

Final Report 2016-2017 - 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 2016 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2016-2017.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2015-2016	\$2,961	N/A	\$4,902
Distribution for 2016-2017	\$38,448	N/A	\$41,763
Total Available for Expenditure in 2016-2017	\$41,409	N/A	\$46,665
Salaries and Employee Benefits (100 and 200)	\$26,000	\$24,164	\$22,300
Employee Benefits (200)	\$0	\$0	\$1,864
Professional and Technical Services (300)	\$6,000	\$6,635	\$6,635
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)	\$1,000	\$1,670	\$1,670
Textbooks (641)	\$2,000	\$959	\$959
Library Books (644)	\$0	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0	\$0
Software (670)	\$2,000	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$3,000	\$9,236	\$9,236
Total Expenditures	\$40,000	\$42,664	\$42,664
Remaining Funds (Carry-Over to 2017-2018)	\$1,409	N/A	\$4,001

Goal #1 Goal

All students will receive quality instruction and interventions in reading by Rees School teachers and staff members.

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, including the quarterly assessment cycles, using the following measurements: SAGE, 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.

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

SAGE DATA:
2015-2016 School Year (Before) Proficiency Percentage
Whole School Language Arts: 54%
3rd Grade: 56%
4th Grade: 47%
5th Grade: 52%
6th Grade: 62%

SAGE DATA:
2016-2017 School Year (After) Proficiency Percentage
Whole School Language Arts: 38%
3rd Grade: 48%
4th Grade: 34%
5th Grade: 33%
6th Grade: 35%

Benchmarks: Reported as on grade level student performance
Spring 2016 (Before):
Whole School: 64%
1st Grade: 84%
2nd Grade: 84%
3rd Grade: 91%
4th Grade: 92%
5th Grade: 89%
6th Grade: 90%

Benchmarks: Reported as on grade level student performance
Spring 2017 (After):
Whole School: 64%
1st Grade: 64%
2nd Grade: 82%
3rd Grade: 67%
4th Grade: 60%
5th Grade: 42%
6th Grade: 70%

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

2015-2016: 81%
2016-2017: 59%

First Grade Assessment:
Spring 2016 Language Arts Proficiency: 94%
Spring 2017 Language Arts Proficiency: 93%

Second Grade Assessment:
 Spring 2016 Language Arts Proficiency: 95%
 Spring 2017 Language Arts Proficiency: 85%

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 Nebo Plus reading program, SuccessMaker, Waterford reading program, Transitional First Grade, Imagine Learning, ESL Technician, take-home reading program). Funds will be used to hire reading specialists for these interventions.
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 and software 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.

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 takehome library. Students participated in the Ken Garf Road to Success Reading Program.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Reading interventions specialists will be hired to work one-on-one with students as well as in small groups.	\$15,000	\$18,414	As Described. The \$1,864 for the employee benefits was added to this category
Textbooks (641)	Professional literature will be purchased to help build teacher's academic knowledge and teaching pedagogy.	\$2,000	\$959	As Described
Software (670)	Reading software will be purchased to help students in their reading confidence and ability.	\$2,000	\$0	As Described

Category	Description	Estimated Cost	Actual Cost	Actual Use
Equipment (Computer Hardware, Instruments, Furniture) (730)	Computer hardware will be purchased to give more students an opportunity to use reading software.	\$3,000	\$9,236	As Described
	Total:	\$22,000	\$28,609	

Goal #2 Goal

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

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 SAGE testing.

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

SAGE DATA:

2015-2016 School Year (Before) Proficiency Percentage

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%

SAGE DATA:

2016-2017 School Year (After) Proficiency Percentage

Whole School Mathematics Proficiency: 50%

3rd Grade Mathematics Proficiency: 60%

4th Grade Mathematics Proficiency: 54%

5th Grade Mathematics Proficiency: 40%

6th Grade Mathematics Proficiency: 46%

First Grade Assessment:

Spring 2016 Mathematics Proficiency: 98%

Spring 2017 Mathematics Proficiency: 84%

Second Grade Assessment:

Spring 2016 Mathematics Proficiency: 88%

Spring 2017 Mathematics Proficiency: 83%

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, SuccessMaker, homework labs, fast facts intervention). Funds will be used to hire Math interventions specialists.
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 parental support 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 and software will be purchased to help teachers and technicians better assess and meet the academic needs of our at-risk students.
5. Teacher in-service will be provided to help train teacher best practices in teaching our students mathematics concepts.

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. Funds were used to hire a math technician for intervention support. Computer hardware 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)	Math intervention specialists will be hired to work one-on-one and in small groups with students.	\$11,000	\$5,750	As Described
	Total:	\$11,000	\$5,750	

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.

Data/results will be compiled and examined regularly from science common formative assessments, class quizzes, teacher observations and anecdotal notes, students responses to interventions, and SAGE testing.

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

SAGE DATA:
 2015-2016 School Year (Before) Proficiency Percentage
 Grades 4th-6th Science Proficiency: 54%
 4th Grade Science Proficiency: 55%
 5th Grade Science Proficiency: 59%
 6th Grade Science Proficiency: 45%

SAGE DATA:
 2016-2017 School Year (After) Proficiency Percentage
 Grades 4th-6th Science Proficiency: 50%
 4th Grade Science Proficiency: 56%
 5th Grade Science Proficiency: 49%
 6th Grade Science Proficiency: 46%

Action Plan Steps

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

1. 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.
2. 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.
3. Science materials and supplies will be purchased so that teacher can demonstrate science lessons for students.

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

Grade level teams determined learning outcomes and scope and sequence for science curriculum. Teachers created and administered common assessments, evaluated data and identified students needing additional support by using best teaching practices. Teachers met in collaborative teams weekly, developed common assessments together and analyzed data. Science materials were purchased to enhance science lessons for students.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
General Supplies (610)	General science supplies will be purchased to help the teachers instruct the students in their grade level science core.	\$1,000	\$1,670	As Described
	Total:	\$1,000	\$1,670	

Goal #4

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 2,168 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.

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. 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.
5. 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 drama 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. 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)	Professional artists will be hired to come to Rees to instruct all students in their art form during a two week period. A family arts night and parent showcase will also be included.	\$6,000	\$6,635	As Described
	Total:	\$6,000	\$6,635	

Increased Distribution

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

If increased funds are provided we will purchase additional computer software and hardware to help us out in our school math goal (#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).

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

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2017-10-20**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
7	0	2	2016-03-07

No Comments at this time

[BACK](#)
