-assessment in May of 2015. The resulting growth listed above shows that all student groups with the exception of two kindergarten students were able to increase their ability in the goal area by at least 5% with most students gaining well above that percentage.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Teacher Salaries: \$400.00 per teacher x 11 Teachers = \$4400.00 Benefits 11 teachers @ 28% = \$1,232 Total=\$5632.00	\$5,632	\$5,052	Because our staff was reduced by one teacher, we spent less on the inservice than originally estimated. This breaks down to 3800 on Teacher Salaries, 989 on Teacher Benefits, and 263 on General supplies, totaling 5052.
	Total:	\$5,632	\$5,052	

Estimated Carry-over

Please explain why the ESTIMATED Carry-over to 2015-2016 of: **\$5,718** is more than 10% of the ESTIMATED Distribution for 2014-2015 of: **\$11,004**.

The original estimate for distribution is incorrect. Funds were given to us that belong to ATEC. Our estimated distribution should be 6008.10 (105 students x \$57.22). Once this is changed by the state, there will not be a carryover.

Actual Carry-over

[Edit](#)

In the Financial Proposal and Report, there is a carry-over of \$1,487 to the 2015-2016 school year. This is 30% of the distribution received in 2014-2015 of \$4,968. Please describe the reason for a carry-over of more than 10% of the distribution.

Our expenses that we originally projected were actually more than we spent. We did not have to pay as much for teacher training because we did not have all of the teachers actually attend. Also, there was some confusion as to how much was actually allocated. Because we did not want to exceed our allocation, we were conservative in our spending. So, the carryover will actually be spent on this next year's focus and goal.

Increased Distribution

[Edit](#)

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

Any carryover or additional funding would be used for further teacher professional development. This would happen in the spring in after school trainings to prepare teachers additionally to administer the DLM assessment, and gather materials for the assessment. Payment for Professional Development would be hourly rather than daily.

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

Although our teachers did spend extra time in preparation for the DIM assessment in the Spring, we were able to use part of our comp day for Spring Break to compensate them rather than paying them. Future additional funds that carry over will be spent on the 2015-16 plan.

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 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 website

Policy Makers

[Edit](#)

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,
State Attorney General: Sean Reyes
State Treasurer: Richard Ellis

U.S. Senators: Mike Lee
Orrin Hatch

U.S. Representatives: Jason Chaffetz
Mia Love

State Senators: Dist. 1 Luz Escamilla
Dist. 2 Jim Dabakis

State Representative: Dist. 1 Sandall, Scott D.
Dist. 2 Lifferth, David E.

State School Board: Barbara W. Corry
Brittney Cummins
David L. Crandall
David Thomas

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
4	0	2	2014-03-24

Note About Amendments

You may add a response to an amendment's explanation as part of the Final Report, however this is not required.

Plan Amendments

Approved Amendment #1

[Respond](#)

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: 6

Number Not Approved: 0

Absent: 0

Vote Date: 2014-11-25

Explanation for Amendment: I actually don't need to do an amendment to this plan. It won't let me out of this without me writing something in this box. Peterson School is very grateful for the Trust Land funds. Please excuse this as a technical error.

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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