

Final Report 2015-2016 - 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 2015 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2015-2016.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2014-2015	\$2,361	N/A	\$874
Distribution for 2015-2016	\$37,879	N/A	\$38,087
Total Available for Expenditure in 2015-2016	\$40,240	N/A	\$38,961
Salaries and Employee Benefits (100 and 200)	\$26,000	\$24,452	\$22,419
Employee Benefits (200)	\$0	\$0	\$2,033
Professional and Technical Services (300)	\$5,000	\$6,245	\$6,245
Repairs and Maintenance (400)	\$0	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0	\$0
Travel (580)	\$2,000	\$0	\$0
General Supplies (610)	\$0	\$0	\$0
Textbooks (641)	\$500	\$550	\$550
Library Books (644)	\$0	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0	\$0
Software (670)	\$1,000	\$1,200	\$1,200
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$4,000	\$1,612	\$1,612
Total Expenditures	\$38,500	\$34,059	\$34,059
Remaining Funds (Carry-Over to 2016-2017)	\$1,740	N/A	\$4,902

Goal #1

Goal

All students will receive strong differentiated instruction in language arts. Based on data, students at risk will receive specific and timely interventions.

Academic Areas

- Reading

Measurements

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

Data will be compiled and examined regularly using the following measurements: benchmark assessments, running records, Nebo Elementary Assessment Tool, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Scholastic Reading Inventories, Criterion Reference Tests (CRT), and other formative assessments. Using the data, teachers will meet with principal, staff developer, and district instructional coach to discuss individual areas of strength and areas needing improvement. Using spring benchmark assessments, all students will meet one or more of the following criteria: Be reading on grade level, Have made a year's growth in reading, Have met their individual reading goal as stated on their IEP or 504 plan.

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

The following data was gathered as measurements for reading pertaining to this goal.

SAGE DATA:

2014-2015 School Year (Before) Proficiency Percentage

Whole School Language Arts: 50%

3rd Grade:59%

4th Grade:47%

5th Grade:53%

6th Grade:42%

2015-2016 School Year (After) Proficiency Percentage

Whole School Language Arts: 54%

3rd Grade:56%

4th Grade:47%

5th Grade:52%

6th Grade:62%

Benchmarks: Reported as on grade level student performance

Spring 2015 (Before):

Whole School: 86%

1st Grade: 93%

2nd Grade: 82%

3rd Grade: 88%

4th Grade: 85%

5th Grade: 75%

6th Grade: 89%

Spring 2016 (After):

Whole School: 88%

1st Grade: 84%

2nd Grade: 84%

3rd Grade: 91%

4th Grade: 92%

5th Grade: 89%

6th Grade: 90%

DIBELS: Pathways of Progress Percentages reported as whole school (k-3)

2014-2015 (Before): 84%

2015-2016 (After): 81%

First Grade Assessment:

Spring 2015 Language Arts Proficiency: 95%

Spring 2016 Language Arts Proficiency: 94%

Second Grade Assessment:

Spring 2015 Language Arts Proficiency: 88%

Spring 2016 Language Arts Proficiency: 95%

Action Plan Steps

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

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. Teachers will conduct common assessments, collect data, and examine findings to strengthen classroom instruction and the team's 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 Nebo Plus reading program, Reading Recovery, SuccessMaker, Waterford reading program, Transitional First Grade, Imagine Learning, Early Steps Reading, ESL Technician, take-home reading program). 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. Computer hardware and software will be purchased to help teachers and technicians better assess and meet the academic needs of the at-risk students. 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 student's needs. A librarian will be retained to work with classroom teachers to regularly provide each primary grade level student with a take home library book on his/her reading level. Additional books will be purchased for our leveled library and take home library. Students will have the opportunity to participate in the Ken Garff Road to Success Reading Program.

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

Teachers read professional literature, implemented ideas and participated in dialogue at weekly collaboration meetings to strengthen literacy instruction. Teachers conducted common assessments and collected data and examined findings during collaboration. Teachers identified students for intervention support such as Title I, Successmaker, Waterford, Transitional First Grade, Imagine Learning, Nebo Plus and Early Steps reading programs. Teachers were coached by an instructional coach and mentors that provided professional development and modeled instructional techniques. Parents were provided reading strategy suggestions through newsletters by the district instructional coach. A librarian worked with classroom teachers and provided take-home library books on students' reading level. Books were purchased to increase our leveled library and take-home library. Students participated in the Ken Garff Road to Success Reading Program.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Hiring Interventions Specialists To Help With Reading Instruction. Substitutes will be hired to allow teachers to observe master teachers and to modify curriculum maps.	\$15,000	\$17,033	As Described. The \$2,033 for the employee benefits was added to this category.
Software (670)	Reading software licenses will be renewed that assist struggling students.	\$1,000	\$1,200	As Described
	Total:	\$16,000	\$18,233	

Goal #2

Goal

All students will receive strong differentiated instruction in mathematics. Based on data, students at risk will receive specific and timely interventions.

Academic Areas

- Mathematics

Measurements

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

Data/results will be compiled and examined regularly from Mathematics Common Formative Assessments, Utah Test Item Pool (UTIPS), students' responses to interventions, and CRTs. Using end of level assessments, all students will meet one or more of the following criteria: Be proficient with grade level mathematics, Have made a year's growth in mathematics, Have met their individual mathematics goal as stated on their IEP or 504 plan.

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

The following data was gathered as measurements for mathematics pertaining to this goal.

As a measurement, SAGE data replaces CRT's described in the goal.

SAGE DATA:

2014-2015 School Year (Before) Proficiency Percentage

Whole School Mathematics Proficiency: 44%

3rd Grade Mathematics Proficiency: 51%

4th Grade Mathematics Proficiency: 46%

5th Grade Mathematics Proficiency: 40%

6th Grade Mathematics Proficiency: 38%

SAGE DATA 2015-2016:

Whole School Mathematics Proficiency: 56%

3rd Grade Mathematics Proficiency: 80%

4th Grade Mathematics Proficiency: 40%

5th Grade Mathematics Proficiency: 59%

6th Grade Mathematics Proficiency: 39%

First Grade Assessment:
 Spring 2015 Mathematics Proficiency: 94%
 Spring 2016 Mathematics Proficiency: 98%

Second Grade Assessment:
 Spring 2015 Mathematics Proficiency: 89%
 Spring 2016 Mathematics Proficiency: 88%

Action Plan Steps

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

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, SuccessMaker, homework labs, fast facts intervention). 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. 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. Computer hardware and software will be purchased to help teachers and technicians better assess and meet the academic needs of our at-risk students. Teacher in-service will be provided to help train teacher best practices in teaching our students mathematics concepts. Mathematics resources will be purchased as needed to support mathematics instruction and mathematics/language arts integration.

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

Teachers used assessments and identified and determined students that needed core skills to be re-taught. Students identified as At-Risk, received intervention support through reteach groups, Successmaker, homework labs, and fast fact intervention. Teachers met weekly in collaborative teams and planned math curriculum using a scope and sequence that was agreed upon by the team. Team logs were generated and shared with team members, staff developer and administrator. Teachers provided support to parents and shared effective strategies to support their student in learning mathematics. Computer hardware, software was purchased to support teachers and technicians where they assessed and met needs of at-risk students. Teacher in-services were provided to help train teachers in best practices.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Interventions Specialists (Paraprofessionals) Will Be Hired To Help Students Struggling In Math.	\$11,000	\$7,419	As described
Textbooks (641)	Professional literature will be purchased to help teachers instruct more conceptually.	\$500	\$550	As Described
Equipment (Computer Hardware, Instruments, Furniture) (730)	Computers, chromebooks and ipads will be purchased to help students who are struggling.	\$4,000	\$1,612	As Described
	Total:	\$15,500	\$9,581	

Goal #3

Goal

All students will continue to receive core instruction in the fine arts.

Academic Areas

- Fine Arts

Measurements

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

Measurements of success will be determined from examining the following: results from qualitative assessments, art pieces, performances in the arts, and surveys (teachers, parents, and students).

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

By the end of the school year, every student participated in one performance of the arts. Based on a survey data, teachers taught a combined total of 2,888 integrated or non-integrated arts lessons throughout the year.

Action Plan Steps

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

Teachers will participate in professional development opportunities to strengthen arts instruction for students in the four art disciplines (visual arts, music, dance and drama). 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. The school will offer sixth grade students a chance to participate in an orchestra, if there's interest by the students. This will be offered before school. 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. Family activities will be offered in conjunction with art experiences.

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

Teachers participated in the district's arts professional development training--specifically the dance discipline. Students received integrated and non-integrated core lessons from teachers and fine arts specialists. Students interacted with the arts and created quality art pieces. Orchestra was offered to 6th grade students in an early morning course taught by a district specialist. Teachers submitted an Art Grant proposal to the Utah Arts Council and artists came to Rees and worked with students in the four art disciplines in a two week span as part of our Artist in Residence program. Families were invited to attend the culminating activity at the end of the two weeks.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Professional and Technical Services (300)	We Will Hire Professional Artists To Come And Instruct Our Students And Give Them Art Experiences.	\$5,000	\$6,245	As Described
Travel (580)	Travel for artists.	\$2,000	\$0	As Described. We never had to spend the \$2,000 because the guest artists were local and did not require travel expenses
	Total:	\$7,000	\$6,245	

Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of \$4,902 to the 2016-2017 school year. This is 13% of the distribution received in 2015-2016 of \$38,087. Please describe the reason for a carry-over of more than 10% of the distribution.

Purchases intended to use 2015-2016 funding were ordered during 2015-2016 but they didn't clear the account until the 2016-2017 school year had started.

Increased Distribution

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

Any increase in the distribution would be spent on technology improvements to help students including chromebooks, desktops, ipads, etc.

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

As Described.

Publicity

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

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

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

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

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
8	0	1	2015-04-13

Please Note

Comments will only be visible for users that have logged in.

Comments

Date	Name	Comment
2015-05-20	Heather Gross	NOTE: Goal #2- Textbooks, titles of ?literature? to ?help teachers instruct more conceptually? may be helpful to include.

[BACK](#)

