

# Final Report 2017-2018 - Rees Elementary

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 2017 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2017-2018.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2016-2017	\$0	N/A	\$4,000
Distribution for 2017-2018	\$55,185	N/A	\$49,801
Total Available for Expenditure in 2017-2018	\$55,185	N/A	\$53,801
Salaries and Employee Benefits (100 and 200)	\$36,108	\$27,471	\$25,519
Employee Benefits (200)	\$0	\$0	\$1,952
Professional and Technical Services (300)	\$7,000	\$6,828	\$6,828
Repairs and Maintenance (400)	\$0	\$0	\$0
RETIRED. DO NOT USE (500)	\$0	\$0	\$0
Printing (550)	\$0	\$0	\$0
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	\$0	\$0	\$0
General Supplies (610)	\$1,000	\$1,717	\$1,717
Textbooks (641)	\$0	\$0	\$0
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$0	\$0	\$0
Software (670)	\$1,000	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$10,077	\$15,736	\$15,736
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
<b>Total Expenditures</b>	<b>\$55,185</b>	<b>\$51,752</b>	<b>\$51,752</b>
Remaining Funds (Carry-Over to 2018-2019)	\$0	N/A	\$2,049

## Goal #1 Goal

The percent of students in grades 1-3 performing on grade level or making typical progress will improve from 88% to 89%.

## Academic Areas

- Reading

## Measurements

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

DIBELS

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

DIBELS Pathways of Progress Percentages Reported as whole school (K-3) making Typical Progress:

2016-2017 (Before): 59%

2017-2018 (After): 73%

## Action Plan Steps

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

1. Teachers will read professional literature, implement ideas and dialogue during collaboration meetings to strengthen literacy instruction to meet students needs. Staff members who attend collaboration meetings will include teacher teams, literacy specialists, staff developer, counselor/psychologist, and special education representatives.
2. Teachers will conduct common assessments, collect data, and examine findings to strengthen classroom instruction and the teams effectiveness in teaching all students the reading skills and strategies to gain meaning from text. In assessment cycles and collaboration meetings students identified as at-risk will receive intervention support as needed. (i.e. enrichment / re-teach, Title I UURC intervention programs, Waterford reading program, Transitional First Grade, Imagine Learning, Istation, ESL Technician, take-home reading program).
3. District instructional coach, staff developer and school mentors will provide school-wide professional development for teachers, model effective instructional techniques in classrooms, and provide one-on-one support to students and teachers.
4. Computer hardware such as Chromebooks or iPads and software such as Waterford, Imagine Learning, and ALEKS will be purchased to help teachers and technicians better assess and meet the academic needs of the at-risk students.
5. Parents will be provided with reading strategy suggestions through newsletters by the district instructional coach. Teachers will offer additional strategies and helps to parents that are specific to students needs.
6. Students will have the opportunity to participate in the Ken Garff Road to Success Reading Program.
7. Technicians will be hired to provide interventions and to maintain the take home library.

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

1. Teachers read professional literature, implemented ideas during collaboration meetings, worked with our literacy specialist on individual basis
2. Teachers conducted common assessments, collected data, and examined findings to strengthen classroom instruction. Students identified as at-risk received intervention support as needed. (i.e. enrichment / re-teach, Title I UURC intervention programs, Waterford reading program, Transitional First Grade, Imagine Learning, Istation, ESL Technician, take-home reading program).
3. District instructional coach, staff developer and school mentors provided school-wide professional development for teachers, modeled effective instructional techniques in classrooms, and provided one-on-one support to students and teachers.
4. Computer hardware (Chromebooks) were purchased to help teachers and technicians better assess and meet the academic needs of the at-risk students.
5. Parents were provided with reading strategy suggestions through newsletters by the district instructional coach. Teachers offered additional strategies and helps to parents that are specific to students needs.
6. School did not participate in the Ken Garff Road to Success Reading Program.
7. Technicians were hired to provide interventions and maintained the take home library.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Technicians for instruction and take home library	\$27,097	\$23,527	As Described
Software (670)	Purchase software such as: Waterford, Imagine Learning for student use	\$500	\$0	As Described
Equipment (Computer Hardware, Instruments, Furniture) (730)	Purchase technology such as: chromebooks, lpads, for classrooms for student use	\$2,377	\$7,868	As Described
	Total:	\$29,974	\$31,395	

## Goal #2 Goal

The percent of students in grades 4-6 performing on grade level or making typical progress will improve from 71% to 72%.

## Academic Areas

- Mathematics

## Measurements

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

SAGE Assessment

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

SAGE Assessment 4-6 grades:  
2016-2017 (Before): 46%  
2017-2018 (After): 49%

## Action Plan Steps

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

1. Teachers will use assessment data to identify students needs and to determine which core skills need to be re-taught. Students identified as at-risk will receive intervention support as needed. (i.e. enrich/re-teach, in-school tutoring, ALEKS, homework labs, fast facts intervention).
2. Teachers will meet in weekly collaborative teams where the scope and sequence of the math curriculum will be commonly agreed upon. Common assessments will be created, assessment data will be analyzed, goals will be set, and plans for improvement will be created / implemented. Team logs will be generated and shared with all team members, staff developer, and administrator.
3. The teachers will provide support to parents to build home/school connections and to share effective strategies for parents to use as they support their student in learning mathematics.
4. Computer hardware such as Chromebooks or iPads and software such as Waterford, Imagine Learning, and ALEKS will be purchased to help teachers and technicians better assess and meet the academic needs of the at-risk students.
5. Teacher in-service will be provided.
6. Technicians will be hired to provide interventions.

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

1. Teachers used assessment data to identify students needs and determined which core skills need to be re-taught. Students identified as at-risk received intervention support as needed. (i.e. enrich/re-teach, in-school tutoring, ALEKS, homework labs, fast facts intervention).
2. Teachers met in weekly collaborative teams where the scope and sequence of the math curriculum was commonly agreed upon. Common assessments were created, assessment data was analyzed, goals were set, and plans for improvement were created / implemented. Team logs were generated and shared with all team members, staff developer, and administrator.
3. The teachers provided support to parents on an individual student basis
4. Computer hardware was purchased to help teachers and technicians better assess and meet the academic needs of the at-risk students.
5. Teacher in-service was provided for newer teachers
6. Technicians were hired to provide interventions in upper grades

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Technician for intervention support	\$9,011	\$3,944	As Described
Software (670)	Purchase software such as ALEKS for student use	\$500	\$0	As Described
Equipment (Computer Hardware, Instruments, Furniture) (730)	Purchase technology such as: Chromebooks, lpads, for classrooms for student use	\$7,700	\$7,868	As Described
	Total:	\$17,211	\$11,812	

## Goal #3

## Goal

All students will receive quality instruction and interventions in science by Rees school teachers and staff members.

## Academic Areas

- Science

## Measurements

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

SAGE assessment

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

SAGE Assessment Proficiency  
2016-2017 (Before): 50%  
2017-2018 (After): 52%

## Action Plan Steps

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

- Using the Utah State Core, teacher teams will determine the essential learning outcomes and the scope and sequence for instruction. Teachers will create and administer common assessments and evaluate data to identify students needing additional support and best instructional practices.
- Teachers will meet in collaborative teams where essential learning outcomes and the scope and sequence of the science curriculum will be commonly agreed upon, common assessments will be created, assessment data will be analyzed, goals will be set, and plans for improvement will be created/implemented. Data will be generated and shared with all team members, staff developer, and administrator.
- Science materials and supplies will be purchased so that teachers can demonstrate science lessons for students.

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

- Teacher teams determined the essential learning outcomes and the scope and sequence for instruction. Teachers created and administered common assessments and evaluated data to identify students needing additional support and best instructional practices.
- Teachers met in collaborative teams common assessments were created, assessment data was analyzed, goals were set, and plans for improvement were be created/implemented. Data was generated and shared with all team members, staff developer, and administrator.
- Science materials and supplies were purchased and teachers demonstrated science lessons for students.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
General Supplies (610)	Purchase science supplies for teacher lessons for student use	\$1,000	\$1,717	As Described
	Total:	\$1,000	\$1,717	

## Goal #4

### Goal

The number of integrated fine arts lessons, K-6, will maintain at, or increase from 338 by the end of the school year.

## Academic Areas

- Fine Arts

## Measurements

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

GAINS Surveys

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

GAINS Survey:

2016-2017: 338 integrated fine arts lessons

2017-2018: 358 integrated fine arts lessons

## Action Plan Steps

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

1. Teachers will participate in professional development opportunities to strengthen arts instruction for students in the four art disciplines (visual arts, music, dance and drama).
2. Students will receive regular instruction in the fine arts core from teachers and fine arts specialists. Students will interact with the arts and create quality art pieces.
3. The school will offer sixth grade students a chance to participate in an orchestra if there is interest by the students. This will be offered before school.
4. The school will offer students a chance to participate in a choir if there is an interest by the students. This will be offered before or after school. If there is enough interest, the school would hire a choir director.
5. A team of teachers will continue to write and submit an Arts Grant proposal to the Utah Arts Council to hire artists to come to Rees to work with students. Additional artists may also be hired for kindergarten and all other grades if needed.
6. Family activities will be offered in conjunction with art experiences.

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

1. Teachers participated in professional development opportunities to strengthen arts instruction for students in the four art disciplines (visual arts, music, dance and drama).
2. Students received regular instruction in the fine arts core from teachers and fine arts specialists. Students interacted with the arts and created quality art pieces.
3. Orchestra was not offered to students to participate in
4. The school offered students a chance to participate in choir. This was offered after school. We hired a teacher to be the choir director
5. A team of teachers wrote and submitted an Arts Grant proposal to the Utah Arts Council to hire artists to come to Rees to work with students. A dance specialist was also hired for kindergarten
6. The school offered a Family Arts Night for families to come and interact with the arts.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Professional and Technical Services (300)	Instructors for Artist in Residence	\$7,000	\$6,828	As Described
	Total:	\$7,000	\$6,828	

## Increased Distribution (and Unplanned Expenditures)

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

I would purchase additional technology to support goals 1 and 2.

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

Increased distribution was spent on technology, specifically Chromebooks and mobile carts. This has allowed more 1:1 student use for math software use (ALEKS) and language arts purposes.

## Publicity

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The following items are the proposed methods of how the Plan would be publicized to the community:

- School newsletter
- School website
- School marquee

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.
- School newsletter
- School website

## 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 Representative:

Dist. 66 McKell, Mike K.

## Summary Posting Date

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A summary of this Final Report was provided to parents and posted on the school website on **2018-10-18**

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
8	0	2	2017-03-20

No Comments at this time

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