

# Final Report 2016-2017 - Huntington EL

**This Final Report is currently pending initial review by a School LAND Trust Administrator.**

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## 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.

<b>Description</b>	<b>Planned Expenditures (entered by the school)</b>	<b>Actual Expenditures (entered by the school)</b>	<b>Actual Expenditures (entered by the District Business Administrator)</b>
Carry-Over from 2015-2016	\$1,457	N/A	\$1,547
Distribution for 2016-2017	\$34,053	N/A	\$37,638
<b>Total Available for Expenditure in 2016-2017</b>	<b>\$35,510</b>	<b>N/A</b>	<b>\$39,185</b>
Salaries and Employee Benefits (100 and 200)	\$2,000	\$1,400	\$1,200
Employee Benefits (200)	\$0	\$0	\$376
Professional and Technical Services (300)	\$0	\$0	\$0
Repairs and Maintenance (400)	\$5,000	\$5,000	\$0

Other Purchased Services (Admission and Printing) (500)	\$0	\$0	\$0
Travel (580)	\$0	\$0	\$0
General Supplies (610)	\$500	\$200	\$0
Textbooks (641)	\$10,000	\$9,000	\$11,731
Library Books (644)	\$0	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0	\$7,705
Software (670)	\$5,900	\$5,900	\$16,290
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$7,000	\$6,000	\$0
<b>Total Expenditures</b>	<b>\$30,400</b>	<b>\$27,500</b>	<b>\$37,302</b>
<b>Remaining Funds (Carry-Over to 2017- 2018)</b>	<b>\$5,110</b>	<b>N/A</b>	<b>\$1,883</b>

## Goal #1

### Goal

GOAL #1 - Reading. To provide books for each primary grade classroom. Our teachers read as much as possible to their students in their classrooms. Part of our reading goal as a school this year, is to buy classroom sets of books for our primary grades. We are going to get class book sets for each teacher kindergarten through second grade with a smaller supplement for third grade (who received funds last year and implemented and expanded their reading very well). These books will be used to read together, to learn vocabulary, expression and interpretation of good literature, and to reinforce basic reading skills and encourage advanced reading ability. Our teachers have been reading class book sets for some time but new literature is always available and wear and tear on old books is inevitable, requiring additional purchases of classroom sets of books. There is flexibility for individual teachers in that they will be given a specific dollar amount and can purchase

books for small groups, books for leveled reading, or whole class books, or any combination that complements their teaching and student learning. The completion of this goal will be in one or two parts. First in the fall of 2016 for the beginning of the school year, and, if desired, another purchase of books in January for the second half of the year.

## **Academic Areas**

- Reading

## **Measurements**

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

DIBELS End of Year Spring 2016, DIBELS Beginning of Year Fall 2016, and DIBEL

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

This was a very successful goal in that every teacher in the primary grades -2

## **Action Plan Steps**

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

Request a list and quantity of the books each teacher would like to have in th

Place the order with the various vendors.

Distribute the books to teachers and students for learning and enjoying readin

Use the DIBELS program to monitor student reading growth.

Use Road to Success reading for incentive and to monitor how many minutes stud

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

Teachers were asked to find the books they felt were the most important to the

### Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Textbooks (641)	Teachers have the flexibility to order classroom sets of books, small group sets of books, audio books for learning centers, and books for leveled reading and / or individual student use.	\$10,000	\$9,000	As Described
	<b>Total:</b>	<b>\$10,000</b>	<b>\$9,000</b>	

## Goal #2

### Goal

Goal #2 - Technology. We try to improve technology continually at Huntington Elementary. We currently have 3 iPad carts with a total of 100 iPads, thanks to previous Land Trust opportunities. One of the significant problems with technology is it wears out. Much of the technology in our school is old. We are constantly replacing projectors, bulbs, laptops, document cameras, etc. Each teacher has a Smart Board purchased many years ago as well as VCR or DVD players. We have added iPads and iPods and have been fortunate to only have replaced half a dozen screens. There is some apprehension about which software version will no longer run on our iPad 2's. For the above reasons, we will use some of our Land Trust funds to replace technology. The funds will be used only for replacement except in the case of 1 or 2 laptops for students to use in specific classrooms and only as assistive technology for students who are not Special Ed. Completion of this

goal will be ongoing through 2016-17.

## **Academic Areas**

- Technology

## **Measurements**

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

Measurements not applicable for this goal but use will be monitored closely and

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

Our technology has had to be refined in the years since this plan was made. But

## **Action Plan Steps**

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

This goal is ongoing for replacement of technology as it fails or needs parts

Order as needed with principal approval for replacement equipment for classroom

As needed purchase 1 or 2 laptops for specific student needs as assistive technology

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

The new replacement technology was necessary for uninterrupted teaching and learning

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Repairs and Maintenance (400)	This fund is for replacement of older technology as it fails or needs parts, i.e. projector bulbs and projectors, document cameras, Smart Boards if no other funding is available, etc.	\$5,000	\$5,000	As Described
	<b>Total:</b>	<b>\$5,000</b>	<b>\$5,000</b>	

## Goal #3

### Goal

Goal #3 - Software. Technology increases and becomes ever more a part of our learning activities and efforts. As such, our school seeks specific software that fills our educational needs. A list of software that our school believes helps students and teachers get the most educational benefit from the available technology is listed below: EDUCATION CITY - Is an enjoyable program designed to help kids be well motivated about reading as well as learning to read. MOUNTAIN MATH AND LANGUAGE - Math and language practice programs teachers find beneficial for students to use. LEARNING ALLY - Great program that allows struggling readers to use technology devices to access thousands of novels, informational books, and textbooks in an audio version. Many of the choices have both audio and highlighted sentences so students can hear and read the text. MASTERY CONNECT - This program is tied to the State Core by standard, uses assessments to measure interventions needed, near mastery and mastery. It allows teachers to share assessments, PIN teaching ideas for specific standards, and communicate ideas and questions. Plus a great deal more. NEARPOD - is an amazing app that has almost unlimited interactive teacher or student directed learning presentations. Nearpod can be used for initial learning or review or

catch-up for absent students. It is multiple discipline and teachers can use their own created interactive presentations or any of thousands of presentations. APPLE VOLUME PURCHASING PLAN - Allows the purchase of Apps through Apple for Education at half the price. This works very well for our needs. The school can get better quality apps by using this program and the licensed agreement. Except for the Apple Volume Purchasing Plan which will be used throughout the year, purchase of the software will be completed in the fall of 2016.

## **Academic Areas**

- Reading
- Mathematics
- Writing
- Science
- Social Studies

## **Measurements**

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

Measurements will be made from the individual software use and used to determine

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

Software has become an integral part of teaching and learning. We purchased the

## **Action Plan Steps**

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

Get a quote from the vendors supplying the software for best pricing.

Purchase the software and licenses for the above programs.

Make a request to our technology specialist to upgrade the programs.

Evaluate student growth using specific software, surveys, and mastery.

Survey teacher use and benefit.

Make improved choices next year.

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

We measured this goal as described above. Using feedback from teachers we have

### **Behavioral Component**

<b>Category</b>	<b>Description</b>	<b>Final Explanation</b>
Behavioral/Character Education/Leadership Component	Many of the NEARPOD presentations have character ed and leadership learning available. The NEARPOD program is between \$1500 and \$2000 depending on the license agreement.	Nearpod was used for the first half of the year but was replaced later in the year for a more teacher directed character ed plan.

### **Expenditures**

<b>Category</b>	<b>Description</b>	<b>Estimated Cost</b>	<b>Actual Cost</b>	<b>Actual Use</b>
Software (670)	Education City - \$1500 Mountain Math and Language - \$400 Learning Ally - \$1000 Mastery Connect - \$2000 Apple VPP - \$1000 Nearpod - mentioned in Character Ed section.	\$5,900	\$5,900	As Described
	<b>Total:</b>	<b>\$5,900</b>	<b>\$5,900</b>	

# Goal #4

## Goal

Goal #4 - Salary for math and reading summer school. Our school has already invited specific students to come to our math summer school classes. One of our sixth grade teachers will be teaching the math class with the intent of helping students who are behind in math or below grade level continue to learn during the summer break. This is for students of grade levels 3-6. One of our first grade teachers has offered to teach reading in the summer for kindergarteners and first graders who struggle. This is a great opportunity to help students be ready for next school year. Summer loss is one of the significant hindrances to education. Teaching math and reading through the summer will help curb some of that loss. Students and parents will be reminded of the class using our Parent Link phone notification system. This goal will be completed in July 2016.

## Academic Areas

- Reading
- Mathematics

## Measurements

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

Measurements will be teacher assessed before summer break of the previous grade

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

This year two teachers agreed to teach summer school. They ended up teaching n

## Action Plan Steps

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

Teachers will invite students to join their reading or math summer school group.

Summer school will be taught at least once a week through June and July.

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

This goal was met just as described. It was very successful and has increased

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Compensation for summer school student instruction.	\$2,000	\$1,400	As Described
	<b>Total:</b>	<b>\$2,000</b>	<b>\$1,400</b>	

## Goal #5

### Goal

Goal #5 STEAM Activities during and after school The student response to the Snap Circuit kits has proven to us how important it is to allow students to explore their world with hands on activities. Our plan is to add STEAM activities for students in the areas of : (1) how rockets work, are designed, what propels them, and how they fly. Students will make models for air, water and solid engine rockets. The air and water rockets will be built from everyday materials. Students will assemble a small solid engine rocket from a

kit and they will also design, build and fly a larger solid engine rocket from base materials rather than a kit. (2) learning about and creating with electronics in the form of 'littleBits' kits, a hands on learning package that explores the area of tiny circuits in our everyday world and allows students to create projects that replicate the actions of LED's, small motors, switches, pulse circuits, and many other complicated and interesting electronic systems. The 'littleBits' components also allow for the creation of original student designed electronics. 'littleBits' is supported by the TED Talks and Maker.com, a national forum and movement that promotes hands-on, original thinking, and new ideas. A bonus to using 'littleBits' is a world wide acceptance of these little electronics and an availability for web interaction, designs, and projects over and above the basic introduction. Some of these designs include electronics for producing art. (3) The electronics learning will also include components (that can be soldered together, that are not 'littleBits') to build simple robots that move and change direction with switches. An example of this type of robot can be seen at Khan Academy/3rd grade robots. We will also purchase Audrino or Raspberry Pi mini boards that allow students to use code (see activity 4) for operating electronic components (including but not limited to robots) not just running an app. (4) an opportunity for students to learn to Code. Creating a code that runs on an iPad or phone is more commonplace than we may believe. Those who learn to code quickest are children. The best part about this activity is that for only a few dollars to purchase apps for our iPads students can be guided to learn how to do simple codes that really run electronic devices. (5) explore simple chemistry that uses small amounts of chemicals to produce large, eye popping results. An example of such chemistry can be found by searching the web for 'elephant toothpaste' and selecting Science Bob, Imagination Station, or Science Buddies. The difference between what is seen on the web and what would happen at our school is that students would have a hands on experience and not just witness a demonstration, a totally different experience and opportunity for questions, answers, exploration, and understanding. (6) Each area of exploration will require the purchase of

instruction books or manuals, and materials for recording their activities and explorations. The books or manuals will remain the property of the school to be used over and over for additional sessions. We will begin with the purchase of 20 books for each of the 5 STEAM areas. These will be after school activities open to all students old enough for the specific activity. It will be organized into small groups of 4 to 8 students with 5 to 10 groups per session depending on volunteers and difficulty of the activity. The activities will be run all year long at no cost to children and families will be invited to see many of the results and help as needed.

## **Academic Areas**

- Reading
- Mathematics
- Writing
- Technology
- Science
- Fine Arts

## **Measurements**

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

Surveys of students and parents, student enrollment numbers for STEAM activities

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

This was just fun! The Snap Circuits and the littleBits were a great success.

Students took to coding rapidly. We used several apps on iPads for students to

Rockets and chemistry were planned for and books purchased but the materials w

## Action Plan Steps

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

Plan dates and times for STEAM explorations.

Purchase materials and equipment for implementing safe STEAM activities.

Invite students to attend either by specific grade level or abilities or to fi

Hold the STEAM activity.

Review the STEAM activity for improvement and enjoyment and learning.

Make changes necessary to improve and promote additional STEAM experiences.

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

These were easy to meet usually being driven by student interest (when is the

## Behavioral Component

<b>Category</b>	<b>Description</b>	<b>Final Explanation</b>
Behavioral/Character Education/Leadership Component	These explorations will provide an opportunity for students to learn to work and think together. Parents and others will be invited to see and participate in some of the explorations and students will take the lead in those situations. Students will learn how a community works together to create and teach something that benefits many people and their environment.	

## Expenditures

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<b>Category</b>	<b>Description</b>	<b>Estimated Cost</b>	<b>Actual Cost</b>	<b>Actual Use</b>
General Supplies (610)	This includes journals (notebooks) for recording explorations, pencils, student markers, copies, white board markers, presentation materials.	\$500	\$200	As Described
Equipment (Computer Hardware, Instruments, Furniture) (730)	Purchase of materials for STEAM activities including rocket parts, materials for building robots, Little Bits electronic kits , safe chemicals in small amounts, and student manuals for each of the exploration areas.,	\$7,000	\$6,000	As Described except for chemicals that expire.
	<b>Total:</b>	<b>\$7,500</b>	<b>\$6,200</b>	

## **Increased Distribution**

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

The extra funds will be used in one of two ways. First, if additional books are desired by teachers, the funds will be distributed evenly to each teacher or to the teachers who would use the funds if not all teachers want more books.

The second choice would be to use the funds for goal #3 to replace consumable STEAM materials.

**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:**

- Letters to policy makers and/or administrators of trust lands and trust funds.
- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School assembly
- School newsletter
- School website
- School marquee

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

- School assembly
- School newsletter
- School marquee

### **Summary Posting Date**

A summary of this Final Report was provided to parents and posted on the school website on **2017-10-18**

### **Council Plan Approvals**

<b>Number Approved</b>	<b>Number Not Approved</b>	<b>Number Absent</b>	<b>Vote Date</b>
1	0	0	2016-04-22

### **Please Note**

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

### **Comments**

<b>Date</b>	<b>Name</b>	<b>Comment</b>
		This is for your information only. No edits need to be made. Goal

2016-05-07	Paula Plant	#2 - School LAND Trust funds have been used to maintain equipment purchased with School LAND Trust funds. It is not intended that these funds become the maintenance fund for the school and according to the State Board Rule, maintenance would be a 'cost of doing business' and not an allowable expense. Purchasing new equipment is of course acceptable. From time to time we have requests from media about schools that have used trust funds for 'interesting and innovative' plans. Goal #5 sounds like a learning project that would make an interesting story. I will put this on my short list. If you have objections or concerns, please let me know. Otherwise, if you get a call, you will know why. Thanks!
2016-05-09	Kirk Sitterud	Read comments above and edit where necessary and then resubmit.

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