

# River Heights EL Final Report 2013-2014

**Financial Proposal and Report** - This report is automatically generated from the School Plan entered in the spring of 2013 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2013-2014.

Available Funds	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2012 - 2013	\$2,578	\$1,047
Distribution for 2013 - 2014	\$29,387	\$29,387
<b>Total Available for Expenditure in 2013 - 2014</b>	<b>\$31,965</b>	<b>\$30,434</b>
Salaries and Employee Benefits (100 and 200)	\$16,500	\$11,160
Professional and Technical Services (300)	\$500	\$364
Repairs and Maintenance (400)	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0
Travel (580)	\$0	\$0
General Supplies (610)	\$1,000	\$0
Textbooks (641)	\$500	\$694
Library Books (644)	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0
Software (670)	\$2,000	\$2,842
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$4,956	\$15,035
<b>Total Expenditures</b>	<b>\$25,456</b>	<b>\$30,095</b>
<b>Remaining Funds (Carry-Over to 2014 - 2015)</b>	<b>\$6,509</b>	<b>\$339</b>

## ITEM A - Report on Goals

### Goal #1

On our new CCFA's (end of topic math formative assessments), which are more challenging we do not have base line data for yet, 90% of our students will score 70% or better on average throughout the school year. Identified academic area(s).

Mathematics

#### This was the action plan.

1. Tier I math instruction by the classroom teacher will adhere to district standards and follow pacing guides. Instructional voice will be clear, precise and audible.
2. CCFA assessments will be administered for each topic and sent to principal so student achievement can be monitored throughout the year. Students not understanding concepts as determined by CCFA's will be re-taught concept and given topic CCFA again.
3. Math aide hired to help with struggling Math learners in the 4th and 5th grades.

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

-Teachers pacing guide was monitored with adherence to district pacing guide. End of unit assessment scores (CCFA's) were e-mailed to principal to monitor and chart. Walkthroughs by peers, principals and district gave feed to teachers on quality of instructional voice.

-Jamie Tolman hired to aide upper grade math. She helped with re-teaching concepts and to give help to students during time give them to practice concepts just taught.

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

At the end of each topic taught teachers will give a CCFA assessment (formative assessment). If by this assessment students are not proficient in the concept teachers will re-teach this concept and administer the CCFA again. Teachers send CCFA results to principal throughout the years so he can monitor school progress of the goal.

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

477/494 (97%) students scored on average greater than 70% on end of unit assessments. These assessments were different than the previous years. Our goal was 90%. For the coming year, with this new baseline data we suggest a more challenging goal. We hope that new assessments will be used for a long period of time to accurately compare yearly data. The data was compiled after students had an opportunity for a re-teach.

The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:

Amount	Category	Description
2000	Salaries and Employee Benefits (100 and 200)	Provide funds to help hire a math aide.

1500 Equipment (Computer Hardware, Instruments, Furniture) (730) Provide and maintain technology to use technology instructional tools in and for our math curriculum. Fund audio enhancement systems.

**Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.**

\$2000 towards math aide salary.

\$1500 towards I pads for math applications to enhance learning of state core curriculum.

## Goal #2

School Math student proficiency rate will go from 93% to 94% as measured by the end-of-level CRT assessments. Identified academic area(s).

Mathematics

**This was the action plan.**

1. Tier I math instruction by the classroom teacher will adhere to district standards. Teach in a clear and understandable instructional voice (may be aided by Audio Enhancement speaking system).
2. Classroom teachers in 3rd-5th grades will send students struggling with math facts to "Morning Math Facts" class.
3. Non-Proficient students as measured by the end-of-year CRT assessments from the previous year identified for current year's teachers. Teacher's will monitor these students closely and provide them with extra instructional care.

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

-Math Tier I instruction was enhanced and strengthened through PLC teacher participation (grade level, school level and district level PLC's). Pacing guides were followed and data was gathered by principal after each end of unit assessment. School and district walkthroughs were conducted to ensure fidelity of Tier I instruction.

-*ExtraMath* software used with at risk Math students to improve their math fact fluency. This period of time was called "Morning Math Facts." This group of students from 3-5 grades was led by a para-professional in our computer lab.

-A list of at risk students, compiled through previous years end of level assessments, monitored by teachers and principals. Re-teach focus on these students throughout the year.

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

The state end-of-the year CRT assessments will be the instrument used to measure this goal. Topic CCFA assessments will also be used to monitor progress throughout the year. We have found a statistical correlation between the two assessments. If we monitor the CCFA's closely throughout the year and will give us an idea of the progress we are making in achieving this goal.

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

Each student was assessed under the new end of level assessment administered by the state called SAGE. Results and expectations of the SAGE don't correlate well with the old CRT results from previous years. So in this regard 94% proficiency was not achieved. On the SAGE assessment we received 66% proficiency as a school in Math. By comparison our district also received a 66% proficiency in Math and the State proficiency level was 45%.

**The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:**

Amount	Category	Description
2000	Salaries and Employee Benefits (100 and 200)	Hire a math aide for part of the day.
250	Professional and Technical Services (300)	In service for teachers.
500	General Supplies (610)	Purchase additional math instructional tools as needed.
500	Equipment (Computer Hardware, Instruments, Furniture) (730)	Provide and maintain technology needed to use technology instructional aides for our math curriculum and to enhance instructional voice for Tier I instruction.

**Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.**

\$2000 toward Math aide salary and aide in the lab in the mornings for *ExtraMath* time.

\$250 payment for 2 teachers to attend UCTM Math conference. They returned and taught all of the teachers what they had learned in a schoolwide PLC.

## Goal #3

School Language Arts student proficiency rate will go from 89% to 91% as measured by the end-of-level CRT assessments.

Identified academic area(s).

Reading

Writing

**This was the action plan.**

1. Tier I Language Arts instruction by the classroom teachers will adhere to district standards and be delivered with fidelity. Instruction will be given in a voice that is clear and understandable (voice enhancement in as many classrooms as we can get it).
2. Students not at Reading benchmarks as measured by Dibels and other Reading assessments will receive Tier II instruction in a small group with explicit direct instruction program that fits the needs of the students (i.e. ERI, Reading Mastery, Corrective Reading).
3. Non-Proficient students as measured by the end-of-year CRT assessments from the previous year identified for current year's teachers. Teacher's will monitor these students closely and provide them with extra instructional care.
4. Increased use of writing in the classroom. 4th and 5th grade students will participate in Utah Writes and their scores will be monitored for progress.

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

-School and district walkthroughs observed and monitored fidelity of Tier I instruction. Teachers also sent Tier I data from assessments to principal. This not only informed principal of student progress, but helped ensure instructional fidelity and proper pacing.

-Tier II inclusion and instruction directed by school Reading facilitator. Students' progress monitored through program assessments and Dibels. Three times a year Reading facilitator, the Principal and teacher meet to review progress of each Tier II student.

-Teachers and principal identified at-risk students. Teachers kept a close watch on these students and their progress and participation. Grade level goals were made with this information in mind.

-More time was made available for 4th and 5th grades to use the computer lab for writing. Utah Writes was used by each teacher in both grades for instruction and practice.

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

Dibels testing three times a year will help us monitor this goals as well as Daze, Lexile and end of topic assessments from the Basal called Reading Street. Principal will monitor Dibels, Daze, Lexile and a few other assessments as compiled by the Reading Facilitator. Also students will be monitored on their progress of Utah Writes, which is an assessment of their writing skills.

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

This year a new end of level state test was administered called the SAGE. It was more rigorous and expectations of proficiency levels was raised. This being the case it is difficult to compare the two pieces of data. We did not achieve 91% proficiency as measured by the SAGE. Next year we now have a baseline in which to set a goal. For now it might be well to compare our progress by looking at achievement throughout the state on this new assessment and standards. The state average proficiency was 43%. Our district average proficiency was 59% and our school Language Arts proficiency was 58%. Though we have work to do we are pleased with our achievement compared to other students throughout the state.

**The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:**

<b>Amount</b>	<b>Category</b>	<b>Description</b>
6000	Salaries and Employee Benefits (100 and 200)	Provide funds to hire Reading aides.
250	Professional and Technical Services (300)	In service for teachers
500	General Supplies (610)	Provide additional Language Arts instructional tools as needed.
1000	Software (670)	Provide and maintain instructional Language Arts software and provide for license for school wide Reading program called Reading Counts. Fund Utah Writes for the 4th grade students.
1500	Equipment (Computer Hardware, Instruments, Furniture) (730)	Provide and maintain technology needed to use technology instructional aides for our current Reading Basal program called Reading Street. Provide hardware to ensure students have workstations to participate in school wide Reading program called Reading Counts. Provide hardware to install audio enhancement systems in classrooms.

**Please describe the expenditures made to implement this goal as identified in the Financial Proposal and**

**Report displayed above.**

\$6000 for para-professional salaries

\$500 to purchase ERI kit for Tier II instruction

\$1000 towards Reading Counts/Lexile software

\$1500 towards new computers with current updates to operate software.

**Goal #4**

The percentage of K-5 grade students scoring at benchmark for Reading achievement will go from 81% to 85% as measured by the composite Dibels Reading assessment score.

Identified academic area(s).

Reading

**This was the action plan.**

1. Students will be assessed three times a year with Dibels assessment. Students performing under benchmarks will be discussed in a Reading committee meeting (principal, teacher, Reading facilitator) and a Individualized Learning Plan will be developed for each student. It will include Tier II small group direct instruction to meet the needs of each student.
2. Teachers will monitor progress of these students by doing Dibel assessment progress monitors as directed by the ILP of each student.
3. Students most at need will be invited to a before school STAR Reading program where they will receive one on one Reading help with a group of volunteers.
4. All kindergarten, 1st grade and 2nd grade students will either test out of Reading Mastery or will receive it during Tier II instruction.

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

-Dibels assessments did occur 3 times throughout the year. ILP meetings also occurred 3 times throughout the year. ILP's for at risk students were reviewed. Progress was reviewed and groupings were adjusted to ensure maximum student effectiveness.

-Dibel monitors occurred. We also used some para-professionals to help Dibel Monitor at risk students and their progress.

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

Dibels assessment administered three times a year will help us determine whether we are making progress towards our goal.

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

Our goal was to go from 81% of our students at or above benchmark on the Dibels composite score to 85%. As a school we achieved having 86% of our students score at or above benchmark on the end of year Dibels composite score.

**The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:**

Amount	Category	Description
6500	Salaries and Employee Benefits (100 and 200)	Provide funds needed to hire Reading Aides.
500	Textbooks (641)	Fund needed and worn Reading Mastery material and other direct instructional tools for Tier II instruction.
1000	Software (670)	Provide and maintain instructional Language Arts software and provide for license for school wide Reading program called Reading Counts.
1456	Equipment (Computer Hardware, Instruments, Furniture) (730)	Provide and maintain technology needed to use technology instructional aides in our current Reading Basal called Reading Street.

**Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.**

\$1500 towards salaries of para-professionals

\$500 for Reading Mastery Material

\$1000 towards Reading Counts/Utah Writes software.

\$3500 towards new computers that would operate software.

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

If there is additional funds available, or a carry over we didn't expect we will use those funds in the following manner:

Hire additional para-pro help for our small group instruction. Fund additional technology needed to support our Math and Language Arts goals.

**The distribution was about 14% more than the estimate in the school plan. Please explain how the additional money was spent, if it was spent for items other than expenditures described in the approved goals above. If all expenditures were spent for items in the goals, please enter "Not applicable."**

The additional funds were spent to get updated computers to operate our curriculum software. We had many computers that were windows xp machines that Microsoft quit supporting. With this in mind it was necessary to replace those machines so we could continue to be able to use the software as laid out in this plan. In our plan we had decided that one of the areas we could spend any additional funds that we had would be towards technology to support our Math and Language Arts goals.

**ITEM D - The school plan was advertised to the community in the following way(s):**

- Letters to policy makers and/or administrators of trust lands and trust funds
- School newsletter
- School website

**ITEM E - Please select from the pull down menus the names of policymakers the council has communicated with about the School LAND Trust Program. To choose more than one name on a list, use CTRL while selecting. To unhighlight a selected name, choose another name or use CTRL and select it.**

**State Leaders**

**U.S. Senators**

**State Senators**

Dist. 25 Lyle W. Hillyard

**U.S. Representatives**

**State Representatives**

Dist. 5 Webb, R. Curt

**District School Board**

Kathy Christiansen

Allen Grunig

Jon Jenkins

Terri Rhodes

Brian Leishman

Bart Baird

Richard Knight

**State School Board**

**ITEM G - A summary of this Final Report must be provided to parents and posted on the school website by October 20th of the 2014. When was this task completed?**

**Not required for Charter Schools.**

10/20/2014