

Westbrook EL Final Report 2013-2014

Financial Proposal and Report - This report is automatically generated from the School Plan entered in the spring of 2013 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2013-2014.

Available Funds	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2012 - 2013	\$19,103	\$11,674
Distribution for 2013 - 2014	\$28,378	\$36,658
Total Available for Expenditure in 2013 - 2014	\$47,481	\$48,332
Salaries and Employee Benefits (100 and 200)	\$33,000	\$22,464
Professional and Technical Services (300)	\$500	\$0
Repairs and Maintenance (400)	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$4,219
Travel (580)	\$0	\$0
General Supplies (610)	\$1,500	\$2,436
Textbooks (641)	\$0	\$0
Library Books (644)	\$1,000	\$1,500
Periodicals, AV Materials (650-660)	\$1,000	\$394
Software (670)	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0
Total Expenditures	\$37,000	\$31,013
Remaining Funds (Carry-Over to 2014 - 2015)	\$10,481	\$17,319

ITEM A - Report on Goals

Goal #1

Westbrook Elementary will utilize money from School Land Trust to provide additional resources and personnel to increase student achievement in the areas of reading, language arts and math. We plan to purchase a .5 FTE teacher to lower class size. We will also be providing aides for small group intervention for math and literacy groups. Our academic goal at Westbrook Elementary is to raise the language arts CRT proficiency rate for the school from 73% to 75%.

Our second academic goal at Westbrook Elementary is to raise the math CRT proficiency rate for the school from 74% to 76%.

Identified academic area(s).

Mathematics

Reading

This was the action plan.

We will fund a .5 FTE teacher to keep our class sizes smaller.

Provide aides to work with at-risk students in small groups under the direction of the classroom teacher.

Provide frequent and on going professional development opportunities in the areas of reading fluency, comprehension and vocabulary.

Provide materials for language arts professional development.

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

We provided Trust LAND aides to work with the teachers as interventionists. Students were monitored and progress or lack of progress was tracked. If students improved, we continued with the intervention that was working. Student who did not make adequate improvement were treated with different strategies. Since the CRT testing was replaced with SAGE testing, we were not able to compare results. We did however use other data to determine growth.

The following chart shows the growth made from 2012-13 year to the 2013-14 year as measured by DIBELS

GROWTH 2012-2013 2013-2014

Kindergarten	28%	29%
1stgrade	6%	4%
2ndgrade	4%	10%
3rdgrade	3%	11%
4thgrade	11%	7%
5thgrade	10%	3%

6thgrade 9% -3%

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

We will be using DIBELS benchmark testing to track progress in reading. Language arts CRT scores will be used to identify if the goal of 75% proficiency was achieved.

We will be using Acuity Quarterly Math assessments to track progress towards our goal of 76%. Math CRT scores will be used to identify if the goal of 76% was achieved.

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

Kindergarten classes had a .25 FTE teacher who worked in conjunction with the classroom teachers. The end of year evaluations showed significant progress in these classes.

CRT data is not available for this year, as SAGE replaced this test.

The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:

Amount	Category	Description
33000	Salaries and Employee Benefits (100 and 200)	We will fund a .5 FTE teacher to keep our class sizes smaller. We will hire aides to work with struggling students in small intervention reading and math groups under the direction of the classroom teacher. We will hire substitutes to provide time for teachers to attend professional development meetings and collaborate to study data and effective classroom strategies.
500	Professional and Technical Services (300)	Teachers will be able to attend conferences and trainings to support reading, language arts and math curriculum.
1500	General Supplies (610)	Supplies will be purchased for professional development opportunities, data collection meetings and intervention groups. We will purchase math manipulatives to supplement the Go Math! Program.
0	Textbooks (641)	We will purchase more books for our leveled libraries to be used in small group intervention
1000	Library Books (644)	We will purchase additional library books to supports classroom instruction and encourage independent reading.
1000	Periodicals, AV Materials (650-660)	We will purchase "Time for Kids" and other periodicals to supplement reading instruction and interest in literacy rich classrooms.

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.

We used the 33000 to fund classroom aides to act as interventionists. We were not able to fund aides for the upper grades. The data show that those grades with the aides made greater progress than those grades were did not have additional professional classroom assistance. (See chart above)

We used 500 to fund 3 teachers and one administrator to attend a Literacy conference. They brought back the strategies from the conference and are sharing their new knowledge with their colleagues. Those who have adopted the strategies are beginning to see improvement in classroom engagement and organization which is leading to improved literacy scores.

\$1000 from library and \$1000 from periodicals was used to purchase non-fiction literature for the library. These booklets and books support the Utah Core Curriculum for all grades and is used by teachers to support student learning in the sciences and social studies areas.

ITEM B - In the Financial Proposal and Report, there is a carry-over of \$17319 to the 2014-2015 school year. This is 47% of the distribution received in 2013-2014. Please describe the reason for a carry-over of more than 10% of the distribution.

We did not use all of the money anticipated for aide help. Based on this data, we are better equipped to determine our aide expenses this year.

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

If we have additional funding we will provide additional aides for math and literacy intervention groups.

The distribution was about 14% more that the estimate in the school plan. Please explain how the additional money was spent, if it was spent for items other than expenditures described in the approved goals above. If all expenditures were spent for items in the goals, please enter "Not applicable."

Not applicable

ITEM D - The school plan was advertised 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

ITEM E - Please select from the pull down menus the names of policymakers the council has communicated with about the School LAND Trust Program. To choose more than one name on a list, use CTRL while selecting. To unhighlight a selected name, choose another name or use CTRL and select it.

State Leaders

U.S. Senators

State Senators

Dist. 5 Karen Mayne

U.S. Representatives

District School Board

Sarah Meier

Connie C Burgess

State Representatives

State School Board

ITEM G - A summary of this Final Report must be provided to parents and posted on the school website by October 20th of the 2014. When was this task completed?

Not required for Charter Schools.

10/20/2014