

# Final Report 2015-2016 - Sunset 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 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	\$374	N/A	\$8,483
Distribution for 2015-2016	\$29,820	N/A	\$35,216
Total Available for Expenditure in 2015-2016	\$30,194	N/A	\$43,699
Salaries and Employee Benefits (100 and 200)	\$22,200	\$22,526	\$16,160
Employee Benefits (200)	\$0	\$0	\$3,512
Professional and Technical Services (300)	\$0	\$0	\$0
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)	\$7,900	\$8,259	\$8,259
Textbooks (641)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0	\$0
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$7,840
Total Expenditures	\$30,100	\$30,785	\$35,771
Remaining Funds (Carry-Over to 2016-2017)	\$94	N/A	\$7,928

## Goal #1

### Goal

Sunset Elementary will continue to provide students the opportunity to experience music and art as it is integrated into the Language Arts and Math core curriculum. Students will be engaged in literacy in part through providing 30 minutes of music and at least 30 minutes of art each week. This piece will add to our goal of increasing individual student proficiency as we build to being 90% proficient, or to add sufficient growth toward our goal in each subject area. Sunset will also utilize an Enrichment paraprofessional and Interventionist to further differentiate the diverse needs of each student.

## Academic Areas

- Reading
- Fine Arts

## Measurements

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

We will measure the learning taking place in Art by students having completed work posted throughout the school, specific to the grade level core requirements. We will measure the learning taking place in music by providing students with the opportunity to perform on a consistent basis, either in a large group setting or individually.

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

- \* Each classroom received 30 minutes of core related Art each week. Projects were consistently posted throughout the hallways.
- \* 121 students participated in reflections, which was 50 more students than the previous school year.
- \* We had 750 community members attend our evening of the arts. Every classroom had art projects displayed and celebrated.
- \* Fifty plus students performed at our Evening of the Arts night sharing their talent as coordinated by our Music Specialist.

## Action Plan Steps

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

1) Our Music and Art specialist will collaborate with teachers frequently to discuss areas that students are struggling in both Language Arts and Math. 2) Through the arts, students will be provided engaging opportunities to learn essential skills through a very hands on experience. 3) Students will be assessed through projects and performances.

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

- \* Each student received 30 minutes of Art instruction, and 30 minutes of music instruction each week.
- \* Art and Music lessons were integrated consistently with core grade level concepts in Language Arts and Math.
- \* Both Art and Music growth was assessed weekly through projects and performances as determined by the music and art teacher and grade level teams.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Music Specialist- \$9,500 Art Specialist- \$6,500	\$16,000	\$16,326	As Described
	Total:	\$16,000	\$16,326	

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## Goal #2

### Goal

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Sunset Elementary is integrating the STEAM philosophy beginning the 2015-2016 school year. As part of this implementation we will hire a paraprofessional to help our teachers integrate grade level core standards across the curriculum, and by students producing through engaging tasks. Students will increase in learning by 10 % across the core standards in science by demonstrating understanding in various project based tasks.

## Academic Areas

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- Reading
- Mathematics
- Writing
- Technology
- Science

## Measurements

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

Student success will be measured on how they perform on consistent common formative assessments created by each grade level team. Our 3-5 grades will also be held accountable to the end of level Science SAGE assessment.

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

- \* Our school SAGE score was 37% proficiency in Science.
- \* Each grade level added a core science specific GVC.
- \* Each team reported at least 10% growth within their CSIP towards their science GVC.

## Action Plan Steps

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

Action Plan 1) Familiarize our STEAM Paraprofessional with the new Kindergarten through Fifth grade core standards. 2) Build clarity across all grade levels on norms for using the science lab. 3) Build lesson plans for science that integrate other core content areas, such as reading, writing, and math. 4) Utilize common formative and summative assessments that will demonstrate where students are in their core science understanding. 5) Provide enrichment or intervention for students depending on CFA's.

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

- \* STEM Paraprofessional was hired and provided explicit directions in meeting grade level needs.
- \* Schedules for the STEM lab were provided to each grade level and resources and training provided as to why, how, and what the lab was to be used to accomplish.
- \* FOSS kits were provided to help with the lesson planning in relation to the Utah Core Standards.
- \* GVC's and CFA's were established on each grade level and reported within the grade level CSIP.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	We will hire a STEAM Paraprofessional whom will work along side the classroom teachers, and grade level teams. Students will be provided core related learning opportunities that will engage through integration of content.	\$6,200	\$6,200	As Described
	Total:	\$6,200	\$6,200	

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## Goal #3

### Goal

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FOSS Kits will be purchased to provide our Third through Fifth grade students with a variety of core related hands on opportunities in Science. Students will increase in their understanding steadily throughout the year as shown through frequently analyzed grade level common formative assessments, hands on projects, and observation.

### Academic Areas

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- Technology
- Science

### Measurements

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

Frequent grade level common formative assessments that monitor the guaranteed and viable curriculum. Treasures and My Math Weekly assessments. Project based learning opportunities as observed during Tier I, Tier II, and Tier III interventions. As well as during enrichment opportunities.

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

\* As a STEM school much of our focus has been to integrate content in order to make the learning more meaningful. Many of the teachers at Sunset are involved in the Dixie State University STEM Endorsement which focuses around 5 E lesson plans. 5 E Lesson plans are built to incorporate cross cutting concepts into science lessons such as Math, Technology, Reading, Comprehension, etc.

Grade level teams meet together every Wednesday to discuss the data from Common assessments to address next steps.

Each team has added data within their grade level CSIP plan.

\*Tier I, Tier II, & Tier III instruction was diagnosed through focus on the Utah Teaching standards by way of consistent discussion and feedback between the teacher and principal and teacher and Learning coach.

### Action Plan Steps

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

1) Purchase FOSS kits providing our 3rd-5th grade students with hands on activities to learn core standards in Science. 2) Purchases will be made in August 2015.

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

\* FOSS Kits were purchased for our Third through Fifth grades on August 11, 2015. We felt as a school that more content specific resources were needed to provide our teachers with a more focused Tier I instruction in meeting the core standards.

\* Training was provided within the school and district provided opportunities within the school year.

\* Modeling of a lesson was done early on in the school year.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
General Supplies (610)	Sunset will purchase FOSS kits for our 3rd-5th grade to enhance our students ability to engage and learn Science concepts. Below is a description of what FOSS kits are designed to accomplish: The Full Option Science System® (FOSS) has evolved from a philosophy of teaching and learning at the Lawrence Hall of Science that has guided the development of successful active-learning science curricula for more than 40 years. The FOSS Program bridges research and practice by providing tools and strategies to engage students and teachers in enduring experiences that lead to deeper understanding of the natural and designed worlds. Science is a creative and analytic enterprise, made active by our human capacity to think. Scientific knowledge advances when scientists observe objects and events, think about how they relate to what is known, test their ideas in logical ways, and generate explanations that integrate the new information into understanding of the natural and designed worlds. Engineers apply that understanding to solve real-world problems. Thus, the scientific enterprise is both what we know (content knowledge) and how we come to know it (science practices). Science is a discovery activity, a process for producing new knowledge. The best way for students to appreciate the scientific enterprise, learn important scientific and engineering concepts, and develop the ability to think well is to actively participate in scientific practices through their own investigations and analyses. The FOSS Program was created specifically to provide students and teachers with meaningful experiences through engaging with this active participation in scientific practices.	\$7,900	\$8,259	As Described
	Total:	\$7,900	\$8,259	

## Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of \$7,928 to the 2016-2017 school year. This is 23% of the distribution received in 2015-2016 of \$35,216. Please describe the reason for a carry-over of more than 10% of the distribution.

Sunset Elementary received a welcomed increase of funds during the 2015-2016 school year. We also had our Art Paraprofessional resign during the year and it took time to rehire for that position adding to our carryover. As outlined above we would like to put the additional \$7,928 towards our chrome books to reach our one to one goal more quickly.

## Increased Distribution

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

Sunset Elementary is, and always has been very appreciate of the Trust Lands money that has been provided to our school. If there is an increased distribution for the 2015-2016 school year, we would like to add the additional money to further fund resources to enhance our STEAM (Science/Technology/Engineering/Art/Math) focus. These funds would be wisely used to provide students more access to various resources such as books, art supplies, hands on science tools, IPAD's or Chrome books, etc. Each purchase would be very specific to each grade levels core standards, and for the purpose of furthering student understanding. Another option that we would like to have as a school if we are fortunate enough to have additional Trust lands funds is to provide more hours for our STEAM Paraprofessional to enhance the opportunities in our Lab.

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

As Described

## Publicity

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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):

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

## Summary Posting Date

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A summary of this Final Report was provided to parents and posted on the school website on **2016-10-25**

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	4	2015-03-26
7	0	5	2015-03-26

### Please Note

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

## Comments

Date	Name	Comment
2015-05-27	Heather Gross	NOTE: Goal #3- General Supplies, May be helpful to include an outline of priority materials planning to purchase with these funds. Trust Lands funds are allotted based on decided-upon plans; not floating funds.
2015-06-29	Kajsia Boyer	NEEDS TO BE FIXED: Under Goal #3 - explain specifically what supplies will be purchased using the funds.

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