Final Report 2017-2018 - Canyon Crest 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 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	$2,814	N/A	$5,103
Distribution for 2017-2018	$53,957	N/A	$53,575
Total Available for Expenditure in 2017-2018	$56,771	N/A	$58,678
Salaries and Employee Benefits (100 and 200)	$27,000	$27,160	$25,051
Employee Benefits (200)	$0	$0	$2,109
Professional and Technical Services (300)	$0	$0	$0
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)	$2,000	$3,286	$3,286
Textbooks (641)	$6,000	$1,500	$1,500
Textbooks (Online Curriculum or Subscriptions) (642)	$0	$0	$0
Library Books (644)	$4,000	$3,603	$3,603
Technology Related Hardware/Software (< $5,000 per item) (650)	$0	$0	$14,686
Software (670)	$500	$0	$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	$16,500	$16,186	$0
Technology Equipment > $5,000 (734)	$0	$0	$0
Total Expenditures	$56,000	$51,735	$50,235
Remaining Funds (Carry-Over to 2018-2019)	$771	N/A	$8,443

Goal #1
Goal

Goal #1: Reading By May of 2018, 74% (from 66% last year) of K-6 grade students will meet or surpass the expected grade-level standards on the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) tests. We will accomplish this goal through focused instruction in Tier 1 reading strategies using Wonders, the district-adopted curriculum, weekly monitoring of students below grade level, and targeted intervention for students who are below expected progress levels. We have chosen this reading goal because we want to continue our upward trend in student achievement in reading. For all students in grades K-6, we will continue to provide strong and consistent instruction in reading so students will meet or exceed grade-level standards as measured by passing the DIBELS tests, given three times per year. The district-adopted reading curriculum (Wonders in grades 1-6, and Treasures in Kindergarten) uses technology-enhanced instruction, so we need Promethean boards and other technology (projectors and replacement bulbs) to display and use instructional videos, demonstrations, and hands-on work by students. Additionally, we will employ a reading coordinator who will assist teachers with testing, data, and tutoring services that will help teachers deliver high-quality and focused instruction to all students in Tier 1, as well as intervention to students to increase reading fluency and comprehension in Tiers 2 and 3.

Academic Areas

- Reading

Measurements

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

By May of 2018, 74% (from 66% last year) of K-6 grade students will meet or surpass the expected grade-level standards on the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) tests.

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

We had made a revision to this goal, but for some reason it was not altered in this final draft. I originally entered the numbers 74% and 66% that referred to SAGE data, but then erroneously wrote 'DIBELS'. Since the numbers referred to SAGE data, I made a request for this to be changed from our original plan. So I want to make sure the numbers refer to SAGE. Our school scored 66% in SAGE reading the previous year, and we ended this year at 66%. Even though we did not demonstrate growth, it is our belief that the changes we have made to our Tier 1, 2, and 3 teaching with the help of Trustland funds will begin to show greater effect in the coming school year.

Action Plan Steps

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

We will accomplish this goal through focused instruction in Tier 1 reading strategies using Wonders, the district-adopted curriculum, weekly monitoring of students below grade level, and targeted intervention for students who are below expected progress levels.

We have chosen this reading goal because we want to continue our upward trend in student achievement in reading. For all students in grades K-6, we will continue to provide strong and consistent instruction in reading so students will meet or exceed grade-level standards as measured by passing the DIBELS tests, given three times per year. The reading coordinator and tutors we hire will work directly with children as well as the other aides to deliver high-quality, research-based interventions for students--her salary is paid out of Trust Land funds, vital to our reading goal. The district-adopted reading curriculum (Wonders in grades 1-6, and Treasures in Kindergarten) uses technology-enhanced instruction, so we need Promethean boards and other technology (projectors and replacement bulbs) to display and use instructional videos, demonstrations, and hands-on work by students. Additionally, we will employ a reading coordinator who will assist teachers with testing, data, and tutoring services that will help teachers deliver high-quality and focused instruction to all students in Tier 1, as well as intervention to students to increase reading fluency and comprehension in Tiers 2 and 3. They will need access to these research-based reading materials, and those are the other costs outlined in the expenditure section--supplies and materials and a guided reading library.

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

We purchased the salary of our reading tutor coordinator, technology for strong teaching, and books with this money. Tutors were being trained last year in the proper use of intervention strategies, and teachers were being trained in proper use of guided reading library, so it is our belief that with everyone having been trained in the past school year, we will begin to see stronger growth (instead of flatlining) in this coming school year.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Reading tutor and coordinator salary ($22,000), and $5,000 for reading instructional assistants	$27,000	$27,160	As described
General Supplies (610)	Supplies and materials that help children access reading materials more easily--these are hands-on materials like oil pastels, big sheets of paper, water color paints, clay. We teach arts integration at Canyon Crest, and these supplies help all students, especially our lower learners, to make sense of reading texts, visualization that helps with reading comprehension, sequencing, etc.	$2,000	$3,286	As described
	Total:	$34,500	$35,549	

Category	Description	Estimated Cost	Actual Cost	Actual Use
Library Books (644)	Guided reading library updated so students can practice reading text at their appropriate challenge level.	$4,000	$3,603	As described
Equipment (Computer Hardware, Instruments, Furniture) (730)	Purchase replacement bulbs and projectors for Prometheans	$1,500	$1,500	As described
	Total:	$34,500	$35,549	

Goal #2
Goal

Goal #2: Math By May 2018, 74% (from 68% last year) of 3rd-6th grade students will meet or surpass the math standard on the SAGE tests. We will accomplish this through focused instruction in mathematics, weekly monitoring of student growth, and focusing on re-teaching concepts to students who have not achieved mastery on specific standards. To support our efforts during re-teach, we will purchase additional computers that will allow more student access time for an online math tutorial program. This additional technology will allow more student contact time for math tutoring and acceleration, as needed. We have chosen math as our goal because we want to increase our student achievement in all grades. Also, our goal last year was to be 5% higher than the state averages, and while we met this goal, it wasn't a good goal because we want to focus on our own improvement based on where we are, instead of comparing to others. Some grades are doing better than others, and we want to make sure all students are improving in their math achievement. For all students, we will continue to provide strong and consistent instruction in Tier 1 math so they will meet or exceed grade-level standards as measured by passing the SAGE test. We began a re-teach in the 2015-16 school year each day to address the needs of each student at their level, and will strengthen that during the 2017-2018 school year. Purchasing extra computers in order for all students to have access to online math tutorials that allows all students to work at their level, is part of this proposal in order for all students to have daily time to practice math concepts. We will provide problem-solving enrichment opportunities to students who have surpassed the standards by purchasing EIE supplies and curriculum, that will mainly be utilized by a STEAM specialist, hired with regular school budget.

Academic Areas

- Mathematics

Measurements

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

By May 2018, 74% (from 68% last year) of 3rd-6th grade students will meet or surpass the math standard on the SAGE tests.

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

We increased our math achievement from 68% to 72% this school year, as measured by the SAGE assessment.

Action Plan Steps

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

Goal #2: Math
We will accomplish this through focused instruction in mathematics, weekly monitoring of student growth, and focusing on re-teaching concepts to students who have not achieved mastery on specific standards. To support our efforts during re-teach, we will purchase additional computers that will allow more student access time for a research-based online math tutorial program. This additional technology will allow more student contact time for math tutoring and acceleration, as needed. The materials we will be purchasing for Science, Technology, Engineering, Art, and Mathematics (STEAM) will be used to by the new STEAM teacher to address students' learning needs and allow them to explore additional topics and skills in science during re-teach time.

We began a re-teach in the 2015-16 school year each day to address the needs of each student at their level, and will strengthen that during the 2017-2018 school year. Purchasing extra computers in order for all students to have access to online math tutorials that allows all students to work at their level, is part of this proposal in order for all students to have daily time to practice math concepts. We will provide problem-solving enrichment opportunities to students who have surpassed the standards by purchasing EIE supplies and curriculum, as well as hiring a STEAM specialist with regular school funds.

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

Our strong interventions with students who need it, along with the STEAM teacher's efforts, have helped children begin to grow in their math achievement.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Textbooks (641)	STEAM books and curriculum purchased to allow our newly-hired STEAM teacher to have resources to guide and tutor students in math and other STEAM topics.	$6,000	$1,500	Used mostly district funds that were 'use it or lose it' and only used $1500 of Land Trust funds
Equipment (Computer Hardware, Instruments, Furniture) (730)	Purchase of desktop computers which will allow more students each day to access online math tutorials that are tailored to their level as well as the State Core Curriculum Standards.	$15,000	$14,686	As described
	Total:	$21,000	$16,186	

Goal #3
Goal

Goal #3 Science By May 2018, 77% of 4th-6th grade students will meet or surpass the science standard on the SAGE tests. We will accomplish this through focused instruction in science, monitoring of student growth, and focusing on hands-on activities. To support these activities, we will purchase supports listed below in order for the regular classroom teachers to implement engaging and standards-based activities.

Academic Areas

- Science

Measurements

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

By May 2018, 77% of 4th-6th grade students will meet or surpass the science standard on the SAGE tests.

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

We did not reach our 77% goal as a school, but we did grow from 65% in 2016-17 to 67% in 2017-18. Academic performance improved, although not as much as we would like. We are continuing to implement strong science teaching with Mystery Science, classroom teachers, and our STEAM teacher, so we are confident scores will continue to show growth in coming years.

Action Plan Steps

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

We will accomplish our goal through focused instruction in science, monitoring of student growth, and focusing on hands-on activities. To support these activities, we will purchase Mystery Science in order for the regular classroom teachers to implement engaging and standards-based activities.

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

We purchased Mystery Science with other district funds instead of the Land Trust funds, so we had the program we needed and continue to implement it. This was due to needing to spend down a district 'use it or lose it' account, and felt that we could continue to find ways to use Land Trust funds for future purchases that will help our students.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Software (670)	We will purchase 'Mystery Science,' an online science tutorial that allows students to practice and learn science concepts at their own interest level and speed.	$500	$0	Purchased Mystery Science with district funds instead of Land Trust funds, so we did not use the Land Trust money yet for science. It will be carried over and benefit us in future plans.
	Total:	$500	$0	

Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of $8,443 to the 2018-2019 school year. This is 16% of the distribution received in 2017-2018 of $53,575. Please describe the reason for a carry-over of more than 10% of the distribution.

We had some 'use it or lose it' funds in a different school account that we had to spend, so instead of using the Land Trust funds for those purchases, we felt we could use the extra Land Trust funds on needed items in the following year. So we ended up receiving all the materials and services we needed, we just purchased them using a different account. We plan to spend the extra Land Trust money for items we will outline in the plan we are currently writing.

Increased Distribution (and Unplanned Expenditures)

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

If we receive an increased distribution, we will spend the money on either: 1) additional reading aides (salary); or 2) extra computers for the lab, which will allow more students to access online enrichment and tutorial programs in reading, math, and science.

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:

- School newsletter
- School website

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

- School newsletter

Summary Posting Date

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
9	0	0	2017-04-12

Plan Attachments

Upload Date	Title	Description
2018-10-16	2017-18 SAGE data	Canyon Crest's SAGE data from the 2017-18 school year.

Plan Amendments
Approved Amendment #1

Submitted By:	Darren Johnson
Submit Date:	2017-11-15
Admin Reviewer:	Karen Rupp
Admin Review Date:	2017-11-24
District Reviewer:	Alex Judd
District Approval Date:	2018-03-23
Board Approval Date:	2018-03-23
Number Approved:	9
Number Not Approved:	0
Absent:	0
Vote Date:	2017-11-14
Explanation for Amendment:	As a council, we had discussed when writing this plan whether we should use SAGE data or DIBELS data for our reading goal. Conversations went back and forth, and then when I (Principal) wrote the goal, I unintentionally used SAGE numbers, but described it as DIBELS data. We discovered this at our last meeting in October, and to rectify this, our community council met last night (11/14/2017) and voted 9-0 to use the SAGE data and SAGE description as measurement of our progress, and to take out the description of DIBELS as a measurement for our reading goal. It is a minor change, but important to understand what numbers and descriptions we are using for our reading goal.

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

Comments

Date	Name	Comment
2017-05-31	Paula Plant	Each expenditure in each goal must be specifically included (not simply implied) in the Action Plan for the goal. Most of the expenditures are not included in the Action Plan. Please open each one and include an explanation of how/why each expenditure is needed to implement the goal. This is an audit requirement.