

Final Report 2018-2019 - 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 2018 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2018-2019.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2017-2018	\$7,296	N/A	\$8,919
Distribution for 2018-2019	\$50,280	N/A	\$53,147
Total Available for Expenditure in 2018-2019	\$57,576	N/A	\$62,066
Salaries and Employee Benefits (100 and 200)	\$49,758	\$45,838	\$35,833
Employee Benefits (200)	\$0	\$0	\$10,003
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)	\$1,600	\$1,630	\$1,630
Textbooks (641)	\$6,000	\$470	\$470
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$0	\$5,009	\$5,009
Software (670)	\$0	\$3,061	\$3,061
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
Total Expenditures	\$57,358	\$56,008	\$56,006
Remaining Funds (Carry-Over to 2019-2020)	\$218	N/A	\$6,060

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 Mathcore 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 or to add sufficient growth toward our goal in each subject area.

Academic Areas

- Reading
- Mathematics
- 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.

Action Plan Steps

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 Language Arts, Math, and Science.
- 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.

The action plan was followed as outlined.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Music Specialist Salary	\$15,600	\$13,385	Music & Art teacher salary.
	Total:	\$15,600	\$13,385	

Goal #2 Goal

School counseling will provide counseling programs in three critical areas: academic, personal/social, and career. Our school counselor will provide services and programs to help students resolve emotional, social or behavioral problems and help them develop a clearer focus or sense of direction. Effective counseling programs are important to the school climate and a crucial element in improving student achievement.

Academic Areas

- Health
- Reading
- Mathematics

Measurements

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

* Several studies found that elementary guidance activities have a positive influence on elementary students' academic achievement.

* School counseling interventions have reported success in helping students reduce test anxiety.

* School counselors in collaborative efforts can implement both systemic and programmatic changes in schools and communities to prevent students from dropping out of school.

* Counseling decreases classroom disturbances. Counseling services support teachers in the classroom and enable teachers to provide quality instruction designed to assist students in achieving high standards. Students in schools that provide counseling services indicated that their classes were less likely to be interrupted by other students, and that their peers behaved better in school.

* In studies on the effects of a small group

counseling approach for failing elementary school students, 83 percent of participating students showed improvement in grades.

* School counselors, due to their training, experience and accessibility are considered to be the best-equipped school-based professionals to develop and implement both prevention and intervention programs for youth at risk.

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

* Each class received 8 Tier I presentations on character education throughout the school year.

* 53 students at sunset received specific services to address ADHD or attention issues helping to address behavior and academic concerns.

* Anecdotal Counseling data.

* Sunset increased 5-9 % in most academic areas.

2018-2019 Wellness Center Data:

https://docs.google.com/document/d/1YcxIDiE7xgt3fiGu0lsXnODyNOwv50xt9QozVC_4Uuo/edit?ts=5da63b0d

Action Plan Steps

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

A comprehensive school counseling program is an integral component of the schools' academic mission, driven by student data and based on standards in academic, career, social/emotional development and community involvement to promote and enhance the learning process for all students. Our school counselor will use data to show the impact of the school counseling program on student achievement, attendance and behavior. School counseling program assessments will guide future action and improve future results. Our school counselor will work closely with students to personalize their educational pathway, develop the essential knowledge, skills, and mindsets needed to achieve academic success. Our school counselor will also provide support to remove barriers and create seamless systems for successful transitions between grade levels.

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

School Counselor Data 2018-2019

Collaborative Classroom Instruction
(fits into Academic, Personal/Social, and Career -- the 3 critical areas we were focusing on)

Lessons taught in 2018-19--

Gritty Kids Show Courage (to stand up for themselves and for others) (Bully Prevention)

Gritty Kids Show Persistence (to practice, practice, practice to get better)

Gritty Kids Show Gratitude (to be thankful for what you have)

Gritty Kids Show Tenacity (to never give up even when things get tough)

Gritty Kids Show Conscientiousness (to always do the right thing)

Gritty Kids Show Self Control (Bully Prevention review)

College and Career Presentations

Prevent Child Abuse Utah Presentations

Friendship Skills Presentations (as requested)

Telling vs. Tattling Presentations (as requested)

Respect for Differences Presentations (as requested)

All students (491 currently at Sunset) will be taught at least 7-8 times this year by Mrs. Timmons for Collaborative Classroom Instruction.

Individual Counseling

(fits into Academic, Personal/Social, and Career -- the 3 critical areas we were focusing on)

Approximately 134 kids met with Mrs. Timmons for Individual Counseling (27% of our students) -- some weekly, some bi-weekly, some 3 to 4 weeks,

some as needed. She met with kids who were struggling with worries/anxieties, anger/aggressive behavior, depression/sadness, grief counseling for loss, dealing with abuse, dealing with tough home circumstances, parents going through a divorce, struggling to make friends, needing help with social skills, low self-esteem, conflict resolution, restorative justice discussions, and many other situations. She is available to help ALL students with their various needs. By receiving this help, many students are able to behave better in class and focus on their academic needs because their personal/social needs have been met.

Mrs. Timmons had approximately 704 Individual Counseling appointments between August 2018 and May 2019.

Group Counseling
(fits into Academic, Personal/Social, and Career -- the 3 critical areas we were focusing on)

Mrs. Timmons and her intern have been meeting kids for Group Counseling 8 times each week. Some groups meet every other week. So 48 kids receive group counseling/social skills weekly or bi-weekly.

Social Services
(fits into the Personal/Social critical area and greatly affects the Academic area)

Mrs. Timmons regularly gives out backpacks, school supplies, coats, sweatshirts, clothes, shoes, hats/gloves, underwear/socks, hygiene kits to students in need. She refers to community resources (Deseret Industries Order Forms, Switchpoint Thrift Store Order Forms, Catholic Thrift Store Order Forms) to help students receive clothes as well.

Through the Operation School Bell program, Mrs. Timmons helped 36 kids receive \$75 worth of new clothes and shoes.

At Christmas time, Mrs. Timmons helped 35 families find help for Christmas through giving out gift cards, matching families/individuals willing to buy presents with families in need, and through referrals to the Kony Coins for Kids program.

Mrs. Timmons has helped families get beds when needed, gift cards to help with groceries and/or gas, food boxes to families, referrals to community resources for help with rent, utilities, and food. Referrals to the Neighborhood Connections program at our school also helps students get food for the weekends.

Academic Support
(fits the Academic, Personal/Social and Career critical areas)

Mrs. Timmons supports and helps our students. By helping students deal with tough challenges, finding strategies to manage worries/anxieties, utilizing strategies to manage anger/aggression, and social skills to help students be more successful with peers, she helps students be more able to focus on academics and succeed academically. She strongly believes in the hierarchy of needs and students need to have their basic needs met to succeed at school. Mrs. Timmons works to help all students feel safe, connected and confident so they can focus on their academics.

Mrs. Timmons is trained in Conners testing to screen for ADHD/ADD and can offer strategies/help for students who struggle to pay attention -- bouncy bands for desks or chairs, wiggle seats, noise-canceling headphones, weighted lap blankets, fidgets and various other tools to help students succeed in school.

Mrs. Timmons attends IEPs, SEPs, and BIP meetings as requested. She is the 504 Coordinator and meets with parents and teachers to create 504 plans as well as update them each year. She has many parent meetings to help meet the needs of each child.

Mrs. Timmons is also on the School Crisis Team, District Crisis Team, SIRT Team, Behavior Team, Admin Team, PBIS Team, Student Council Team, and Wellness Center Team. She is involved in helping our students at many different levels. She attends District Meetings and Training to always be aware of best practices and trauma-informed care for students.

Behavioral Component

Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	Research shows the implementation of a comprehensive school counseling program, as outlined by the ASCA National Model: A Framework for School Counseling Programs has a positive impact on student achievement. The development and implementation of these programs require leadership from well trained, highly competent elementary school counselors and includes a collaborative effort with school administrators, classroom teachers, school staff and community stakeholders. Even at this early stage in Elementary, we understand that effective school counseling is shown to; * increase high school graduation rates from 49% to 78%. * Attendance rates increase 10%. * Discipline issues decrease 10%. We are requesting \$7,000 to help in our plan of directly addressing the behavioral and emotional needs of our students.	

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Our school counselor will help students both academically and emotionally within the four-day contracted week. Much of our counselor's assignments mix heavily between the emotional and academic needs of each student. 3 of her four days will be focused on the emotional and behavioral needs, while the equivalent of one day will be focused on academics. This will be accomplished by way of small group instruction, whole group class presentations, as our 504 coordinator, college, and career readiness planning, and reading/math intervention.	\$15,808	\$15,612	As Described
	Total:	\$15,808	\$15,612	

Goal #3 Goal

Hire a Paraprofessional to provide students in Kindergarten with additional skill-based instruction on the Guaranteed and viable curriculum.

Academic Areas

- Reading
- Mathematics
- Writing

Measurements

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

* Individual progress towards the guaranteed and viable curriculum as discussed in weekly and monthly collaborative meetings.

* Based on the assessment data, a schedule will be created by need, and students will be assigned to work with our paraprofessional as an additional intervention.

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

Sunset Elementary School-Wide Growth and Progress:

https://docs.google.com/spreadsheets/d/1TKBT_RWqdaJ82l3lE3XMqQodPyuxzCKbH5fUbiu6lb8/edit#gid=36384578

Action Plan Steps

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

* We will utilize Trust Lands funds to hire a Kindergarten Reading Interventionist

* Analyze the common Formative assessments (CFA's) given to each Kindergarten student at the beginning of the school year.

* Based on the assessment data, a schedule will be created by need, and students will be assigned to work with our paraprofessional as an additional intervention.

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

The action plan has been followed as outlined.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Paraprofessional Salary	\$6,100	\$5,634	As Described
	Total:	\$6,100	\$5,634	

Goal #4 Goal

We will hire a paraprofessional to engage students through the extension opportunities in Literacy & Math. This paraprofessional will be hired by the first day of the 2018-2019 school year.

Academic Areas

- Reading
- Writing

- Science

Measurements

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

Pre-Assessments will be given weekly within the Reach for Reading, My Math programs, and within the Science curriculum. Guaranteed and Viable Curriculum will take priority as each team plans for extension opportunities.

Based on the pre-assessment data collected by each grade level team, a list of extension lessons and activities will be generated by the team within the CSIP. These activities will provide the appropriate rigor aligned to the core standards.

Post-assessments will be given as outlined in our core programs providing data to each team. This data will be updated at least monthly within each teams CSIP.

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

Sunset Elementary School-Wide Growth and Progress:

https://docs.google.com/spreadsheets/d/1TKBT_RWqdaJ82l3IE3XMqQodPyuxzCKbH5fUbiu6Ib8/edit#gid=36384578

Action Plan Steps

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

- 1) Hire and train our paraprofessional.
- 2) Frequent observations with feedback provided by the Learning Coach and Principal.
- 3) Plan for ways in which students can showcase their learning with an audience.

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

Action plan followed as outlined.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Paraprofessional Salary	\$5,700	\$4,573	Our Paraprofessional worked directly with reading progress monitoring.
	Total:	\$5,700	\$4,573	

Goal #5 Goal

Increase our school-wide reading, comprehension, and writing proficiency 10% across all genres. This new district-wide adoption will be a large component in achieving this proficiency increase through strong Tier I instruction. National Geographic Reach for Reading equips every student with the tools they need to become successful readers. The program provides an accessible student anthology for all students to learn reading skills and strategies. Students then apply these skills and strategies to the leveled libraries. Challenging books are provided for above-level readers and accessible books are provided for striving readers.

Academic Areas

- Reading
- Writing
- Science
- Social Studies
- Technology

Measurements

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

- * Weekly/Unit Assessments within the Reach for Reading Literacy program.
- * Common Formative assessments are given regularly to assess student understanding of the core.
- * 3rd- 5th-grade students will be assessed at the end of the level test. Results will be analyzed.
- * All data will be input into each grade levels CSIP (Consolidated School Improvement Plan).

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

Sunset Elementary School-Wide Growth and Progress:

https://docs.google.com/spreadsheets/d/1TKBT_RWqdaJ82l3lE3XMqQodPyuxzCKbH5fUbiu6lb8/edit#gid=36384578

Action Plan Steps

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

- * Training established monthly.
- *Collaborative time for each team will be scheduled weekly in order to plan.

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

Action plan followed as outlined.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Textbooks (641)	Literacy Textbook Adoption (District Wide)	\$6,000	\$470	Kindergarten Reach for Reading Teacher Edition manual.
	Total:	\$6,000	\$470	

**Goal #6
Goal**

Hire a take-home library paraprofessional to provide students Kindergarten through Fifth Grade with leveled take home books.

Academic Areas

- Reading
- Science
- Social Studies

Measurements

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

Each student in grades K-3 will be provided leveled take home books on a daily basis. Sunset is a Title I school and many students here do not have access to diverse literature within their homes. It is essential that students not only have access to books that are of interest to them, they also need books that address their appropriate level and need.

Our leveled librarian will track the books that are going home with each child receiving this service, and ensure that students will be exposed to diverse genres as well.

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

Sunset Elementary School-Wide Growth and Progress:

https://docs.google.com/spreadsheets/d/1TKBT_RWqdaJ82l3IE3XMqQodPyuxzCKbH5fUbiu6lb8/edit#gid=36384578

Action Plan Steps

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

Our take home librarian will be hired to work 12.5 hrs weekly. This role will fulfill our desire to immerse each child K-3 with books specific to each child's need and interest.

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

Our action plan was followed as outlined.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Leveled Library Paraprofessional Salary	\$6,550	\$6,634	As described
	Total:	\$6,550	\$6,634	

Goal #7 Goal

We will provide funds in order for our Art Specialist to purchase supplies, resources, and/or curriculum that will allow students access to explore their core by way of the arts.

Academic Areas

- Fine Arts
- Social Studies
- Science

Measurements

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

Implementation of this curriculum will be tied closely to each grade levels core standards. A curriculum map will be created before the school year begins outlining when and how art concepts will be tied within the core being discussed within each grade level. Students will have multiple opportunities throughout the school year allowing each child to showcase their work as tied to core standards.

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

Each student at Sunset was provided 30 minutes of grade-level targeted art instruction each week. Each student displayed multiple examples of their masterpieces throughout the school year and linked to specific core standards.

Action Plan Steps

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

- * Purchase the art curriculum early in the 2018 summer.
- * Watch the provided introduction manual & DVD that outlines how to conduct the program.
- * Our art paraprofessional will watch the training DVD walking her/him through how to teach the lessons.
- * Become familiar with each of the 6 lesson plans with objectives, vocabulary, art history, art appreciation & instructions that include:
 - list of supplies, artist fact sheet, & lesson plan
 - Utilize informational & kid-friendly artist book (when applicable)
 - Use the provided step by step drawing sheet & transparency.
 - Find the 6 large laminated art posters for use.
 - Get the provided training & correspondence materials for the program to the Learning Coach and Principal.
 - Use CD with sample schedules in creating a schoolwide curriculum map @ Sunset.

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

All action steps were followed completely as outlined in our plan. This being the first year with utilizing the Great Artist program required us to climb a steep learning curve, yet proved to greatly enhance our student's exposure to artists and the type of work they created.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
General Supplies (610)	Art supplies/resources	\$1,600	\$1,630	Purchase of the Great Artist Program.
	Total:	\$1,600	\$1,630	

Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of \$6,060 to the 2019-2020 school year. This is 11% of the distribution received in 2018-2019 of \$53,147. Please describe the reason for a carry-over of more than 10% of the distribution.

Our salary estimation was high by design to account for any unforeseen expenses that could accrue. Funds allocated to salaries accounted for a large portion of the carryover amount (\$3,922).

Funding Changes (and Unplanned Expenditures)

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

Sunset is always grateful to have an increase in funding. If we were to have this good fortune we would accomplish the following for our students.

- 1) Purchase MCLASS software for the 4th & 5th-grade students. This software will allow our upper-grade teachers to progress monitor the fundamental literacy skills frequently, and make decisions on how to better increase the reading ability for students.
- 2) Purchase the BLOOMZ Schoolwide Communicator tool. This tool has been utilized at Sunset during the 2017-2018 school year, and we would like to purchase this tool moving forward.
- 3) Purchase a complete classroom set of Chrome books and cart to continue our goal of being a 1:1 school.

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

We were able to purchase 28 additional student Chromebooks in our quest of becoming 1:1 and providing our students' more consistent access to their digital learning needs. We were able to purchase M-CLASS software to help provide our teachers with an effective reading screener to make informed decisions on skills intervention.

Unplanned Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
	Total:	\$0	\$8,070	

Category	Description	Estimated Cost	Actual Cost	Actual Use
Technology Related Hardware/Software (< \$5,000 per item) (650)		\$0	\$5,009	We were able to purchase 28 additional student Chromebooks in our quest of becoming 1:1 and providing our students' more consistent access to their digital learning needs.
Software (670)		\$0	\$3,061	We were able to purchase M-CLASS software to help provide our teachers with an effective reading screener to make informed decisions on skills intervention.
	Total:	\$0	\$8,070	

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):

- Sticker and stamps that identify purchases made with School LAND 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 **2019-10-16**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	4	2018-03-22
8	0	2	2018-03-23

Plan Amendments

Approved Amendment #1

Submitted By:

Anthony Horrocks

Submit Date:

2019-03-01

Admin Reviewer:

Natalie Gordon

Admin Review Date:

2019-04-12

District Reviewer:

Kristi Coleman

District Approval Date:

2019-04-15

Board Approval Date:

2019-04-09

Number Approved:

8

Number Not Approved:

0

Absent:

2

Vote Date:

2019-02-28

Explanation for Amendment:

The Sunset Elementary Community Council is proposing to amend goal # 5 of our 2018-2019 Trust Lands plan. Our District-wide Reach for Reading literacy funding agreement was adjusted making trust lands funding not an option for the portion we previously allocated. We propose that the remaining \$ 5,530.09 be utilized to purchase additional student Chromebooks in order to expedite our goal of becoming 1:1. Thank you

Final Explanation for Amendment:

With this amendment to our plan, we were able to purchase and implement 28 new Chromebooks to get closer to providing 1:1 access for our students.

No Comments at this time

[BACK](#)