

Final Report 2014-2015 - 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 2014 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2014-2015.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2013-2014	\$614	N/A	\$614
Distribution for 2014-2015	\$29,906	N/A	\$30,993
Total Available for Expenditure in 2014-2015	\$30,520	N/A	\$31,607
Salaries and Employee Benefits (100 and 200)	\$0	\$0	\$834
Employee Benefits (200)	\$0	\$0	\$0
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)	\$861	\$834	\$0
Textbooks (641)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0	\$0
Software (670)	\$4,954	\$3,485	\$3,485
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$24,705	\$27,169	\$27,169
Total Expenditures	\$30,520	\$31,488	\$31,488
Remaining Funds (Carry-Over to 2015-2016)	\$0	N/A	\$119

Goal #1

Goal

To improve reading and writing skills in grades K-5. Students will increase their DIBELS composite score by 2% from the fall of 2014 to the spring of 2015. Benchmark goals will be determined by the fall DIBELS assessment and then compared with the spring DIBELS assessment. 80% of students will reach proficiency by scoring a 3 or 4 on the formative writing assessments that will be administered throughout the year by grade-level PLCs teams

Academic Areas

- Technology
- Reading

Measurements

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

Using DIBELS data (administered three times per year), Scholastic Reading Inventory (administered three times per year), and formative writing assessments (administered monthly throughout the year), teachers will meet monthly for professional learning communities. These PLCs are designed for teachers to collaborate with one another using the data from the assessments and to implement intervention when and where it's needed.

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

DIBELS Composite

Grade Level	Fall	Winter	Spring	Growth Fall to Spring
Kindergarten	70%	86%	86%	16%
1st Grade	86%	93%	92%	6%
2nd Grade	91%	92%	90%	-1%
3rd Grade	86%	90%	87%	1%
4th Grade	84%	85%	92%	8%
5th Grade	82%	85%	89%	7%

Overall, the school made a gain of approximately 6% from fall to spring growth as measured by the DIBELS Composite Score. The principal and faculty have reviewed data and school structures for 2nd and 3rd grades to ensure that a 2% growth can be met for the following school year.

Writing - In K-2, teachers completed a pilot year of student learning objectives (SLO) which addressed writing. While all classrooms showed student growth from the pre- and post-assessment measures, because this was a pilot year for the writing SLO the data cannot be reported with complete validity for grades K-2. However, this goal process has allowed grade level teams to refine the data collection and reporting process for the writing SLOs for the upcoming school year.

The SAGE writing component of the ELA assessment was used in grades 3-5 to measure end-of-year student achievement in writing. Overall, approximately 68% of 3rd-5th students are showing a benchmark of a 3 or 4. Below is a comparison of the scaled scores for the SAGE ELA Writing assessment. It is interesting to note that overall, Heritage outperformed the state and district writing average.

SAGE ELA Writing - Scaled Score Comparison

Grade Level (Proficiency)	Utah	Cache	Heritage
3rd Grade (334)	322	344	358
4th Grade (378)	346	374	394
5th Grade (410)	385	414	452

Although we have not met the goal of 80%, we strongly feel that grade level teams have improved in their process of monitoring student writing. It is anticipated that this goal will remain as an item in the next school improvement plan.

Action Plan Steps

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

Using School Land Trust money, Heritage Elementary will purchase thirty new computers for the computer lab. These computers will be the most updated version, with wireless access and all the software to run efficiently. All end-of-level testing is now required on line so in order for students to be able to take these tests, computers need to be updated and compatible with the year-end testing. Student Assessment of Growth and Excellence (SAGE) is the new end-of-level test that is required for third, fourth, and fifth grade students. Writing is a new component this year. Students need to start preparing for these tests as early as Kindergarten. With the new computers, students will be scheduled to attend the computer lab at least twice a week for keyboarding practice. It is important for students to start working on these skills as soon as they enter Kindergarten and then continue progress in grades one through five. The Scholastic Reading Inventory is a computer-based comprehension assessment that is administered three times per year. The results from these tests give teachers an idea of what lexile level of books students should be reading. Once the student completes a book, they take a quiz on line to check for comprehension. Having new computers will give more students access to taking more reading quizzes, as well as writing practice. Students not making the DIBELS benchmark composite score will be progress monitored bi-monthly. All DIBELS data is kept on line and teachers can access reports daily to check for student progress.

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

Action Steps for Reading Goal:

The language arts curriculum is delivered in a multi-tiered approach to instruction. All students participate in a tier 1 instructional block with their classroom teacher. In the primary grades, emphasis is placed on the early literacy skills of phonemic awareness, explicit phonics instruction and reading fluency and accuracy. Beginning in second grade, increased emphasis is placed upon building reading comprehension and critical thinking skills. All grade levels seek to build grade-level appropriate vocabulary and fluency in handwriting and writing composition.

The principal, classroom teachers, and literacy facilitator meet 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 Dynamic Indicators of Basic Early Literacy Skills (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 and other classroom measures, 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. Following supplemental instruction and progress monitoring, if a student has made limited progress the teacher may contact the parent to discuss progress and identify possible solutions.

Scholastic Reading Inventory - These assessments were administered in grades 2-5th three times per year, and in grade 1 twice per year to determine a Lexile score for reading growth. Teachers reviewed SRI data three times throughout the year as another formative measure to assist in overall goal completion in DIBELS growth.

Action Steps for Writing Goal:

In grades 3-5, teachers used the newly purchased mobile computing devices (Chromebooks and mobile carts) with the online program, Utah Compose as a formative measure to assess student writing skills. The same tool was also used by classroom teachers to assist with writing instruction and to provide student practice and feedback throughout the year to monitor student growth.

In grades K-2, learning objectives for writing were written specific to each grade level. Teachers reviewed historical and pre-assessment or benchmark data for each student and then set individual targets for student growth. Growth was monitored throughout the school year, with targets being adjusted as necessary mid-year.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
General Supplies (610)	This money will be used to purchase copy paper for the computer lab printer for teachers to print out student reports.	\$861	\$834	Copy paper for computer lab printer.
Software (670)	This money will be used to purchase software for the new computers.	\$4,954	\$3,485	Network management system for Dell Chromebooks, as required by district technology department.
Equipment (Computer Hardware, Instruments, Furniture) (730)	This money will be used to purchase software for the new computers. This money will be used to purchase 30 new computers for the Heritage Elementary computer lab. An approximate price estimation will be in the area of \$800-\$900 per computer.	\$24,705	\$27,169	Dell Chromebooks and Chromebook Carts.
	Total:	\$30,520	\$31,488	

Increased Distribution

[Edit](#)

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

The current price quote on the new Windows 8 computers is from this year 2013-2014 (\$890.18). Past experience when purchasing new computers, is that the price fluctuates from year to year. Having extra funding will help cover any extra expenses when purchasing the computers. If the computer prices are not increased, we will purchase toner and ink for the computer lab printer for student progress reports with the increased funds.

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

Additional funds were used to purchase additional devices for the two mobile Chromebook labs.

Publicity

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

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

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 **2015-10-20**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	1	2014-04-07

[BACK](#)

