

Final Report 2016-2017 - Dixie Sun EL

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	\$20,144	N/A	\$21,788
Distribution for 2016-2017	\$32,505	N/A	\$35,935
Total Available for Expenditure in 2016-2017	\$52,649	N/A	\$57,723
Salaries and Employee Benefits (100 and 200)	\$21,000	\$18,075	\$14,353
Employee Benefits (200)	\$0	\$0	\$3,722
Professional and Technical Services (300)	\$12,000	\$9,021	\$9,021
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)	\$7,149	\$160	\$160
Textbooks (641)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0	\$10,000
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$12,500	\$14,932	\$2,466
Total Expenditures	\$52,649	\$42,188	\$39,722
Remaining Funds (Carry-Over to 2017-2018)	\$0	N/A	\$18,001

Goal #1 Goal

We will use funding to hire a music teacher for our music program. The K-5 students at Dixie Sun Elementary will continue to participate in a Fine Arts Music program. This program will run during the school day as well as before school Choir, Drum Club, Orff Club, and violin class. The content from the music class is integrated to fit the Utah State Core Curriculum and to help reinforce key academic skills in all areas. This program is evaluated on a year-to-year basis. Students in grades K-1 will also participate in literacy interventions that are specifically designed to use music to help students improve their reading and writing skills. To enhance the programs additional pieces throughout the year, we will be purchasing a new sound system for the music classroom.

Academic Areas

- Reading
- Mathematics
- Writing
- Fine Arts

Measurements

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

Students will be assessed in the music curriculum by our certified teacher. Students getting intervention from music teacher for phonics will be given baseline and summative assessment for data collection.

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

Dibels Reading: BOY - 39% EOY - 51%
 Increased proficiency by 12%.
 Dibels Phonics: BOY 52% EOY 63% Increased proficiency by 11%

Action Plan Steps

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

A certified music teacher will be hired and paid for out of Trustland funds and assigned to teach the daily music classes as well as musical reading interventions. This teacher will also supervise and run the before school music clubs and evening events. They will be responsible for planning classroom music activities and lessons that will enhance and enrich the students' literacy, math, and writing skills. We will purchase a new sound system for her daily classroom instruction, choir, as well as music clubs and events that she will run at the school as well.

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

A certified music teacher was hired from Trustland funding. She was able to work with students in grades K-5 each week. The connection that the students were able to make between their reading and the art of music had a very positive impact on their learning. No real data was kept to record student progress, but each student was able to participate in a number of learning activities that helped to enhance their understanding of reading and phonetics through the art of music.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Teacher Salary cost	\$21,000	\$18,075	As Described
Equipment (Computer Hardware, Instruments, Furniture) (730)	Audio equipment for the music program.	\$2,500	\$2,466	As Described
	Total:	\$23,500	\$20,541	

Goal #2 Goal

As we add a STEM Science Teacher to the faculty at Dixie Sun Elementary every student in all grades will have the opportunity to participate in weekly science instruction. Students will receive instruction based on their specific grade level curriculum. 4th and 5th grade students will participate in weekly lab sessions that will help in preparing them for end of year SAGE testing.

Academic Areas

- Technology
- Science

Measurements

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

SAGE assessment will be used from this year to next year to assess growth of students in 4th and 5th grade, teacher formative assessments will drive instruction and show progress toward science GVC for the school year.

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

Sage Data showed overall 12% Scores in 4th grade and 10% in 5th grade. Classroom support was not present because of expectations on science teacher. This year classroom support will increase in using science informational text in the classroom.

Action Plan Steps

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

A qualified STEM Science teacher will be teaching weekly science classes to students in all grades. This person will also initiate a Science Club that will meet on a regular basis to extend science instruction. Weekly labs sessions will be held for 4th and 5th grade students in order to help them to prepare for the end of year SAGE testing. The FOSS kits need to be restocked with consumable items (plates, cups, straws, salt and other chemicals, soil and plant materials), all of these items are ordered through the FOSS program as a refill kit.

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

STEM teacher met with the K-5 grade level classes weekly for 30 minutes to teach science. STEM teacher did weekly Friday lab sessions for 4th and 5th grade students. Reflecting on the amount of time the science teacher had with students, we will implement more science informational text in the classroom which was the missing piece.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
General Supplies (610)	FOSS kit materials will need to be replenished as well as other materials for teaching hands-on science labs to all grade levels.	\$2,300	\$160	As Described
	Total:	\$2,300	\$160	

**Goal #3
Goal**

Teachers and paraprofessional staff will continue to participate in professional development that will help to improve their use of effective instructional strategies, increase their abilities to provide explicit instruction, use formative and summative assessment data to drive instruction, and increase the overall levels of student engagement in their classrooms. Professional development will focus on: *assisting teachers to better plan for and assess students needs in both English and Spanish *design instruction, interventions, and acceleration programs that will meet specific student needs in both Spanish and English *participate in weekly grade level collaboration to discuss the student needs and progress towards our GVC goals in Language Arts, Math, and Science *receive weekly training from our English and Spanish speaking staff developer in areas identified as needed *Work with outside presenters (Annette Brinkman/others) to continue to understand how to increase their abilities to provide effective explicit instruction, enhance small group instruction, and increase student engagement through Depth of Knowledge questioning strategies *Work with the professional development team from WCSD to continue to build collaborative teams that are effectively able to analyze student work, design instruction that will meet the learning needs of all students, revise GVC goals and learning targets that will be reached by all students, and plan for intervention and extension activities that will benefit all levels of learners *Participate in monthly combined professional development activities such as book study, Kagan Cooperative Learning training, Math/Language/Science in services, PBIS training, Learning Walks, etc.

Academic Areas

- Reading
- Mathematics
- Writing
- Technology
- Science
- Fine Arts
- Social Studies
- Foreign Language

Measurements

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

Teachers GVC and CSIP data will show growth of students directly related to professional development opportunities. SAGE, MyMath, and Treasures data will be used to show year-to-year growth of students and teachers proficiency at teaching core curriculum.

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

Students are improving using the ELA GVC data in the K-2 grades. This is evident in the improvement in 3rd grade ELA on Sage from 26% (15-16) to 42% (16-17). Sage data shows growth staying the same in 4th and 5th from 15-16 to 16-17. 4th 26%-25% 5th 29%-29%.

Students are also improving using the MA GVC data in the K-2 grades. This is evident in the improvement in 3rd grade MA on Sage from 34% (15-16) to 40% (16-17). Sage data shows growth increasing in 4th grade (34%-39%) but decreased in 5th from 44% to 36%.

After reviewing the GVC data from this year we rewrote the GVC's to add more rigor for every grade.

Action Plan Steps

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

Teachers and paraprofessional staff members will be required to participate in a variety of professional development activities throughout the school year. These professional development activities will include but are not limited to: *weekly planning/training by grade level *learning walks *professional conferences *ongoing professional development (Annette Brinkman, WCSD Professional Development Team, Alma Lopez, Steve Showalter, Kim Heki) *Weekly collaboration to analyze student data and correlate Spanish/English curriculum *Create/Implement/Teach GVC's for each grade level in Language Arts and Math *School/District Literacy and Math training *Kagan Training *Team/Teacher specific training as indicated by needs assessments through collaboration and evaluation procedures. Funds will be used for substitutes to cover classes so teachers can do these various trainings.

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

Teachers met weekly in PLC groups to discuss student data and to correlate curriculum needs of students.

Annette Brinkman was brought in to train teachers for three full day trainings on student engagement strategies, classroom management, and GVC goals.

Bob Sonju was brought in to work with teachers to increase the rigor of their GVC and Learning Targets. Then they worked together to build curriculum to reach those goals.

During PLC training days, teachers were trained on student engagement, curriculum, writing CFA's for their GVC and Learning Targets, and Reading strategies.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Professional and Technical Services (300)	Substitute costs and trainers will be paid from this amount to give teachers professional development opportunities throughout the year.	\$12,000	\$9,021	As Described
	Total:	\$12,000	\$9,021	

Goal #4 Goal

Enhance the educational lives of our students through technology and other materials. Teachers 'applied' for grants from the Community Council for materials needed in the classroom. The majority were for technology, which will be the bulk of this purchase (Chromebooks and iPads from the state contract) as well as some materials and manipulatives that teachers specifically wanted for classroom instruction. The materials will be to enhance instructional time for all students and add technology to the school.

Academic Areas

- Reading
- Mathematics
- Writing
- Technology
- Science
- Social Studies
- Foreign Language

Measurements

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

DIBELS, SAGE, writing and reading assessments based on GVC data will be used to show growth in all academic areas. Technology will be used to access adaptive technology software for students and reports will be analyzed monthly to monitor students' progress in academic areas.

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

Using the new iReady program in grades 3-5 provided data to teachers about which GVC's needed interventions in Language and Math. Having 2:1 computers in grades 3-5 gave more students opportunity to use iReady and Google Apps for lessons and assessment in the classrooms. This provided more data from iReady and teacher-created Assessments taken in Google Forms to make decisions on where to go with curriculum. In iReady we saw an average Math growth progress of 112% in 3rd grade, 101% in 4th grade, and 74% in 5th grade from the BOY to EOY. In Language we saw an average Language growth progress of 48% in 3rd, 76% in 4th, and 54% in 5th.

Action Plan Steps

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

Chromebooks will be purchased for classrooms (to get 10 in each classroom) for classroom instruction and support. Educational supplies will include materials from Treasures/Calle or MyMath programs for supplemental teaching and books will be purchased for small group reading instruction.

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

Chrome books were distributed to classrooms in 3-5 grade so each class had a 2:1 ratio from student to device. Teachers then used the Google Apps program and ConnectEd Web App to assign lessons and assignments for students. Training on how to use the programs in the classroom were provided in PLC groups each week.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
General Supplies (610)	Materials and Technology purchases	\$4,849	\$0	As Described
Equipment (Computer Hardware, Instruments, Furniture) (730)	Materials and Technology purchases	\$10,000	\$12,466	As Described
	Total:	\$14,849	\$12,466	

Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of \$18,001 to the 2017-2018 school year. This is 50% of the distribution received in 2016-2017 of \$35,935. Please describe the reason for a carry-over of more than 10% of the distribution.

We did not need as much for our music specialist. We also did not need to replenish the science kits in the Science lab. We also provided some our professional development in house and did not contract out for it. We also did not need subs for the teachers.

Increased Distribution

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

Any additional funding will be used toward professional development of the staff. The funds would be used for substitute teachers for GVC or other training or paying for trainers to come to the school. This will improve the teaching in classrooms which will enhance all academic areas.

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

We did not use additional funds.

Publicity

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

- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School newsletter
- School website

The school plan was actually publicized to the community in the following way(s):

- 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
6	0	0	2016-03-30
2	0	1	2016-03-31

No Comments at this time

[BACK](#)