

Final Report 2015-2016 - Heritage Elementary

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	\$0	N/A	\$119
Distribution for 2015-2016	\$31,895	N/A	\$37,538
Total Available for Expenditure in 2015-2016	\$31,895	N/A	\$37,657
Salaries and Employee Benefits (100 and 200)	\$29,672	\$35,757	\$33,214
Employee Benefits (200)	\$0	\$0	\$2,543
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)	\$0	\$0	\$0
Textbooks (641)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0	\$0
Software (670)	\$1,704	\$1,716	\$1,716
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Total Expenditures	\$31,376	\$37,473	\$37,473
Remaining Funds (Carry-Over to 2016-2017)	\$519	N/A	\$184

Goal #1

Goal

To increase reading scores on DIBELS and Scholastic Reading Inventory in the areas of comprehension, vocabulary, and fluency by 2%. This goal will be completed by the spring 2015-2016 school year.

Academic Areas

- Reading

Measurements

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

Using DIBELS data (administered 3 times per year) and Scholastic Reading Inventory (administered 3 times per year).

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

In the area of reading, our goal was to raise the DIBELS composite score by 2% and to show growth in the Scholastic Reading Inventory Lexile proficiency from fall 2015 to spring 2016.

According to the fall 2015 DIBELS assessment, 86% of Heritage K-5 students performed at or above the composite benchmark. The spring 2016 DIBELS assessment showed that 89% of students K-5 performed at or above the composite benchmark. This represents an increase of 3% overall in the DIBELS composite score from the fall to spring of the 2015-16 school year. Students who did not yet reached the reading benchmarks were provided with

research validated, Category	Tiered reading interventions. Description		Estimated Cost	Actual Cost	Actual Use
Student DIBELS Composite Growth					
Grade Level	2015 Fall Data	2016 Spring Data			
Kindergarten	72%	86%			
1st Grade	90%	96%			
2nd Grade	96%	86%			
3rd Grade	89%	90%			
4th Grade	83%	83%			
5th Grade	84%	91%			

The Scholastic Reading Inventory is used to measure Lexile or reading level proficiency. In the fall of 2015, 50% of all students in grades 1-5 reached a proficient level. In the spring of 2016, 74% of all students in grades 1-5 reached a proficient level. This represents a significant growth of 24%.

Student Lexile Growth

Performance Standard	First Test in 2015-16	Last Test in 2015-16
Advanced	16%	34%
Proficient	34%	40%
Basic	36%	19%
Below Basic	15%	7%

Action Plan Steps

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

Para-professionals will be trained using research-based direct instruction literacy programs. The Para-professional will provide direct instruction interventions 30 minutes (minimum) daily and will be supervised by the literacy facilitator. Interventions will be provided to students in small groups and weekly assessments will be administered to monitor student growth. Students will be placed on an Individual Literacy Plan, and teachers will meet 3 times per year following the DIBELS and Scholastic Reading Inventory assessments with the principal and literacy facilitator to discuss student progress. Literacy PLCs will take place monthly or bi-monthly, as needed. Teachers will monitor student growth through the DIBELS progress monitoring that is administered monthly or bi-monthly. The SRI program measures student comprehension and is an incentive for students to read and earn points. Points are rewarded monthly at a school assembly, where it recognizes student achievement. Most expenditures will go towards salaries for the para professionals and a small portion will be allocated to cover the Scholastic Reading Inventory program.

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

All students in grades 2-5 are receiving Tier I reading instruction in the district adopted program, Reading Street. Students in grades K- 2 receive Tier I reading instruction in Saxon Phonics. The principal, classroom teacher, and reading facilitator met at the beginning of the school year to identify students who need Tier II reading interventions. This process of developing an instructional plan for reading is called the Individual Literacy Plan. The team meets in the fall, winter, and spring to review the ILPs for all students scoring below proficiency on DIBELS benchmarks. Students scoring below benchmark on DIBELS subtests for fluency and accuracy are grouped by skills and assigned a highly trained paraprofessional to provide intervention instruction. In the ILP process, Tier I assessment data from Reading Street and other classroom measures such as the Scholastic Reading Inventory Lexile, as well as Tier II data from the Direct Instruction programs are reviewed monthly. We also administer DIBELS progress monitoring passages for these students to monitor progress on fluency and accuracy.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	To fund Literacy Paraprofessional salaries for 166 days of the 2015-2016 school year.	\$29,672	\$35,757	As Described. Actual distribution was greater than budgeted funds. Additional funds were allocated as described in the plan to provide increased paraprofessional support.
Software (670)	To pay for the use of the Scholastic Reading program for the 2015-2016 school year.	\$1,704	\$1,716	As Described. Estimated cost of \$1,704 was increased to \$1,716 to cover actual cost of software.
	Total:	\$31,376	\$37,473	

Increased Distribution

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

If there is an increase, we will use the additional funds to pay a Paraprofessional that is higher on the pay scale to compensate for the increase.

Number Approved	Number Not Approved	Number Absent	Vote Date
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Description of how any additional funds exceeding the estimated distribution were actually spent.

As described in the plan, additional funds which exceeded the estimated distribution were used to pay salaries and benefits to provide additional paraprofessional supports.

Publicity

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

- School assembly
- School newsletter
- School website

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

- School assembly
- School newsletter
- School website

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2016-10-06**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
5	0	2	2015-02-02

No Comments at this time

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