

Heritage School Community Council

Annual Report 2015-16

Heritage Elementary elects a School Community Council (SCC) consisting of parents, teachers and the principal. The council makes decisions about the School LAND Trust Program, which provides funds for school improvement. The council prepares a school improvement plan and a LAND Trust spending plan to identify and address the school's greatest academic need(s). Plans are submitted to and approved by local school boards for implementation the following school year.

This year's council is shown in the table below. You are encouraged to share your ideas, comments, and concerns with the council to help improve our school.

Community Council Members	Email Addresses	Phone Numbers
Alden L. Jack (Principal)	alden.jack@ccsdut.org	435-792-7696
Pam Waldron (Chair/Parent)	pamalaw@gmail.com	435-881-0293
Victoria Floyd (Vice Chair/Teacher)	victoria.floyd@ccsdut.org	435-792-7696
Kandyce Barber (Teacher)	kandyce.barber@ccsdut.org	
Patty Bigelow (Parent)	patty.bigelow@gmail.com	
Pam Chapman (Parent)	ptchapma@gmail.com	
Marianne Hulse (Parent)	mmdancecomp@yahoo.com	
Kristie Workman (Parent)	kristieworkman@hotmail.com	

The Heritage School Community Council meets on the 2nd Monday of each month at 3:45 in the school office conference room. The 2015-16 meeting schedule is shown below. Council meetings are open and public; all are invited to attend. Additional information, school plans, meeting agendas, and minutes are posted on the school website at the address listed below.

- September 23rd
- October 12th
- November 9th
- December 14th
- January 11th
- February 8th
- March 14th
- April 11th
- May 9th

Summary of 2014-15 School Plan Final Report

Reading Goal – In the area of reading, our goal was to raise the DIBELS composite score from fall 2014 to spring 2015 by 2%. According to the fall 2014 assessment, 84% of Heritage's K-5 students performed at or above benchmark. The spring 2015 assessment showed that 89% of students K-5 performed at or above benchmark. This represents an increase of 5% overall from the fall to spring of

the 2014-15 school year. Students who did not yet reached the reading benchmarks were provided with research validated, tiered reading interventions.

Writing Goal – In K-2, teachers completed a pilot year of student learning objectives (SLO) which addressed writing. Learning objectives 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. 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.

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. 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 scored at benchmark. 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

<u>Grade Level (Proficiency)</u>	<u>Utah</u>	<u>Cache</u>	<u>Heritage</u>
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.

Use of Funds from the School LAND Trust – For the 2014-15 school year, the council received \$30,993 for school improvement, with \$614 carryover from the previous year for a total of \$31,607. Funds were allocated and spend with approval from the council in support of the goals identified in the school improvement plan.

- \$27,169 was spent on two mobile Chromebook computer labs, each supporting 36 devices
- \$3,485 was used for the management software required for the district network
- \$834 to purchase copy paper for word processing and printing in the lab
- \$119 was unused as carryover for 2015-16 spending plan

The full 2014-15 report and the 2015-16 School LAND Trust plan will be posted by Oct. 20th on the school website link: <http://www.ccsdut.org/Heritage.cfm?subpage=6513>

